IUPUI Bulletins

IUPUI - "Where Impact is Made..."

IUPUI is a part of two great public university systems-Indiana University and Purdue University-and offers the greatest number and widest range of degrees in the state of Indiana. They range from certificates to Ph.D. and professional degrees. All degrees bear either the IU or Purdue designation. Students are, therefore, affected by policies of Indiana University, Purdue University, or both. Such university-wide policies and procedures are set by either the Board of Trustees or the faculty with trustee approval.

University College

University College was established in 1997 as a gateway for entering undergraduate IUPUI students. New and transfer students are granted admission to University College (either full admission or dual admission with a degree-granting school). Students remain in University College until they have declared a major and meet the necessary conditions for transfer to a degree-granting school. University College provides many programs and services to ensure that students move into their majors as efficiently as possible, including academic advising, academic support programs, first-year seminars, career planning, peer mentoring, orientation, scholar support, and themed learning communities.

The Schools

Fields of study or disciplines are housed in schools at IUPUI. School policies and procedures govern all the students within each school. Most fields of study are housed in departments within the schools, but in some schools they may be called by other names, such as divisions. The departments and schools themselves determine degree requirements and whether students are eligible to receive a degree. Students must be in a school and take a specific number of courses at IUPUI (residence requirements) to be eligible for a degree. A current list of degree programs appears online at www.iupui.edu/academic/schoolsdepts.htm.

Web pages in this bulletin cover each school at IUPUI. For each school, pages are dedicated to admission, overview, course listings, and undergraduate and graduate programs which contain specific degree requirements for all degrees offered by the school, policies and procedures, and current faculty. Special teacher certification and honors information is also included where relevant.

Indiana University Purdue University Columbus

For Columbus-specific information relating to admission, registration, financial aid, scholarships, placement testing, academic advising, orientation, and student activities, see the IUPUC section in this bulletin.

IUPUI Honors College

Our Honors College offers a dynamic academic experience to high ability students seeking a unique experience in an urban research environment, and links students to world-class faculty engaged in cutting edge and translational research, creating a community of scholars which will make a difference. For additional information see the IUPUI Honors College section in this bulletin.

The IUPUI University Library

A leader among academic libraries, the IUPUI University Library moved to its present location in 1993. The building was designed by renowned architect Edward Larrabee Barnes and was envisioned as one of the most technologically advanced libraries in the country. Today the library continues to focus on leveraging technology to support student success with 30 full-time faculty librarians, plus programs in information literacy and digital preservation of rare resources and scholarly research. With over 80,000 electronic serial titles and thousands of e-books and databases, the library's resources are always available to students online.

IUPUI, Indiana University, and Purdue University Administration

IUPUI Administration

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- Uday Sukhatme, Ph.D., Executive Vice Chancellor and Dean of the Faculties
- Trudy W. Banta, Ed.D., Senior Advisor to the Chancellor for Academic Planning and Evaluation
- Kody Varahramyan, Ph.D., Vice Chancellor for Research
- Dawn Rhodes, M.B.A., Vice Chancellor for Finance and Administration
- Amy Warner, M.A., Vice Chancellor for External Affairs
- Zebulun Davenport, Ph.D., Vice Chancellor for Student Life
- Kenneth B. Durgans, Ed.D., Assistant Chancellor for Diversity, Equity and Inclusion
- Mrwan A. Wafa, Ph.D., Vice Chancellor and Dean, Indiana University Purdue University Columbus
- Andrew R. Klein, J.D., Chief of Staff

Indiana University Administration

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- Lauren Robel, J.D., Interim Executive Vice President And Provost, Indiana University Bloomington
- D. Craig Brater, M.D., Vice President And Dean And Walter J. Daly Professor, Indiana University School Of Medicine
- Tom Morrison, Ed. D.,Vice President For Capital Planning And Facilities
- Dorothy J. Frapwell, J.D., Vice President And General Counsel
- Edwin C. Marshall,O.D., Vice President For Diversity, Equity, And Multicultural Affairs

- David Zaret, Ph.D.,Vice President For International Affairs
- Jorge José, Ph.D., Vice President For Research
- Michael M. Sample, B.A., Vice President for Public Affairs and Government Relations
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- John Applegate, J.D., Executive Vice President For University Regional Affairs, Planning And Policy
- Mary Frances McCourt, M.B.A, Treasurer Of The University
- Nasser H. Paydar, Ph.D., Chancellor Of Indiana University East
- Michael A. Wartell, Ph.D., Chancellor Of Indiana University Purdue University Fort Wayne
- Michael Harris, Ph.D., Chancellor Of Indiana University Kokomo
- William J. Lowe, Ph.D., Chancellor Of Indiana University Northwest
- Una Mae Reck, Ph.D., Chancellor Of Indiana University South Bend
- Sandra R. Patterson-Randles, Ph.D., Chancellor Of Indiana University Southeast
- Kenneth R. R. Gros Louis, Ph.D., University Chancellor

Purdue Administration

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- Richard O. Buckius, Vice President For Research
- Luis E. Lewin, Vice President For Human Resources
- Rabindra N. Mukerjea, M.A.S.C., Director For Strategic Planning And Assessment
- Melissa E. Exum, Vice President For Student Affairs
- Alysa C. Rollock, J.D., Vice President For Ethics And Compliance
- A. Dale Whittaker, Ph.D., Vice Provost For Undergraduate Academic Affairs
- Beth McCuskey, Vice President For Housing And Food Services
- Timothy J. Sanders, Associate Vice President For Government Relations

Overview

Vision of IUPUI

The VISION of IUPUI is to be one of the best urban universities, recognized locally, nationally, and internationally for its achievements.

Mission of IUPUI

Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana's urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement.

By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in:

- Teaching and Learning
- Research, Scholarship, and Creative Activity
- Civic Engagement, Locally, Nationally, and Globally

With each of these core activities characterized by:

- Collaboration within and across disciplines and with the community,
- A commitment to ensuring diversity, and
- Pursuit of best practices

History

Founded in 1969, IUPUI is an urban campus with the dynamic flavor of a metropolitan city of 1.4 million. The campus is just west of downtown Indianapolis, within walking distance of the state capitol and other governmental offices, and the site of numerous businesses and art, sports, education, and health facilities.

IUPUI is one of eight campuses of Indiana University and includes two Purdue University schools. The campus offers more than 240 degrees provided by 20 different schools. Its 30,000 students represent 49 states and 125 countries. Approximately 22,000 of those students are undergraduates, with about 70 percent traditional age and 30 percent adult age students. Undergraduate students annually use more than $83 million in financial assistance as they juggle jobs, families, community service, and academic pursuits. Each year some 6,500 students earn IU or PU degrees.

IUPUI includes the second largest medical school in the country, the only dental school in the state, the nation’s largest nursing school, and the country’s oldest school of physical education. IUPUI is among the top 20 campuses in the nation for graduate professional degrees conferred. With strong traditions in professional education, IUPUI is simultaneously developing new strengths in interdisciplinary inquiry, linking disciplines with professions in ways that advance research, professional service, and

learning. With external support of over $330 million in 2010, IUPUI is the second-largest site for research in Indiana. With more than 1,300 full-time faculty members, IUPUI is proud of its teaching record and works to improve its teaching with on-going assessment and professional development.

IUPUI is accredited by the North Central Association of Colleges and Schools. Individual school and academic programs are also accredited. For example, the Kelley School of Business and the School of Engineering and Technology programs are accredited by the American Assembly of Collegiate Schools of Business (AACSB) and the Accreditation Board for Engineering and Technology (ABET), respectively. IUPUI has over 140,000 alumni living worldwide and an expanding and active alumni relations program to serve the growing IUPUI campus. More than 67 percent of alumni live in Indiana, with two-thirds of that number in the Indianapolis area. The rest are spread around the world with strong contingents in far-flung places such as Malaysia.

Indiana University–Purdue University Columbus, created in 1970 (one year after the creation of IUPUI), is located one hour south of Indianapolis in the sophisticated, yet rural, town of Columbus, Indiana. This well-known town has been called an “architectural mecca,” boasting the exciting works of numerous internationally known architects. IUPUC has 53 full-time facultly members, who are highly regarded both nationally and internationally, and 125 adjunct faculty. IUPUC partners with the Purdue University College of Technology, which has 12 full-time faculties. Both full-time and adjunct faculties teach at the Columbus campus and at its regional centers in Greensburg and Seymour. The service area of IUPUC includes the counties of Bartholomew, Brown, Dearborn, Decatur, Jackson, Jennings, Johnson, Ripley, and Shelby.

Over 35 degree programs are offered at IUPUC. Over 1,700 students are enrolled. Approximately 60 percent are full time, and nearly 70 percent are female. IUPUC offers the advantages of affordability and small class size, along with the high quality students would expect at any IU or Purdue campus.

See the IUPUC section in this bulletin for more specific information.

A Distinctive Structure

The IU and Purdue Systems

IUPUI is a part of two great public university systems-Indiana University and Purdue University-and offers the greatest number and widest range of degrees in the state of Indiana. They range from certificates to Ph.D. and professional degrees. All degrees bear either the IU or Purdue designation. Students are, therefore, affected by policies of Indiana University, Purdue University, or both. Such university-wide policies and procedures are set by either the trustees or the faculty with trustee approval. In many areas, especially at the undergraduate level, IUPUI sets its own campus policies and procedures.

University College

Entering IUPUI students are granted admission to University College (either full admission or dual admission with a degree-granting school). Students remain in University College until they meet the admission requirements for their field of study or complete 56 credit hours of course work. University College provides many programs and services to ensure that students move into their majors as efficiently as possible, including academic advising, academic support programs, first-year seminars, career planning, peer mentoring, orientation, scholar support, and themed learning communities.

The Schools

Fields of study or disciplines are housed in schools at IUPUI. School policies and procedures govern all the students within each school. Most fields of study are housed in departments within the schools, but in some schools they may be called by other names, such as divisions. The departments and schools themselves determine degree requirements and whether students are eligible to receive a degree. Students must be in a school and take a specific number of courses at IUPUI (residence requirements) to be eligible for a degree. A current list of degree programs appears online at www.iupui.edu/academic/schoolsdepts.htm.

The Columbus Campus

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

For Columbus-specific information relating to admission, registration, financial aid, scholarships, placement testing, academic advising, orientation, and student activities, see the IUPU Columbus section in this bulletin.

Degrees

IUPUI offers numerous degree programs with credentials ranging from Certificates to Ph.Ds. and Professional degrees in Dentistry, Law, and Medicine. Click here for a current listing of the IUPUI degree programs.

Graduate Programs

Master's 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 such as the Graduate Record Examination (www.gre.org) and apply for the program in the spring prior to admission. The graduate program in business requires students to take the Graduate Management Admission Test (GMAT) (www.gmat.org) as part of the admission process. Most students continue to study in their undergraduate major field. Students wishing to switch fields may be required to take undergraduate course work as preparation for admission to a master's program, which presumes prior preparation in the area of study. Generally master's work is more narrowly focused, and degrees require one to two years of full-time study. Some graduate programs may be taken on a part-time basis.

Doctor of Philosophy and Education

The doctorate is the highest degree awarded and requires course work, comprehensive examinations, original research, and a dissertation. Three years of study beyond the master's is minimal, and most students require additional time to complete the course work and research.

Graduate Certificate Program

Graduate-level certificate programs, often in professional areas of specialization, resemble minors but generally require more credit hours. Some certificate programs are a stand-alone program, which means that a student does not have to be working toward a graduate degree to complete a certificate program. Only courses in which students receive at least a C (2.0) can be applied to the certificate program. Specific requirements can be found in the Schools section.

Non-Degree Programs

The Community Learning Network (CLN) offers hundreds of continuing education (noncredit) classes and serves over 11,000 learners annually. With more than 18 noncredit certificate programs in areas as diverse as photography and stress management, CLN's noncredit program helps learners to take the first step in career development. These courses provide educational opportunities for a lifetime of learning. Visit the Community Learning Network Web site (www.cln.iupui.edu) to find out more about noncredit offerings.

Professional Programs

IUPUI offers professional degrees in Dentistry (D.D.S.), Law (J.D.), Medicine (M.D.), and Physical Therapy (D.P.T). All of these degrees require prior study at the bachelor's level as a condition for admission to the program.

Undergraduate Programs

Bachelor's Degree (Baccalaureate) Programs

The typical undergraduate degree program is either a bachelor of science or a bachelor of arts degree. The degree typically takes four years for full-time students and substantially longer for part-time students. IUPUI's bachelor's degrees are awarded in the professional schools and within the arts and sciences.

Associate Degree Programs

Some schools award an associate degree after the completion of two years of full-time college course work. Usually the course work completed for the associate degree will count toward the bachelor's degree in the same discipline.

Certificate Programs

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

Non-Degree Programs

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Undergraduate Overview

Admission

The best and most complete information source on admission standards and procedures is the *IUPUI Beginning Freshman Admissions Guide and Financial Aid Information* booklet or the *Transfer and Visiting Student Admissions Guide and Financial Aid Information* booklet, which are published annually and contain an application form, fee schedules, detailed instructions, numbers to call, and the relevant deadlines. The Enrollment Center's Web site also provides information about admission for undergraduates and graduates, financial aid information, and links to other key offices' Web sites. Prospective students may download a paper application or complete an application for admission online (http://enroll.iupui.edu).

Criminal Activity Disclosure

IUPUI 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 contact the Admissions Center at apply@iupui.edu or visit enroll.iupui.edu/admissions/undergraduate/freshmen/disclosure.html.

- When to Apply
- Types of Freshmen Admission and Qualifications
- Types of Transfer Admission and Qualifications
- Visiting Students
- International Students

When to Apply

When to Apply

Generally, 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 orientation program during which you will register for classes. If you file an application after the priority date, you will be considered on a space-available basis and if admitted, you will likely attend a later orientation session and register for classes during the last

days of registration. After the priority date admission may close without advance notice. The Web site will contain current admission review status for each approaching term.

Application Deadlines

Priority date	Term
June 1	Fall (begins late August or early September)
November 1	Spring (begins in early January)
March 15	Summer I (begins in early May)
May 1	Summer II (begins in mid-June)

Please note that Dental Hygiene & Dental Assisting (http://www.iusd.iupui.edu/departments/periodontics-and-allied-dental-programs/dental-hygiene/), Social Work(http://iupui.socialwork.iu.edu/), and all the Undergraduate Medical School Health Profession Programs(http://admissions.medicine.iu.edu/applying-to-the-iu-school-of-medicine/applicant-instructions/) have strict application deadlines for those students who have met all entrance requirements and who wish consideration for entry directly into the major. See appropriate Web page for deadline information.

Letters of Admission

With the admission letter, students receive information about placement testing, New Student Orientation reservations, transfer of credits, and a temporary parking permit is enclosed. All beginning students are admitted to University College, where they attend the New Student Orientation program, enroll in a first-year seminar, work with an advisor, and learn about University College support services such as the Bepko Learning Center. Some students, particularly those with outstanding high school records, will be granted dual admission to University College and the academic school offering their desired major. Some transfer students are also admitted to University College and remain there until they complete the necessary prerequisites for their program of study.

- Types of Freshman Admission and Qualifications
- Types of Transfer Admission and Qualifications
- Visiting Students
- International Students

Types of Freshman Admission and Qualifications

IUPUI offers beginning freshmen enrollment as degree-seeking or visiting students. Visiting student status is for only the Summer II term in June after graduation from high school.

Degree-Seeking Students
If you wish to enter an undergraduate certificate, associates, or bachelor's degree program, apply as a degree-seeking student (even if you are unsure of which degree program). As a beginning freshman, you must not have enrolled in any college, business, or vocational school after high school graduation.

For a beginning student, we will examine your high school record including courses completed; grades earned, and standardized test results. The trend in your grades and the difficulty of your courses are also important.

High School Graduates Admission Requirements

- Graduated from high school or will graduate before enrolling.
- The best preparation for college studies is the completion of a strong college-prep curriculum. If you are a current Indiana high school student, you are expected to complete Core 40 and are strongly encouraged to earn the Academic Honors Diploma.

If you are not in an Indiana high school, you should complete the following core of classes to be considered for admission:

- 4 years of college-prep English
- 3-4 years of mathematics, including second-year algebra (We highly recommend 4 years.)
- 3 years of social sciences
- 3 years of laboratory science
- 4 years of some combination of foreign language, computer science or additional mathematics, laboratory sciences, social sciences, or English courses. Some IUPUI schools require additional courses.
- You must provide the results of your SAT or ACT, including the Writing Section of the test (scores must be received at IUPUI by May 1). If your class has graduated and a fall semester has passed since you graduated, you do not need to take the SAT or ACT. (However, if you did take the test, we would like to see the results.) The results of the writing section assist you and your academic advisor with placement into a writing course. Though test results are considered during the admission review, we do not deny students strictly based on their test results. The SAT or ACT is most important when considering you for dual admission to your intended major and scholarship consideration.
- Though no grade point average guarantees admission to IUPUI, we generally expect to see students with a "B" average when reviewing applications. The trend in your grades and the difficulty of your courses are also very important, and we review favorably those students who have improved their grades in their junior and senior years. The two most important factors will be the courses you attempted and the grades you earned.
- Adult students over the age of 21 should note that SAT or ACT scores are not required and, although a high school transcript is the primary criteria for admission, the Admissions Committee also considers such things as military experience, life experiences, and job responsibilities after leaving high school.
- 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.

If you have significant deficiencies in either academic preparation or performance, IUPUI will defer your acceptance until you complete designated courses at Ivy Tech Community College or another regionally accredited two-year or four-year college. A deferral contract outlining the courses to complete will be sent to you.

GED Admission Requirements
Students enrolling at IUPUI who have not attended college after earning a GED are considered beginning freshmen students. The following are the admission requirements:

- Earned the GED.
- If you are under 19 years of age, you must provide the results of an ACT or SAT test.

Depending on your GED score, you will either be granted admission or deferred to complete coursework at Ivy Tech Community College or another regionally accredited two-year or four-year institution. Visit http://enroll.iupui.edu/admissions/apply/ for the most up-to-date score requirements.

Visiting Students during Summer after Graduation
Students graduating from high school may enroll at IUPUI 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 IUPUI 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. You are not eligible for financial aid as a visiting student, according to federal regulations.
2. If admitted, you must complete IUPUI placement tests in reading, writing, and mathematics. 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 beginning of May.

Types of Transfer Admission and Qualifications

Transfers from Other IU Campuses
Students who are eligible to transfer to IUPUI as degree candidates from another campus of Indiana University must meet the degree requirements of the IUPUI school 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 IUPUI on a temporary or permanent basis, should review the information about intercampus transfer at http://enroll.iupui.edu/admissions/undergraduate/intercampus/.

If a student has earned college credits at another school after leaving the IU campus, the student must provide an official transcript to the IUPUI Office of Undergraduate Admissions (420 University Blvd., CE 255, Indianapolis, IN 46202).

Transfers from Other Purdue Campuses
A Purdue University student from another campus must complete an official undergraduate application through the IUPUI Office of Admissions (http://enroll.iupui.edu). 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 appear on the IUPUI transcript. The grades are not calculated in a student's IUPUI GPA; however, individual schools 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 IUPUI Office of Admissions (http://enroll.iupui.edu). Applicants are required to provide official transcripts from all post-secondary institutions they have attended.

IUPUI has increasing numbers of articulation agreements with Ivy Tech Community College that permit credits to transfer to IUPUI. No courses completed before the fall 1990 semester will transfer. For more information, visit the transfer student portion of http://enroll.iupui.edu.

IUPUI offers transfer students two categories of undergraduate admission (degree-seeking and visitor).

Degree-Seeking Students
If you wish to enter an undergraduate certificate, associate's, 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
If you have fewer than 26 hours of transferable work, you must provide a high school transcript as well as transcripts of your college work. If you were not admissible from high school, you must complete freshman writing, a college-level mathematics course, and a minimum of three transferable courses with grades of C or higher and with a minimum cumulative GPA of 2.0 at another school or university before being able to transfer to IUPUI.

If you were admissible from high school or you have more than 26 hours of transferable work, you must have a cumulative grade point average of at least 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 not eligible to return to your former school, you must sit out for one regular semester. Students transferring from another Purdue campus are exempt from this policy unless they are on drop status or are required to sit out one or more semesters by Purdue University. Summer sessions do not count. If you have been dismissed twice, you must be out of school for two full semesters to be considered for admission. Please mail a statement with your application explaining what caused the low grades and how you will approach your studies at IUPUI.

Admission on Probation
Assuming you were admissible from high school but your GPA is below a 2.0, you will be considered for admission on probation provided you have met or are

meeting the required length of time out of school. If you were not admissible from high school, you must complete freshman writing, a college-level mathematics course, and a minimum of three transferable courses with grades of C or higher and have a cumulative GPA of 2.0 at another school or university before being able to transfer to IUPUI.

In some cases, students with GPA's below a 2.0 will be required to file a petition and perhaps schedule an interview. After reviewing your application, the Office of Undergraduate Admissions will advise you if you must take these steps.

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 results if you have fewer than 26 credit hours of transferable work. (IUPUI 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.

Transfer Credit

Acceptance of credit from other accredited institutions, including Purdue University, is performed by the IUPUI Office of Admissions, Campus Center, Indianapolis, IN 46202-5143, (317) 274-4591.

If the work was completed elsewhere, only courses with grades of C (2.0) or higher are transferred for possible use toward an IUPUI degree. No courses with grades of C- or lower will transfer to IUPUI. None of the grades transferred from other colleges or universities count in the IUPUI grade point average. Some schools, however, may consider such grades for admission purposes and other academic matters.

Course work taken at another institution for which there is an equivalent Indiana University course 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 department or school 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). Many course equivalences for most Indiana colleges may be found on the IUPUI admissions Web site at enroll.iupui.edu.

Courses taken at foreign institutions that are accredited at the same level as IUPUI will be transferred into IUPUI as undistributed credit rather than as specific courses. In general, the international admissions evaluator will designate the credit as lower-division course work with a 100 number, though if it is clear that the course work warrants a 200 or 300 number, such designations will be used. If students want courses to count for specific classes, they must obtain an official translation of the course description and any other material, such as a syllabus, that explains the course content. With that material, the department offering the course can determine whether there is an equivalent IUPUI course. An individual within each department or school will be responsible for making the determination and informing the Office of International Affairs, using the Undistributed Transfer Credit Departmental Evaluation Form. Subsequently, the appropriate changes will be made on the student's official transcript.

The decision about which courses are counted in a student's IUPUI GPA depends on where the courses were taken. Course work taken at another Indiana University campus will be counted in a student's IUPUI GPA. IUPUI students in Purdue University programs who have previously taken course work at another PU campus may have those grades counted toward their IUPUI GPA. Contact specific schools or look at their material in this bulletin for more information. Purdue students are exempt from this policy unless they are on drop status or are required to sit out one semester.

How accepted credit is applied to program requirements is determined by the school 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 school and department awarding the degree.

Visiting Students

If you are working on a degree from another institution and wish to take courses at IUPUI, apply as a visiting (non-degree status) student. You are responsible for verifying that your home institution will accept the IUPUI 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 have earned a bachelor's degree and wish to take additional undergraduate coures either for personal enrichment or to meet entrance requirements for a second undergraduate degree or graduate or professional school, you must apply as a visiting student. While enrolled in this status, you may only take undergraduate courses.

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 IUPUI to the degree program.
- Provide a copy 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

Step-by-step information for international students, including links to academic program information and online application options, is available at http://iapply.iupui.edu/or on request from the Office of International Affairs (OIA), iapply@iupui.edu.

Beginning undergraduate applicants must have successfully completed secondary school including a university-preparation track, or be in the final year of secondary school. The U.S. primary and secondary education system consists of 12 years of study. International applicants should have studied for a similar number of years in primary and secondary school to be eligible for university admission. Applicants from countries with at least 11 standard years in the primary and secondary system and a strong academic record may be considered.

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. Secondary credentials required by country to establish eligibility for undergraduate study are listed at iapply.iupui.edu.

Depending on the admission requirements of their desired majors, applicants are considered for admission to University College or for dual admission to University College and the school of their intended major. Regardless of the admission category, all undergraduate students participate in the University College Orientation program, advising, and support services as part of a comprehensive orientation program coordinated for international students by the Office of International Affairs. The goal of these programs is to ensure a successful transition to IUPUI.

Last Updated on Thursday, November 17, 2011.

Academic Advising

New and transfer students receive their initial academic advising during orientation. Continuing students meet with a University College advisor, who helps them chart their first few semesters and prepares them to transfer to their degree-granting schools. Students with dual admission will most likely be advised by staff or faculty from their intended schools or programs.

Once students transfer to degree-granting schools, they should meet with their school's advisors to chart the completion of required courses, discuss post-graduation careers or further educational options, and get help with academic difficulties. Students may be assigned an advisor, but if not, they should ask for one.

Civic Engagement

Office of Student Involvement

The Office of Student Involvement is a unit within the IUPUI Division of Student Life. The Office of Student Involvement adds value to the collegiate experiences of students by providing multiple opportunities for them to become involved in extra- and co-curricular activities.

The Office of Student Involvement serves to enhance student involvement through co-curricular involvement opportunities, including: campus programming, support for nearly 300 student organizations, fraternity and sorority life, cultural and diversity programming, social justice education, leadership education, community service, civic engagement, first-year programs, and the Multimedia Production Center.

For more information, contact the Office of Student Involvement, Campus Center 370, (317) 274-3931, or visit http://life.iupui.edu.

- Alumni Association
- Art Galleries and Museums
- Co-Curricular Opportunities and Activities
- Community Service, Office of
- Community Work-Study, Office of
- Indiana Campus Compact (ICC)
- Neighborhood Partnerships, Office of
- Service and Learning, Center for
- Service Learning Classes
- Special Campus Events: IUPUI Traditions

Financial Aid & Scholarships

- Types, Eligibility, and How to Apply
- Satisfactory Academic Programs
- Scholarship Information

Types of Financial Aid

Financial aid at IUPUI is based on financial need, enrollment status, and academic progress. The Office of Student Financial Aid Services (OSFAS) administers federal, state, and university funds. Assistance is available in the form of grants, fee scholarships, loans, and part-time employment.

Eligibility

To be considered for most types of aid, students must be accepted for at least half-time enrollment at IUPUI in a degree-granting program or University College. If a student enrolls and later drops a class, the financial aid awards may be changed to the level appropriate to the new enrollment. Students should always check with a financial aid counselor before dropping classes.

How to Apply for Financial Aid

To apply for financial aid, students must file the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA. Students are encouraged to submit FAFSA data electronically using FAFSA on the Web (www.fafsa.ed.gov). Computers are available in the Campus Center within the Office of Student Financial Aid Services, in the Enrollment Center, and in computer clusters on campus. You may obtain the FAFSA via U.S. mail by calling (317) 274-4162. The IUPUI priority deadline for filing the FAFSA is March 1. Award notificatons for new students are sent in April with continuing student award letters sent in May.

Satisfactory Academic Progress

Federal regulations require IUPUI to establish and apply reasonable standards of Satisfactory Academic Progress for the purpose of receiving financial assistance. To receive financial aid, a student must maintain a minimum grade point average of 2.0.

In addition to GPA standards, there are policies regarding course enrollment and completion rates, duration of

eligibility, repeating classes, and unofficial withdrawals. Students failing to meet standards of satisfactory academic progress will be placed on financial aid probation and will be given an opportunity to meet the standards of satisfactory academic progress. If students fail to meet these standards, they will be denied financial aid until satisfactory progress is achieved. Students may submit an appeal with documented mitigating circumstances.

Course Enrollment and Completion
In addition to GPA standards, students must complete a minimum of 75 percent of the credit hours for which they receive a grade each semester. Example: If students enroll in 12 or more credit hours (full time) they must complete 9 credit hours. Completion of a course for credit requires a grade that indicates students have finished all work for the course during the semester for which assistance was received. Course work grades of A, B, C, D, P (pass), or S (satisfactory), are indicators that meet Satisfactory Academic Progress (SAP). Grades that do not indicate course completion are W (withdrawal), F (failing), and I (incomplete).

Duration of Eligibility
In addition to meeting the minimum GPA and course completion requirements, a student must also meet the duration of eligibility requirements. Undergraduate students may not exceed 150 percent of the published length of the educational program. All courses in which students receive a grade will be counted toward the duration of eligibility. All transfer credit hours that appear on the academic transcript will be counted toward the duration of eligibility. For second undergraduate degree students, only credit hours that apply toward that degree are counted toward the duration of eligibility. Once students have exceeded the 150 percent level of their program, they will no longer be eligible for financial assistance as undergraduate students.

The duration of eligibility is divided into yearly increments. The maximum number of credit hours for which students can receive assistance is as follows:

Freshman	47 credit hours
Sophomore	93 credit hours
Junior	140 credit hours
Senior	186 credit hours
Graduate	(Not Applicable)

Failure to meet this schedule will result in denial of financial assistance until students complete enough credit hours to advance to the next grade level. Also, failure to meet any of the other SAP requirements may result in loss of financial aid eligibility.

Unofficial Withdrawals
If students receive all grades of F or a combination of all F, FN, and W grades, the financial aid office will determine the last date of attendance by a review of the Office of the Registrar's records. Financial aid for that term will be re-calculated based upon the date of the unofficial withdrawal and may result in repayment of all grants and loans by students.

Financial Aid Probation
Each academic year, the OSFAS will review academic transcripts to confirm that the standards of SAP are being met. Students who have not met the requirements above will be placed on financial aid probation.

Probation will give the student a period of time to meet satisfactory academic standards. Students who continue to not meet these terms will be denied financial aid until satisfactory academic progress is achieved.

Mitigating Circumstances and Appeals
If mitigating circumstances affect students' ability to meet the SAP policy, those students are required to submit a detailed explanation of the reasons for poor academic performance. In addition, an academic advisor's recommendation is required. Possible mitigating circumstances are the death of a relative, an injury to or illness of the student, and other special circumstances that can be documented on a case-by-case basis. Appeal forms may be printed from the financial aid Web site (www.iupui.edu/finaid).

Contacting the Office of Student Financial Aid Services:
Web site: www.iupui.edu/finaid
Phone: (317) 274-4162
Fax: (317) 274-5930
Walk-in Counseling: Monday–Thursday, 8 a.m. to 6 p.m.; Friday, 9 a.m. to 5 p.m.; Saturday 9 a.m. to noon

Scholarship Information

IUPUI offers many unique scholarship opportunities for undergraduate students. Once enrolled at IUPUI, you are on your way to being eligible for these scholarships. The IUPUI Office of Student Scholarships (OSS) has over $250,000 to award to continuing students based on factors such as cumulative GPA, enrollment, major, and being a single parent. In addition, individual academic units sponsor separate scholarship opportunities for students in specific programs. We recommend that you contact your academic school with your intended major directly to research other scholarship opportunities. A comprehensive list of scholarships and downloadable applications, are available on the Scholarship Central Web site. You may also pick up applications in Cavanaugh Hall, Room 103. The Office of Student Scholarships also maintains a scholarship bulletin board in the hallway of Cavanaugh Hall, outside Room 103. The board is frequently updated with news of private-sector scholarships and award competitions. For additional information, call the Office of Student Scholarships at (317) 274-5516 or e-mail the office at escholar@@..

Below are a few of the continuing student scholarships available at IUPUI. See the Scholarship Central Web site for a more detailed listing with points of contact for various academic unit scholarships and awards.

McCracken Assist Scholarship
Up to $1,000—Created to assist single, custodial parents at IUPUI pursuing their first undergraduate degree to help meet their educational goals. Student must have financial need as determined by the FAFSA. U.S. citizens and/or permanent residents who are also Indiana residents are eligible. Contact the OSS for more details. Deadline: March 15.

Adult Outstanding Scholarships
Up to $1,000—Motivated adult (30+) returning students with at least 12 credit hours, GPA 3.3 in all courses since

returning. Contact the Office of Student Scholarships for more information. Deadline: March 15.

Robert E. Cavanaugh Memorial Scholarships
Up to $2,000—Students of all majors who have earned at least 26 credit hours at IUPUI, who have graduated from an Indiana high school, who demonstrate leadership abilities, and have demonstrated some financial need are encouraged to apply. Must have at least 26 credits at IUPUI and be currently enrolled. Deadline: March 15.

Charles O. McGaughey Leadership Award
Up to 2,000—This leadership award was established to recognize IUPUI upper class students who have demonstrated leadership abilities. Applicants must have a minimum 3.5 cumulative GPA to be eligible. Preference is given to students in liberal arts, science or business. Deadline: March 15.

IUPUI Continuing Honors Scholarship
$1,500/$750 part-time-This one-year scholarship is primarily for students participating in the Honors Program, although students, who are not in the Honors Program but have taken honors courses, are also eligible to apply. All applicants must have completed at least 12 credit hours with at least a 3.2 cumulative GPA. Applications are available in the Honors College office in Taylor Hall, Room 3140. Deadline: May 15.

Sam H. Jones Community Service Scholarships
$750 - 4,000-The scholarship recognizes students who have records of exemplary community and university service. Students can get involved in the community through programs such as Community Partner Scholars, Service Learning Assistants, Democracy Plaza Leaders and Community Work Study Team Leaders. For more information about these scholarships, contact the IUPUI Center for Service Learning at (317) 278-2662 located in BS 2010.

Norman Brown Diversity and Leadership Program
Up to $3,000 – This scholarship is designed to train diverse students with academic potential in valuable leadership skills. Transfer students and currently enrolled students who have previously completed 24 (but no more than 60) credit hours with a minimum cumulative GPA of 3.0 are eligible to apply. Underrepresented students are encouraged to apply. Students must be U.S. citizens. Additional funding may be available for those students with financial need. Contact the OSS for more details. Deadline: March 1.

IUPUI Undergraduate Research Opportunity Program
Amount varies—UROP offers undergraduate research grants and travel funds to encourage and recognize undergraduates who participate in research and other creative projects with faculty in all disciplines, including music and art. Formal research credits may be earned toward graduation. Contact the UROP Program Administrator, (317) 278-0644 for more information.

National Scholarship Opportunities
For information on national scholarship opportunities, visit the National Collegiate Honors Council Web site at www.nchchonors.org/hs-students-counselors-parents/scholarships/.

Graduate students should contact their departments for information about financial support.

Three Million Dollars in Scholarships from External Sources
In recent years, IUPUI students (graduates and undergraduates) have brought nearly $3 million annually in private sector scholarships and awards with them to help pay for their education. Students can find information on such opportunities from high school guidance offices, from scholarship source books, and from the online scholarship search databases available at no charge to the public. These free connections are available from the Scholarship Central Web site. Search services have different scholarship information, so students should consult several of them. Many IUPUI students have had luck with larger search services such as FastWeb, which have efficient filters in place that eliminate scholarship entries for which students are not eligible. FastWeb even has applications for many of its scholarships available online.

Remember, students should never pay for scholarship or financial aid information!

Graduation Requirements

Applying for Graduation

Candidates for graduation initiate the certification process by filing an Intent to Graduate form with the recorder of their school at least one year prior to their expected graduation date. Purdue degree candidates must register for CAND 991. Details concerning the application deadlines of specific schools and any additional requirements related to graduation are available from the recorder or the school sections of this bulletin.

Completion of Degree Requirements

When students contact the recorder 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 what courses students still need to take and whether all transfer work has been entered. Some schools 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 school recorder with questions. Common mistakes that result in students’ failure to graduate are unacceptable grades and not registering for necessary courses, dropping them 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. For more information visit registrar.iupui.edu.

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 major to graduate. Most schools also require grades of C or higher in major courses. Students should familiarize themselves with the policies of their program.

Honors College

The IUPUI Undergraduate Honors College:

Philosophy and Requirements

The IUPUI Honors College, housed in Taylor Hall, challenges students to strengthen and enrich their university education. The program raises student academic achievement and increases intellectual vitality throughout the campus, the Indianapolis community, the state, and beyond. The Honors Program accomplishes this by being highly inclusive and offering students a number of different access points. Unlike most traditional honors programs, IUPUI's program accommodates the educational needs of beginning traditional and nontraditional students, returning students, and part-time students, while consistently maintaining an emphasis on academic excellence.

Participation in Honors
The Honors Program is available to students at all levels of university study. All qualified undergraduates, including entering freshmen, may take courses offered through the Honors Program. Students receive permission to register for honors work based on merit criteria, which stress aptitude, motivation, and past attainment.

The Honors Program recognizes that motivation, enthusiasm, and interest are often equally important indicators of success as numerical criteria. This flexibility assures that honors opportunities are available to all interested students.

Freshmen
Entering freshmen are automatically invited to participate in the Honors Program when they (1) have a minimum combined SAT mathematics, critical reading, and written score of 1800 or ACT composite score of 26 (2) will graduate in the upper 10 percent of their high school class; and (3) have maintained a grade point average (GPA) of 3.5 or higher in challenging, academic course work. Entering students who have been unconditionally admitted to University College are eligible to participate in honors courses.

Honors learning communities address the needs and interests of honors students and are available to qualifying full-time entering honors students. Since all new full-time freshmen are required to participate in learning, insofar as is possible, honors students will be placed in an honors learning community.

Transfer Admission
Transfer students who have completed at least 12 transferable credit hours at their previous institution with an overall GPA of 3.2 or higher are encouraged to apply to the Honors Program.

Continuing IUPUI Student Admission
Freshmen and sophomores who are already enrolled at IUPUI are invited to apply to the Honors Program once they have completed at least 12 credit hours of non-remedial course work with a GPA of 3.2 or higher.

Current IUPUI juniors who are interested in applying should have a GPA of 3.3 or higher and have completed at least 9 credit hours of honors course work previously.

Honors Students and Bachelor's Degrees
The Honors Program offers students the opportunity not only to take honors courses, but also to earn honors credit that can lead to completing their degree "with honors."

Completion of the Honors Notation signifies that the student has performed at an exceptional level and has been exposed to the principles of undergraduate learning as well as to interdisciplinary course work.

Students may earn a General Honors Notation by completing the following prescribed program of honors study. This notation signifies that the student has performed in an outstanding manner across a broad spectrum of study in diverse fields of the arts and sciences. When successfully completed, the General Honors Notation is listed on the student's IUPUI transcript. Students who graduate with a degree from Indiana University may have the notation also listed on their diploma. Purdue University does not provide this option on its diplomas.
Requirements to graduate with the General Honors Notation, students must:
Complete 18 credit hours of honors credits:

- 9 credit hours must be completed in regular Honors course work.
- The remaining 9 credit hours may be completed with some combination of course work, independent research, culture studies, etc., as noted under "Credit Options" below.

Maintain the following grade requirements:

- A GPA of 3.3 in all university course work completed.
- A GPA of 3.3 in all Honors course work completed.
- To count for credit toward the Honors Notation, a grade of B or higher must be obtained in the course (i.e., courses in which a grade of B- or lower is received will not count toward the 18 hour credit requirement).
- Submit an Application for Honors Notation by the second week of the semester in which the student will graduate.

Credit Options
Honors courses form the common academic core.

- A minimum of 9 credit hours are required.
- Choose from honors-designated courses (H399, H499) and other honors-approved courses (e.g., "S" prefix courses).

"H" Option courses enable students to design an Honors experience in selected courses with individual faculty.

- Up to 9 credit hours of H Option credit will count toward the notation.
- Application for "H" Option credit is required after consultation with the course instructor.

Research course work provides students with valuable research experience as well as excellent preparation for graduate or professional study.

- Up to 6 credit hours of H399 Honors Independent Research will count toward the notation.
- Up to 6 credit hours of H499 Honors Senior Thesis/ Project will count toward the notation.
- Students normally pursue a research emphasis that is related to their chosen major or that may serve as their capstone experience.

- Students may receive financial support through the Undergraduate Research Opportunities Program.

Graduate course work enables students to become familiar with graduate education while delving further into their major field.

- Up to 6 credit hours of approved graduate course work will count toward the notation.

Community service offers valuable professional experience and enables students to give back to communities while examining how their academic programs intersect with the world at large.

- Up to 3 hours of community service "equivalent credits"* will count toward the notation.
- For each 30 hours of approved service, students will earn 1 "credit equivalent" upon completion of a six- to ten-page reflection paper on the significance of this service to their academic growth.
- Service learning course work is also available under regularly offered Honors Courses.

International Experiences and Culture Studies develop informed, empathic, and globally experienced leaders.

- Up to 6 credits will count toward the notation for participation in an approved study abroad program.
- Three "equivalent credits"* can be earned by completing four semesters of a foreign language (including American Sign Language).
- Three "equivalent credits"* can be earned by completing two semesters of non-honors courses that focus on cultures other than those of Western Europe. Courses may be selected from a list of qualified courses available online or in the Honors Program Office. Students must choose two courses in the same cultural sphere. Note: Courses used in this way may not be double-counted for another Honors category.

*Equivalent credits are not counted toward official degree requirements but are granted toward qualification for the General Honors Notation. They are internal to the Honors Program only and are not included in official credit hour calculations by the Office of the Registrar.

Honors Associate Notation
Candidates for the Honors Associate Notation must complete the 9 credit hours of Honors work as outlined above. Six of these credit hours should be in Honors-designated courses. Students must also complete all regular associate degree requirements with a minimum overall GPA of 3.3 and at least a 3.3 GPA in honors courses.

Departmental or School Honors Programs

In addition to the General Honors Program that is open to all qualified students, there are currently honors programs in nine departments, each with its own requirements: Departments of Biology, Chemistry, Communication Studies, French, Geology, German, Philosophy, Political Science, and Psychology. Honors degrees also are offered by the Kelley School of Business, the School of Nursing, and the School of Public and Environmental Affairs. For information on the requirements for these programs, see each school's section in this bulletin.

Honors House
Honors House is located in the Campus River Walk Apartments and is open to Honors-eligible students. A full-time resident assistant, who serves as a mentor, guide, and resource person for residents, lives on site and assists in program development and implementation as well as meeting the individual needs of each resident.

Honors programming is offered throughout the year and creates excellent opportunities for Honors students and faculty to interact. Regular weekly and monthly events help build a stronger sense of community and supplement classroom activities. Students create their own Honors House Student Council that oversees House activities and provides direction for the future growth and development of Honors House. The Honors Program maintains an office on site to provide academic advising, administrative assistance, and special program support for Honors House residents.

Honors Club
The Honors Club is dedicated to uniting people interested in maximizing their educational opportunities. The club provides social, educational, and community service opportunities for the student body and faculty that enhance the learning environment at IUPUI and in the community. Membership is open to all university students, faculty, and staff. Monthly meetings, along with specially planned activities, offer students, faculty, and staff numerous opportunities for enhancing their educational endeavors. Students should e-mail their interest in joining the club to honors@iupui.edu.

Bepko Scholars and Fellow Program
The Bepko Scholars and Fellows Program is a comprehensive undergraduate and graduate scholarship program that aims to develop engaged scholars-students who view service and learning as keys not only to personal growth, but also to the growth and vitality of the communities in which they live.

Students begin as Bepko Scholars their freshman year. An enriched and integrated liberal arts curriculum supplements the in-depth training they receive within their majors. Scholars have access to the full range of state-of-the-art facilities available at IUPUI while faculty committed to undergraduate teaching serve as mentors. They also have supplemental programming-including access to distinguished state, national, and international leaders as well as conversations with civic and nongovernmental organizations-supplements classroom activities. Opportunities for study abroad and internships as well as intensive preparation for graduate and professional school admission are provided.

An integral part of the program is service learning. Scholars are expected to become actively engaged in service endeavors: from volunteering with local organizations to research with public service offices, scholars are involved in a large variety of civic activities. When scholars remain at IUPUI for their graduate or professional studies, they become Bepko Fellows. Fellows continue their civic engagement activities and serve as mentors for new scholars. Colloquia and seminars supplement their extensive graduate training. Admission to the program is highly selective, with approximately 20 scholars admitted each year. Students must apply as freshmen (transfer and graduate students

are not eligible for this award) and for the fall semester-awards are not available to students who begin their studies in the spring or summer.

To be eligible for consideration, students must present excellent academic credentials, have a demonstrated commitment to community service, and clear objectives for both their undergraduate and graduate degree program. Students must apply by December 1.
The scholarship provides full tuition and fees at the Indiana resident rate as well as books for four years of undergraduate study. On-campus housing expenses are also provided for the freshmen year. When scholars become fellows at IUPUI, the program will provide $5,000 in tuition support for up to four years of graduate or professional study. Further information and application instructions are available at www.BepkoScholars.iupui.edu.

Orientation

All new students and transfer students beginning at IUPUI for their first degree-seeking semester must attend the New Student Orientation program. The orientation program has two specially designed programs. The first is a full-day orientation for new students and transfer students who will be transferring in less than 18 credit hours. An overview of campus resources will be provided, and students will receive information about the school or program in which they are interested, work with current IUPUI students, meet with an academic advisor, register for classes, participate in several interactive information sessions, and receive their student ID card (the Jagtag).

The second program offered is for transfer students bringing in more than 18 credit hours. Transfer students will have the opportunity to meet with their academic advisor, participate in a technology session, take a campus tour, get their student ID (the Jagtag), and receive assistance with registration.

Students are required to obtain their technology account before attending orientation (see Office of Admissions materials). They also must pay a new student enrollment fee that is assessed of all students who are beginning their first semester in a degree-seeking program, including intercampus transfers and students seeking a second degree. The fee is not contingent on participation in the program.

Reservations are required. For more information or to schedule an orientation session, please go online at welcome.iupui.edu or call (317) 274-4240.

Placement Testing

Placement tests (mathematics, chemistry, English as a Second Language, and world languages) are administered by the IUPUI Testing Center from 8 a.m. to 8 p.m., Monday through Friday, and 8 a.m. to 5 p.m. on Saturday. Students are responsible for scheduling their placement tests when they reserve their New Student Orientation. Reservations can be made with a valid username and passphrase online through the self-service system at welcome.iupui.edu or by calling the Office of Orientation Services at (317) 274-4240 between 8 a.m. and 5 p.m., Monday through Friday. Placement tests should be scheduled at least two weeks prior to orientation to ensure that the students' placement test results will be available for advising purposes. (Results are valid for up to one year.)

Each placement test will take approximately 45 minutes to 1 hour to complete. (For more information on placement testing, see the IUPUI Testing Center Web site at tc.iupui.edu.) Students obtain their placement test results from their academic advisors at the New Student Orientation program. If students have not taken the placement tests or their results are not available, they may be limited to a restricted list of courses that do not require placement tests.

All beginning undergraduate students whose programs require mathematics are required to take placement tests in mathematics before enrolling for the first semester at IUPUI. Some applicants may be directed by the Office of Admissions to complete placement tests before the office will finalize an admission decision. The placement test results indicate the students' level of preparedness and the proper or recommended course placement for mathematics. Mathematics placement scores are good for one year from the test date.

Students who have not yet successfully completed one college-level English composition course (ENG W131) are required by the Department of English to reflect on their writing experiences using structured materials before attending New Student Orientation. This guided self-placement (GSP) process offers students a structured opportunity to participate in selecting an appropriate writing course. For more information on the guided self-placement process for English writing courses and preparing for placement tests, students can visit the IUPUI Testing Center website (http://tc.iupui.edu/testing) or the website for the Writing Program (http://english.uc.iupui.edu).

Students who have successfully completed college-level work in English (with a grade of C or above in ENG W131 within the last two years) and mathematics (with a grade of C or above in MATH 11000 or equivalent courses within the last two years) are exempt from the guided self-placement process and taking math placement tests. Students may call the Office of Orientation Services at (317) 274-4240 to determine whether they are exempt from any or all of the placement tests.

Placement tests for world languages (French, German, and Spanish), and chemistry are also available. Students who plan to take these subjects in their first semester should be tested prior to New Student Orientation. Reservations can be made with a valid username and passphrase online through the self-service system at welcome.iupui.edu or by calling the Office of Orientation Services at (317) 274-4240. Call (317) 274-6872 for more information about the chemistry placement test.

Completing your placement tests to the best of your ability is important. Retakes will only be granted for extenuating reasons, and students must receive an academic advisor's signature. The most recent score will be taken when determining student placement. (For more information about preparing for placement testing, please see http://www.act.org/compass/sample/math.html.)

- Testing for Students Whose Native Language is Not English/English for Academic Purposes (EAP) Placement Testing

- Accommodations for Placement Testing
- Cost for Placement Testing
- External and National Testing

Testing for Students Whose Native Language is Not English/English for Academic Purposes (EAP) Placement Testing

All new students—graduate and undergraduate—whose native language is not English are required to take the EAP placement test prior to registration. This test is administered by the Testing Center on behalf of the English for Academic Purposes Program. All inter-national students from non–English speaking countries as well as U.S. permanent residents and others referred by the Office of Admissions take the EAP placement test in lieu of the English Placement Test that native speakers of English are required to take.

Those who need to further develop their English writing skills will be assigned to appropriate EAP classes. These courses are required and should be completed as soon as possible. This requirement has been established in recognition of the vital importance of language competency to the academic success of students.

The intermediate courses—ENG G009 and G010—and the advanced courses— ENG G011 and G012—focus on fundamental language skills. This sequence is designed to improve reading and grammar skills as well as listening comprehension and speaking proficiency. Credits from these courses do not count toward IUPUI degrees; however, grades awarded will be included in the student's grade point average.
Undergraduate EAP students are also placed in an appropriate EAP section of the IUPUI writing courses, ENG W001 or W131. These courses carry the same credit and the same requirements as the regular Department of English sections. ESL W131 fulfills part of the communication core requirement focusing on writing skills for undergraduate students. The credit from this course counts toward IUPUI undergraduate degrees, providing that students receive a grade of C or higher. A few undergraduate programs accept a grade of C–.

Graduate EAP students who need to improve writing skills are placed in ENG G013, which focuses on the special writing demands of graduate-level classes. Those who need to improve listening and speaking skills are placed in G020, which focuses on the verbal and aural skills required in professional settings.

All new international students should contact the Office of International Affairs at (317) 274-7000 to complete the admission process. To register for the EAP placement test, new admitted undergraduate students should schedule the EAP placement test through the Office of Orientation Services at (317) 274-4240, and admitted graduate students should schedule the EAP test directly with the Testing Center at (317) 274-2620. For more information about the EAP Program, call (317) 274-2188 or visit the Web site for the EAP Program (http://eap.iupui.edu).

Accomodations for Placement Testing

Students who, because of disabilities, need special equipment, extended time, or tests taken in separate rooms—whether for placement testing, orientation, or for actual classes—must contact the Office of Adaptive Educational Services (AES) 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 (317) 274-3241 or go to Joseph T. Taylor Hall (UC), Room 137, as soon as possible before classes start.

Cost for Placement Testing

There is no exam fee associated with the IUPUI placement tests in English, reading, mathematics, chemistry, and world languages. However, students who change their placement test reservations less than 24 hours in advance or who fail to attend their scheduled test dates will be assessed $7 for each rescheduling.

External and National Testing

In addition to placement testing, the IUPUI Testing Center administers a variety of tests for Course Test Out, credit by examination, career counseling, and student development purposes. The Testing Center also administers classroom make-up tests, diagnostic academic skills tests, and a variety of admissions, certification, and licensure tests. For more information (including fee rates), contact IUPUI Testing Center, Union Building, Suite G003, 620 Union Drive, Indianapolis, IN 46202-5168; (317) 274-2620; Web site: tc.iupui.edu/testing/.

Principles of Undergraduate Learning

The Principles of Undergraduate Learning are the essential ingredients of the undergraduate educational experience at Indiana University–Purdue University Indianapolis. These principles form a conceptual framework for all students' general education but necessarily permeate the curriculum in the major field of study as well. Other specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study. Together, these expectations speak to what graduates of IUPUI will know and what they will be able to do upon completion of their degree.

Core Communication and Quantitative Skills
Definition: 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 IUPUI students to succeed.

Outcomes: This set of skills is demonstrated, respectively, by the ability to: express ideas and facts to others effectively in a variety of written formats; comprehend, interpret, and analyze texts; communicate orally in one-on-one and group settings; solve problems that are quantitative in nature; and make efficient use of information resources and technology for personal and professional needs.

Critical Thinking
Definition: The ability of students to analyze carefully and logically information and ideas from multiple perspectives.

Outcomes: This skill is demonstrated by the ability of students to analyze complex issues and make informed decisions; synthesize information in order to arrive at reasoned conclusions; evaluate the logic, validity, and relevance of data; solve challenging problems; and use knowledge and understanding to generate and explore new questions.

Integration and Application of Knowledge
Definition: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
Outcomes: This skill is demonstrated by the ability of students to apply knowledge to enhance their personal lives; meet professional standards and competencies; and further the goals of society.

Intellectual Depth, Breadth, and Adaptiveness
Definition: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

Outcomes: Intellectual depth describes the demonstration of substantial knowledge and understanding of at least one field of study; intellectual breadth is demonstrated by the ability to compare and contrast approaches to knowledge in different disciplines; and adaptiveness is demonstrated by the ability to modify one's approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture
Definition: 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.

Outcomes: This skill is demonstrated by the ability to compare and contrast the range of diversity and universality in human history, societies, and ways of life; analyze and understand the interconnectedness of global and local concerns; and operate with civility in a complex social world.

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

Outcomes: A sense of values and ethics is demonstrated by the ability of students to make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices; and recognize the importance of aesthetics in their personal lives and in society.

Programs Available

Undergraduate Programs

Bachelor's Degree (Baccalaureate) Programs

The typical undergraduate degree program is either a bachelor of science or a bachelor of arts degree. The degree typically takes four years for full-time students and substantially longer for part-time students. IUPUI's bachelor's degrees are awarded in the professional schools and within the arts and sciences.

Associate Degree Programs

Some schools award an associate degree after the completion of two years of full-time college course work. Usually the course work completed for the associate degree will count toward the bachelor's degree in the same discipline.

Certficate Programs

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

Non-Degree Programs

The Community Learning Network (CLN) offers hundreds of continuing education (noncredit) classes and serves over 11,000 learners annually. With more than 18 noncredit certificate programs in areas as diverse as photography and stress management, CLN's noncredit program helps learners to take the first step in career development. These courses provide educational opportunities for a lifetime of learning. Visit the Community Learning Network Web site (www.cln.iupui.edu) to find out more about noncredit offerings.

Registration

Registration for first-time students takes place in conjunction with orientation. In subsequent semesters, students register themselves online via OneStart (onestart.iu.edu). Information about registration is available on the Office of the Registrar website (www.registrar.iupui.edu). Information on distance education, Weekend College, and off-campus classes is also available on the CLN Web site.

Students can change their addresses online through OneStart (onestart.iu.edu).

All students are issued university e-mail addresses. Should students choose to use a different e-mail provider, they should forward their university e-mail to their preferred service provider in order to be sure to receive important university announcements.

- Waitlisting
- Enrollment Permissions and Holds
- Dropping and Adding Classes
- Registration Agreement
- Nontraditional Scheduling Options
- Fees

Waitlisting

Occasionally, students will be unable to register in a class 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 list. When a seat opens up, as long as there are no other restrictions or conflicts, that person is registered automatically for the course. At that time, an email message is sent from the Office of the

Registrar to the student's University email account. For more information, check the Registrar website.

Enrollment (Class) Permissions and Holds

Class Permissions: Schools may restrict enrollment in particular courses, so students should review the course descriptions or view course offerings on the Registrar website, paying particular attention to class notes. For instance, some courses, such as upper-division courses in business, are open only to students officially enrolled in certain schools. 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 of a class may seek the department's or instructor's permission to enroll in the class. If achieved, an official in the department will add a class permission to that student's record which students may view in their Student Center from OneStart. Once the class permission has been added, the student may add the class.
Holds: 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 school and cannot proceed until the problem is resolved. Problems that result in a hold include academic probation or dismissal or failure to pay tuition or other fees. Students with unpaid library fines, outstanding parking tickets, or 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 on that hold to resolve the problem.

Dropping and Adding Classes

Before dropping a class, each student should discuss options with their academic advisor as dropping a class should only be done when truly necessary. To drop a course and make a successful transition into another class, students are encouraged to drop and add before classes begin even though drop and add is available through the first week of classes for major semesters. Students who drop before or during the first week of classes will receive no grade and pay no late drop fees. Students wishing to add a course after the start of the term should do so as close to the start of the semester as possible, as instructors may refuse students admission into classes if they believe that students have already missed too much work in the new class. Note: There is a University College policy restricting the number of drops for a University College students. If you are a University College student, please seek the advise of your advisor.

During summer school, students should drop and add during the first three days of classes.

During the first four weeks of regular semesters, partial refunds are given for dropped courses and depending on the time of year, signatures of advisors and instructors are needed. To drop a class in the final part of the semester, students who have a serious and documented reason, such as a serious medical problem, need all of the previous signatures plus the dean's signature.

During this final part of the semester, instructors have the authority to assign the grade of F if a student's work has been unsatisfactory, even if permission to withdraw has been obtained. For complete information on drop/add procedures and deadlines visit the Registrar website on drop and add (http://registrar.iupui.edu/drop.html) along with the Academic Calendar for that term (http://registrar.iupui.edu/accal.html).
Students who choose to withdraw from a semester must officially drop all classes. Failing to attend class does not mean a student has dropped a class but rather will result in an F in the course(s). Failing to pay for the course(s), once registered, will result in both an F and a bill for the course. For more information on dropping and adding classes, students should see a later section in this bulletin, "Academic Policies and Procedures," the *Schedule of Classes,* or the Web site registrar.iupui.edu.

Registration Agreement

When students register, the university reserves specific class spaces for those students; and commits resources to provide the instruction that has been selected. The students, then, assume the responsibility for paying those course fees or for notifying the university if they decide not to attend. The availability of courses is subject to change. A class may be cancelled due to low enrollment or departmental staffing considerations. The department canceling a class will notify registered students and help them make alternate arrangements, if necessary. Registered students also will be notified if the meeting time and/or location of a course has changed since the student registered.

Registration will not automatically be cancelled for nonpayment of fees. Students must either pay their fees or drop all of their classes by the end of the first week of classes if they do not intend to return to IUPUI for the semester. Canceling registration by the first week of classes releases class spaces in time to be available to other students. Students who decide to cancel their registration should log on to OneStart (onestart.iu.edu) Self Service, go to Student Center, click on Drop/Add Classes and proceed to drop all classes.

Nontraditional Scheduling Options

IUPUI offers numerous educational options outside the traditional classroom. These Distance Learning Delivery Systems are found at convenient locations, at times stretching over seven days and nights, and, in addition to regular course formats, are offered online, on TV, and through the U.S. mail. For more information on course and credit program options, see the Registrar Special Course Listings (http://registrar.iupui.edu/splashcln.html) or the IUPUI Community Learning Network at www.cln.iupui.edu.
See also information about CUE (Consortium for Urban Education), http://registrar.iupui.edu/cue.html a group of Indianapolis colleges and universities that augments IUPUI's traditional on-campus courses. Students in some programs may be registered on more than one campus simultaneously. Check with either the school involved or the Office of the Registrar for more information.

Distance Learning
IUPUI's Community Learning Network (CLN) offers classes off campus year-round and on the weekends.

Through television, CLN connects college-bound learners in metropolitan Indianapolis and central Indiana with the academic and technical resources at IUPUI. Lectures are delivered over public television, WFYI-TV Channel 20, Time Warner Channel 19, Comcast Cablevision Channel 39, or by videotapes purchased from the IUPUI Bookstore. Syllabi are offered online. Students interact with peers and faculty through computers, fax, telephone conferencing, and voice messaging systems. Students may complete all requirements for the School of Liberal Arts Associate of Arts and the School of Continuing Studies Associate of Arts in General Studies degrees through CLN. Each semester, new courses are offered over the Internet. Visit www.cln.iupui.edu for more information.

Internet and Online Courses
Increasingly, Internet programs are part of the way IUPUI offers classes. Internet programs use e-mail, the Internet, computer conferencing, and other Internet-based applications. Students often can complete program requirements without going to a learning center. Currently, course descriptions are online, and over 2,600 courses have their syllabi and, in some cases, all class materials online via Oncourse.

Off-Campus Sites
In 1979, the nation's first major off-campus Learn and Shop College Credit Program began offering classes in the training rooms of major department stores in three suburban Indianapolis shopping centers and in area high schools. The program now teaches at two permanent sites: Glendale Mall and the Carmel Community Life and Learning Center. Students may satisfy the requirements for the School of Liberal Arts Associate of Arts degree and the School of Continuing Studies Associate of General Studies by taking courses exclusively in off-campus locations. The Weekend College Office is located in the Enrollment Center, open Saturdays and Sundays during the fall and spring semesters.

Correspondence Courses
IU's Independent Study Program offers numerous credit courses through home study. Instructors and students communicate in writing, by phone, or by e-mail. Students start these courses any time and complete them at their own pace. This flexibility is especially valuable to adult learners or people with swing-shift jobs, for whom regular classes are virtually impossible to attend. These courses, however, do not count toward a full- or part-time load for the purpose of financial aid. Students need to check with their academic units to determine which, if any, correspondence courses can be used to meet requirements for their degree programs. The Independent Study Program booklet is available in most school offices and by calling (800) 334-1011. For additional information, see Independent Study Program in the School of Continuing Studies section of this bulletin or the Web site scs.indiana.edu.

Indiana College Network (ICN)
This system delivers classes from seven Indiana universities and several independent colleges over satellite, intercampus television networks, the Internet, CD-ROM, or through correspondence. The ICN evolved from the earlier Indiana Higher Education Telecommunication System (IHETS), which delivered programs by satellite to 300 receiving sites. For information, visit www.icn.org.

Fees
IUPUI tuition is set annually by the Trustees of Indiana University. Current fees appear on the Office of the Bursar (formerly Student Account Services) Web site (http://www.bursar.iupui.edu). Rules that determine whether a student is a resident or nonresident for fee purposes reside within the IUPUI Registrar Office. Please click on the Customer Service link on the left side of the page to use and view a fee estimator.

The fee estimator will give an estimate of fees for the number of credit hours and program for which you register. Some fees not included in the estimate: New students are charged a New Student Enrollment fee one time; parking, books and supplies. There is various payment options listed within the Customer Service link.

Bills are sent electronically via the student IU email address. If the student is eligible for Financial Aid the aid will either appear as an anticipated aid credit if prior to ten days before the start of the semester or as a credit on the student account. Please check your student account via OneStart (www.onestart.iu.edu) for your student account, financial aid information, and much more student information.

Special Academic Opportunities
- Honors Program
- IUPUI Internship Program
- Reserve Officers' Training Corps (ROTC)
- Rise to IUPUI Challenge
- School Honors
- Service Learning
- Special Credit Opportunities (Waivers and Credit)
- Study Abroad Programs
- Undergraduate Research Programs

Honors Program
The IUPUI Undergraduate Honors Program: Philosophy and Requirements

The IUPUI Honors College, housed in Taylor Hall, challenges students to strengthen and enrich their university education. The program raises student academic achievement and increases intellectual vitality throughout the campus, the Indianapolis community, the state, and beyond. The Honors Program accomplishes this by being highly inclusive and offering students a number of different access points. Unlike most traditional honors programs, IUPUI's program accommodates the educational needs of beginning traditional and nontraditional students, returning students, and part-time students, while consistently maintaining an emphasis on academic excellence.

Participation in Honors
The Honors Program is available to students at all levels of university study. All qualified undergraduates, including entering freshmen, may take courses offered through the Honors Program. Students receive permission to register for honors work based on merit criteria, which stress aptitude, motivation, and past attainment.

The Honors Program recognizes that motivation, enthusiasm, and interest are often equally important indicators of success as numerical criteria. This flexibility assures that honors opportunities are available to all interested students.

Freshmen
Entering freshmen are automatically invited to participate in the Honors Program when they (1) have a minimum combined SAT mathematics, critical reading, and written score of 1800 or ACT composite score of 26 (2) will graduate in the upper 10 percent of their high school class; and (3) have maintained a grade point average (GPA) of 3.5 or higher in challenging, academic course work. Entering students who have been unconditionally admitted to University College are eligible to participate in honors courses.

Honors learning communities address the needs and interests of honors students and are available to qualifying full-time entering honors students. Since all new full-time freshmen are required to participate in a learning, insofar as is possible, honors students will be placed in an honors learning community.

Transfer Admission
Transfer students who have completed at least 12 transferable credit hours at their previous institution with an overall GPA of 3.2 or higher are encouraged to apply to the Honors Program.

Continuing IUPUI Student Admission
Freshmen and sophomores who are already enrolled at IUPUI are invited to apply to the Honors Program once they have completed at least 12 credit hours of nonremedial course work with a GPA of 3.2 or higher.

Current IUPUI juniors who are interested in applying should have a GPA of 3.3 or higher and have completed at least 9 credit hours of honors course work previously.

Honors Students and Bachelor's Degrees
The Honors Program offers students the opportunity not only to take honors courses, but also to earn honors credit that can lead to completing their degree “with honors.” Completion of the Honors Notation signifies that the student has performed at an exceptional level and has been exposed to the principles of undergraduate learning as well as to interdisciplinary course work.

Students may earn a General Honors Notation by completing the following prescribed program of honors study. This notation signifies that the student has performed in an outstanding manner across a broad spectrum of study in diverse fields of the arts and sciences. When successfully completed, the General Honors Notation is listed on the student’s IUPUI transcript. Students who graduate with a degree from Indiana University may have the notation also listed on their diploma. Purdue University does not provide this option on its diplomas.
Requirements to graduate with the General Honors Notation, students must:
Complete 18 credit hours of honors credits:

- 9 credit hours must be completed in regular Honors course work.
- The remaining 9 credit hours may be completed with some combination of course work, independent research, culture studies, etc., as noted under “Credit Options” below.

Maintain the following grade requirements:

- A GPA of 3.3 in all university course work completed.
- A GPA of 3.3 in all Honors course work completed.
- To count for credit toward the Honors Notation, a grade of B or higher must be obtained in the course (i.e., courses in which a grade of B- or lower is received will not count toward the 18 hour credit requirement).
- Submit an Application for Honors Notation by the second week of the semester in which the student will graduate.

Credit Options
Honors courses form the common academic core.

- A minimum of 9 credit hours are required.
- Choose from honors-designated courses (H399, H499) and other honors-approved courses (e.g., “S” prefix courses).

“H” Option courses enable students to design an Honors experience in selected courses with individual faculty.

- Up to 9 credit hours of H Option credit will count toward the notation.
- Application for “H” Option credit is required after consultation with the course instructor.

Research course work provides students with valuable research experience as well as excellent preparation for graduate or professional study.

- Up to 6 credit hours of H399 Honors Independent Research will count toward the notation.
- Up to 6 credit hours of H499 Honors Senior Thesis/ Project will count toward the notation.
- Students normally pursue a research emphasis that is related to their chosen major or that may serve as their capstone experience.
- Students may receive financial support through the Undergraduate Research Opportunities Program.

Graduate course work enables students to become familiar with graduate education while delving further into their major field.

- Up to 6 credit hours of approved graduate course work will count toward the notation.

Community service offers valuable professional experience and enables students to give back to communities while examining how their academic programs intersect with the world at large.

- Up to 3 hours of community service “equivalent credits”* will count toward the notation.
- For each 30 hours of approved service, students will earn 1 “credit equivalent” upon completion of a six- to ten-page reflection paper on the significance of this service to their academic growth.
- Service learning course work is also available under regularly offered Honors Courses.

International Experiences and Culture Studies develop informed, empathic, and globally experienced leaders.

- Up to 6 credits will count toward the notation for participation in an approved study abroad program.
- Three “equivalent credits”* can be earned by completing four semesters of a foreign language (including American Sign Language).
- Three “equivalent credits”* can be earned by completing two semesters of non-honors courses that focus on cultures other than those of Western Europe. Courses may be selected from a list of qualified courses available online or in the Honors Program Office. Students must choose two courses in the same cultural sphere. Note: Courses used in this way may not be double-counted for another Honors category.

*#Equivalent credits are not counted toward official degree requirements but are granted toward qualification for the General Honors Notation. They are internal to the Honors Program only and are not included in official credit hour calculations by the Office of the Registrar.

Honors Associate Notation
Candidates for the Honors Associate Notation must complete the 9 credit hours of Honors work as outlined above. Six of these credit hours should be in Honors-designated courses. Students must also complete all regular associate degree requirements with a minimum overall GPA of 3.3 and at least a 3.3 GPA in honors courses.

Departmental or School Honors Programs

In addition to the General Honors Program that is open to all qualified students, there are currently honors programs in nine departments, each with its own requirements: Departments of Biology, Chemistry, Communication Studies, French, Geology, German, Philosophy, Political Science, and Psychology. Honors degrees also are offered by the Kelley School of Business, the School of Nursing, and the School of Public and Environmental Affairs. For information on the requirements for these programs, see each school’s section in this bulletin.

Honors House

Honors House is located in the Campus River Walk Apartments and is open to Honors-eligible students. A full-time resident assistant, who serves as a mentor, guide, and resource person for residents, lives on site and assists in program development and implementation as well as meeting the individual needs of each resident.

Honors programming is offered throughout the year and creates excellent opportunities for Honors students and faculty to interact. Regular weekly and monthly events help build a stronger sense of community and supplement classroom activities. Students create their own Honors House Student Council that oversees House activities and provides direction for the future growth and development of Honors House. The Honors Program maintains an office on site to provide academic advising, administrative assistance, and special program support for Honors House residents.

Honors Club

The Honors Club is dedicated to uniting people interested in maximizing their educational opportunities. The club provides social, educational, and community service opportunities for the student body and faculty that enhance the learning environment at IUPUI and in the community. Membership is open to all university students, faculty, and staff. Monthly meetings, along with specially planned activities, offer students, faculty, and staff numerous opportunities for enhancing their educational endeavors. Students should e-mail their interest in joining the club to honors@iupui.edu.

Bepko Scholars and Fellow Program

The Bepko Scholars and Fellows Program is a comprehensive undergraduate and graduate scholarship program that aims to develop engaged scholars—students who view service and learning as keys not only to personal growth, but also to the growth and vitality of the communities in which they live.

Students begin as Bepko Scholars their freshman year. An enriched and integrated liberal arts curriculum supplements the in-depth training they receive within their majors. Scholars have access to the full range of state-of-the-art facilities available at IUPUI while faculty committed to undergraduate teaching serve as mentors. Access to supplemental programming–including distinguished state, national, and international leaders as well as conversations with civic and nongovernmental organizations–supplements classroom activities. Opportunities for study abroad and internships as well as intensive preparation for graduate and professional school admission are provided.

An integral part of the program is service learning. Scholars are expected to become actively engaged in service endeavors: from volunteering with local organizations to research with public service offices, scholars are involved in a large variety of civic activities. When scholars remain at IUPUI for their graduate or professional studies, they become Bepko Fellows. Fellows continue their civic engagement activities and serve as mentors for new scholars. Colloquia and seminars supplement their extensive graduate training. Admission to the program is highly selective, with approximately 20 scholars admitted each year. Students must apply as freshmen (transfer and graduate students are not eligible for this award) and for the fall semester —awards are not available to students who begin their studies in the spring or summer.

To be eligible for consideration, students must present excellent academic credentials, have a demonstrated commitment to community service, and clear objectives for both their undergraduate and graduate degree program. Students must apply by December 1.
The scholarship provides full tuition and fees at the Indiana resident rate as well as books for four years of undergraduate study. On-campus housing expenses are also provided for the freshmen year. When scholars become fellows at IUPUI, the program will provide $5,000 in tuition support for up to four years of graduate or professional study. Further information and application instructions are available at www.BepkoScholars.iupui.edu.

Internships

Internships are designed to help students obtain professional work experience related to their fields of study. Students will learn how to conduct effective

internship job searches and will receive assistance throughout the internship experience.

Internship positions may be full or part time, paid or unpaid, credit earning or noncredit. Academic credit may be offered at the discretion of the participating school or department. Credit-earning internships are similar to traditional courses in that documentation such as term papers will be required, adding credit to a student's transcript.

In order to participate in an internship, generally, students must meet the following eligibility requirements: (1) current enrollment in a degree or certificate program at IUPUI, (2) at least sophomore status, (3) cumulative GPA of 2.5 or higher, and (4) complete one full semester at IUPUI before the start of the internship. In addition, credit-earning internships are subject to the eligibility requirements of their academic departments.

For more information regarding internships in your school or department, see http://www.iupui.edu/career/inventory.

Reserve Officers' Training Corps (ROTC)

Army ROTC

A very active Army ROTC Program is available to all qualified students. Army ROTC is the primary source of the commissioned officers that lead our nation's army. Upon graduation from college and commissioning as a second lieutenant in the Army, an ROTC graduate is guaranteed employment and gains valuable life experiences while serving in one of our country's most prestigious professions. A young second lieutenant routinely commands 30 or more personnel. In the corporate world it would take decades for an individual to reach that level of responsibility. It is for this reason that ROTC graduates are so valued in the Armed Forces as well as in Fortune 500 Companies after they complete military service. Army ROTC at IUPUI, referred to as "the best leadership course in America," will prepare the qualified student for these challenges.

Students may enroll in the ROTC program on a voluntary or exploratory basis during the first two years. Books, tuition, and supplies are provided free of charge. Elective credit hours are awarded for the freshman and sophomore classes. Students do not incur any military obligation until enrollment in the third-year course, or upon accepting an ROTC scholarship.

Four-, three-, and two-year scholarships are awarded on a merit basis. Scholarships will pay 100 percent of tuition, as well as $900 annually toward books, laboratory, graduation, and educational fees. A $2,000–$4,000 tax-free stipend is paid each year the scholarship is in effect, based upon the student's class standing.

Advanced placement is available to veterans and members of the Army Reserve or National Guard. Non-scholarship third-year students also receive a $3,000–$4,000 tax-free stipend per year. In most cases, active reservists and veterans receiving the GI Bill may participate in the ROTC program with no loss of benefits. Army ROTC is also offered to transfer and graduate students. Completion of the program leads to a commission as a second lieutenant in the Army, Army Reserve, or Army National Guard. For more information about the Army ROTC, call (317) 274-2691, send e-mail to goarmy@iupui.edu, or visit the Web site www.iupui.edu/~armyrotc.

Air Force ROTC

Eligible and qualified men and women may elect to earn credits leading to a commission as a second lieutenant in the United States Air Force through a program located on the Bloomington campus. Credits earned in the Air Force ROTC may be applied toward the required number of credit hours for graduation. For more information on the Air Force ROTC, call (812) 855-0917.

Rise to the IUPUI Challenge

The RISE to the IUPUI Challenge encourages undergraduate students to include into their Bachelor's degree program at least two RISE experiences in Research, International Study, Experiential or Service Learning. After successful completion of at least two of the four possible experiences, a notation will be placed on the student's official transcript recognizing this milestone. This initiative begins with IUPUI courses as of Fall 2009. For more information about the RISE Challenge, click here.

School Honors

Dean's List

All schools recognize outstanding academic achievement through the undergraduate Dean's List. Each school's requirements may vary for full- and part-time students but are based on students' work for one regular semester. Students should check their own school's materials in this bulletin for more information.

Graduation with Distinction

In the Indiana University schools, students in the top 10 percent of their class are awarded bachelor's degrees with three levels of distinction: distinction; high distinction; and highest distinction. The level of distinction is determined by the overall Indiana University GPA, and the specific minimum GPA requirements are determined each year by the individual schools. Students must have taken 60 graded credit hours at Indiana University. The level of distinction is printed on both the final transcript and the diploma. At commencement ceremonies, these graduates wear cream and/or crimson cords, depending on the level of distinction.

In the Purdue schools, students receiving Purdue degrees receive high and highest distinction, while geology students who receive IU degrees may be awarded distinction, high distinction, and highest distinction. To be eligible, candidates must complete all their degree programs' requirements and meet the following conditions: (1) a minimum of 65 credit hours of course work from Purdue University or Indiana University applicable to the graduation index (degree grade point average) must be on record; (2) the minimum graduation index for distinction (Purdue and IU degrees) shall be no less than the 90th percentile of the graduation indexes of all the graduates in the school for the spring semester, provided that the index is at least 3.30. The minimum graduation indexes determined for the spring semester for graduation with distinction, high distinction, and highest distinction shall be applied for graduation with those respective levels

of distinction for the subsequent summer sessions and fall semester. At Commencement ceremonies, these graduates wear black and/or gold cords. Consult the sections for the School of Engineering and Technology and the School of Science for more information.

Discipline-Based Honoraria's

Many professions and disciplines at IUPUI have chapters of the undergraduate national honoraria associated with their field of study and regularly induct outstanding students majoring in their fields into these organizations.

Service Learning

Service learning is a course-based educational experience. Students in a service learning class participate in an organized service activity in the community. Through reflecting on their community experience, students gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

For example, students in a writing course may complete a writing project for a not-for-profit agency as part of their course work, or students in environmental science may participate in a wetlands planting project. Students in an introductory psychology course may read with children in a local elementary school, or sociology students may work with community organizations to reduce crime.

Service learning provides an opportunity for students to be actively involved in the learning process. Service experiences help to clarify career goals and develop personal competencies and leadership skills. A variety of service learning courses are offered at IUPUI, and a list can be found in the class offerings on the registrar web site: registrar.iupui.edu under “Service Learning” or by contacting the Center for Service and Learning, BS 2010, (317) 278-2662 or visit csl.iupui.edu.

Special Credit Opportunities (Waivers and Credit)

Special credit policies and procedures vary with individual schools.

Special credit may be awarded to degree-seeking IUPUI students who possess, by previous education or experience, a background in a discipline represented by an IUPUI program. The categories under which students are awarded credit are (1) credit by credentials, (2) credit by experience, and (3) credit by examination. Each school and many disciplines have different policies that define how these mechanisms apply to students seeking credit.

Not all schools accept special credit, and special credit does not transfer to IUPUI from other universities. Changing schools at IUPUI may result in special credit awards not being used to meet degree requirements of the new school.

Students who establish eligibility for special credit must apply for the credit in the course department. The credit will be awarded at the following fee rate: no credit hour fee for freshmen who apply for special credit during the first three consecutive semesters after entering the university, and a nominal fee per credit hour for undergraduate transfer students if they apply during the first semester after entering the university. The nominal fee per credit hour also applies to students receiving special language credit for lower-level language courses, following the satisfactory completion of a higher-level course. Students who do not qualify for the above will pay the standard fee per credit hour at the appropriate resident or nonresident rate currently in place. Visit registrar.iupui.edu/specred.html for more information.

Special Credit for Military Service

Some IUPUI schools grant college credit for military course work. Eligible students should submit a copy of their DD214 or DD295 form or military transcripts to the Office of Admissions, Campus Center, CE 260. Students should check with their schools for more information.

Advanced Placement (AP) Credit

The College Board Advanced Placement (AP) tests are offered by participating high schools. IUPUI encourages high schools and their students to participate in the AP program and awards college credit at no charge in all subjects to students who receive scores of 4 or 5. Some departments give credit for scores of 3 as well. Contact the Office of Admissions to receive an informational brochure or visit enroll.iupui.edu.

CLEP Credit

The College Board College-Level Examination Program (CLEP) is also recognized by IUPUI, and it is available to both current high school students and to students who have already graduated from high school. The same brochure mentioned above shows how CLEP credit is handled. Information is also available at enroll.iupui.edu.

DANTES Credit

The Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Test (DSST) is a subject-matter examination in college and technical subjects. Contact the Office of Admissions for information on the IUPUI policy for acceptance of DANTES credit. Information is also available at enroll.iupui.edu.

International Baccalaureate Exams

For those students participating in the International Baccalaureate exams, IUPUI grants college credits for all higher-level subject exams with scores of 4 or higher.

Departmental or School Proficiency Examinations

Many departments/programs award special credit to students who have demonstrated skills and/or knowledge equivalent to that taught in a given course. Some departments allow students to take a comprehensive final to show such competencies. Such special credit is normally indicated with a grade of S, although some departments may award a grade of A if a student’s performance on a departmental examination clearly merits it. In some cases, students will be charged a fee for the special credit. Consult the departments and programs about such tests, and see the Registration Guide for more information on the fees.

Special Credit for English W131

Some students are eligible to apply for special credit for English W131 Elementary Composition I. This option is open to students who have taken the IUPUI English placement test and placed into honors (English W140), and to transfer students whose previous institutions waived composition requirements without awarding credit. Eligible students can get more information about the special credit portfolio requirements from the English Department's Writing Program office, CA 343. Students who are eligible to submit special credit portfolios should be aware that credit is not always awarded; portfolios are evaluated by a faculty committee that determines whether credit should be awarded based on the essays submitted in the portfolio.

Special Credit for Foreign Languages

Students who have previously studied a foreign language may receive special credit by taking a placement examination and completing the course into which they were placed with a grade of C or higher. The student may then apply for credit for the lower-division courses that was skipped. Students seeking such special language credit through the credentialing process described above must file an application for special credit and pay a nominal fee per credit hour for the additional credits. See the Department of Foreign Languages and Cultures in Cavanaugh Hall 408, and your home school for additional information.

There are restrictions for international students who are taking courses in their native language. They may earn credit at the 300 level but not at a lesser level.

Self-Acquired Competency Credit (Experiential Learning)

Credit may be granted in some schools for experience acquired outside of normal college courses. Credit may be available for course-specific learning or for non-course specific learning within a discipline. Faculty will evaluate the experience and determine whether and how much credit should be awarded. Students may be asked to prepare a portfolio, take examinations, or document their learning in other suitable ways so that the faculty can make a judgment. While General Studies accepts up to 15 credit hours for the Associate and up to 30 for the Bachelor of General Studies, most schools either do not accept such credit or limit the number of acceptable credits to 12 credit hours toward a degree. If a student changes schools within IUPUI, self-acquired competency credit awarded by one school may not count in the new school.

Consortium for Urban Education (CUE)

IUPUI is a member of the Consortium for Urban Education (CUE), Indianapolis. Through CUE, an IUPUI student can enroll in and receive credit for courses not offered by IUPUI but available at another member college. An IUPUI student registered in such courses is subject to IUPUI's fees and payment procedures. Visit registrar.iupui.edu/cue.html for more information.

Study Abroad Programs

IUPUI Study Abroad Opportunities

IUPUI currently operates more than 65 programs throughout the world, including such places as Australia, China, Croatia, UK, Germany, Greece, France, Kenya, Mexico, and Poland. The schools and departments that offer such programs include Engineering and Technology, Business, Art, Liberal Arts, Science, Social Work, Law, Tourism and Convention Management, Nursing, Dentistry, and Medicine.

For study abroad advising, please contact:
Office of International Affairs, ES 2126
(317) 274-2081, abroad@iupui.edu
http://abroad.iupui.edu
The Study Abroad office also provides information on scholarships and financial aid.

Indiana University Study Abroad Programs

IUPUI students are eligible to participate in international study programs run by Indiana University. Both IU and Purdue majors may apply for IU programs overseas. The IU programs include full academic year, semester programs, and a wide variety of summer programs for students wishing to study abroad. At present, there are over 200 opportunities for studying abroad through Indiana University.

Participants receive regular Indiana University credit, not transfer credit. 3-6 credit hours are customary for summer programs, 15-16 credit hours in semester programs, and 30-32 in the academic year programs. Students may apply for financial aid or a number of scholarships.

Detailed information can be found on the Web site of IU Overseas Study (www.indiana.edu/~overseas) or by contacting the Office of International Affairs, (317) 274-2081.

Undergraduate Research Programs

IUPUI has established the campus wide Undergraduate Research Opportunities Program (UROP) to encourage and recognize undergraduates who participate in research and other creative projects with faculty in all disciplines, including music and art. This program provides students with connections to faculty research projects across campus and urges undergraduates to participate in research as early as possible. An annual Undergraduate Research Symposium is held each year to showcase student work. Students may apply for grant support for their projects and travel money to facilitate their participation in professional meetings within their discipline. Formal research credits may be earned toward graduation. Further information may be obtained from the UROP director, Kathryn Wilson, Science Building, LD 222; e-mail kjwilson@iupui.edu; telephone (317) 278-1028.

University College

The mission of University College is to provide students with holistic support and an engaging first-year experience to ensure that all entering students make a smooth transition to IUPUI, are academically successful, and are certified to the academic schools of their choice as quickly as possible. New and transfer students are granted admission to University College (either full admission

or dual admission with a degree-granting school) and remain in University College until they have declared a major and meet the necessary conditions for transfer to a degree-granting school. University College provides many programs and services to ensure that students move into their majors as efficiently as possible.

- Administrative Withdrawal
- FLAGS
- From University College to a Degree Program
- Learning Center/Academic Assistance
- Learning Communities
- Partnership for Excellence
- Time on Task (Absence Policies)
- Transfer Students on Probation

Administrative Withdrawal

Students who miss more than 50 percent of their class meetings of a given section during the first four weeks of the fall or spring semesters may be administratively withdrawn from that course unless documentation of contact with their course instructor, academic unit, or academic advisor is provided. Undergraduate students may be administratively withdrawn regardless of class level. For a full description of this policy, please see http://registrar.iupui.edu/withdrawal-policy.html.

FLAGS (Fostering Learning, Achievement, and Graduation Success)

IU's Early Student Performance Alert

In support of campus efforts to increase student retention and 4-year graduation, all faculty teaching undergraduate students are asked to provide feedback early and often on student attendance/performance in their class. Effective Fall 2011, this feedback from the faculty is being accomplished online using the Student Performance Roster as part of the FLAGS System. Feedback from the faculty using these rosters allows for quick and intentional intervention with those students who may need assistance. Based on faculty roster feedback, reports will be readily available to advisors and other school officials to take action.

The student performance roster will also be the mechanism for providing administrative withdrawal feedback for those classes that have been so approved as well as reporting attendance for the Registrar/Financial Aid Compliance enrollment audit. This one Student Performance Roster will satisfy all three needs and will be the ONLY roster faculty will be asked to process.

Course Syllabus/Oncourse Class Announcement

Faculty teaching undergraduate classes are encouraged to provide an explanation on the class syllabus and/or via an Oncourse announcement. A sample notice is provided here:

This semester I will be using IU's FLAGS System to provide real-time feedback on your performance in this course. Periodically throughout the semester I will be entering data on factors such as your class attendance, participation, and success with coursework, among other things. This information will provide feedback on how you are faring in the course and offer you suggestions on how you might be able to improve your performance. You will be able to access this information in the student center: Onestart > Student Services page > Student Center > My Academics and Grades > My Grades.

Standard DEADLINES:

1. Student Performance Feedback: Beginning second week of classes until final grade rosters are created.
2. Administrative Withdrawal Requests: Beginning the day after 25% refund period until the week prior to Automatic W grading period.
3. Attendance Feedback for Enrollment Audit: Beginning the day after 25% refund period until the week prior to Automatic W grading period.

NOTE: Specific dates by term are available on the Resources for Faculty site.

From University College to a Degree

Selecting a Major

Students who meet the regular admission criteria for IUPUI, as well as any additional school admission criteria, and who indicate the major/program that they wish to study when they apply, are granted dual admission to University College and the degree-granting school housing their major. This dual admission is offered on the conditions that students (1) are not required to take refresher courses following their placement tests, (2) are enrolled in a first-year seminar, (3) have attended orientation and have been advised, and (4) have had satisfactory midterm performance.

Other students will move to their schools during their first 56 credit hours of study, during which time students should be completing general-education requirements and other courses necessary for admission into their chosen school or program. Since these courses vary widely from one program to the next, students should refer to the University College degree planning sheets and this bulletin to ensure that courses count toward their degree.

Additional Options Available

Double Majors

While most students complete only one major within their program of study, some schools permit students to complete two majors within a school. To do so, the student must complete the requirements for each of the two majors as well as all other school requirements for a degree. Students seeking a double major must consult advisors from each of the departments in which they propose to study. Usually, the student must receive the approval of the school advisor or school dean of students to do so.

Dual Degrees

While most students work on a single degree at a time, a student may work on what is essentially two degrees in two different schools at IUPUI simultaneously (e.g., a B.A. from Indiana University in English and a B.S. from Purdue University in psychology). Such a dual degree can be obtained by completing all requirements in the two schools for the two different degrees. Some, but not all, courses can be used to satisfy requirements in both schools. Working on dual degrees must be approved by the appropriate advisors and deans in both schools.

Minors

Students in many schools may take one or more minors along with their majors. Minors do not appear on the student's transcript until graduation. Students majoring in one school often can elect to complete minors in other schools. Minors are structured programs generally of 15 to 18 credit hours, though they may require more. They are of three types: (1) departmental or single-discipline minors, (2) interdisciplinary or cross-discipline minors, and (3) thematic minors. In most schools, only courses in which students receive at least a C (2.0) can be applied to the minor. Listings of minors available and the specific requirements for minors are described in each school's bulletin section.

Certificates
Certificate programs resemble minors but generally require more credit hours. Some certificate programs are a stand-alone program, which means that a student does not have to be working toward a two- or four-year degree to complete a certificate program. In most schools, only courses in which students receive at least a C (2.0) can be applied to the certificate program, while in some schools students may be permitted to average all grades required in the certificate program. Specific requirements and grade policies can be found in the section for the school offering the certificate.

Second Undergraduate Degrees
Normally, holders of bachelor's degrees seeking further education are encouraged to enter graduate programs; in certain cases, however, students may prefer to work toward a second bachelor's degree. IUPUI strongly recommends that students discuss current requirements with an advisor before starting work on a second undergraduate degree. If admitted by a school to candidacy for a second degree, students may count credits earned in their first bachelor's degree. However, they must meet the school's requirements, including residence requirements, distribution course work, work in the major, and other requirements not fulfilled by earlier work. Some schools may specify the number of credit hours that must be taken above and beyond the credit hours from the first degree.

Changing Units

University College's goal is to launch students on a successful college career. Once the transition from high school to college, or from workplace to college, has occurred, University College focuses on moving students into their degree-granting programs and schools. Each academic school establishes the requirements for students to certify into its programs. Many programs require a formal application for admission. Students should check the website of the school to which they wish to be admitted for more information. Refresher courses do not count toward students' degrees, but do count toward the students' standing as full- or part-time degree-seeking students for financial aid and insurance purposes. Students on probation must fulfill their contractual agreements and achieve a minimum cumulative GPA of 2.0 to be removed from probationary status. When students meet the admission requirements for their degree-granting school requirements, they are eligible for certification to that school. Students remain in University College until they (1) meet the conditions for admission into their desired school or (2) earn too many credit hours to remain in University College (see the section below titled "The 56 Credit Hour Rule.").

Admission into Degree-Granting Programs from University College
Some schools accept all students with a minimum GPA of 2.0 or other specified GPA. In such schools, students can change schools or programs by officially declaring a major with their advisor and/or contacting the school to which they wish to be admitted. To be sure that they are eligible to transfer, students should consult the school recorder. Other schools require both a set GPA and the completion of a set of specific courses with a specific GPA. In such schools, it is more difficult to determine a student's eligibility. Such schools often have a formal application.

Admission into Capped (Limited Enrollment) Programs
Admission to IUPUI schools is often competitive. Schools may limit their applicant pool to students with a specified minimum GPA, and if selected for application, students may be asked to take part in an interview as part of the admission process. It is important for students to fully understand the entrance requirements of the school or program in which they hope to enroll. Students who are not accepted after one or two tries should work with an advisor to select an alternate program of study.

The 56 Credit Hour Rule
IUPUI encourages students to explore a variety of majors, but after accumulating about 26 credit hours, students should select a degree program. Once a student has completed 56 credit hours (or has 56 credit hours of transfer credit), he or she will be granted 24 credit hours to complete the requirements to be accepted into a degree program or to apply to the General Studies degree program. The 56 credit hour rule may be waived for students pursuing academic programs that require the completion of more than 80 credit hours for admission.

Procedures for Changing Schools/Programs at IUPUI
To transfer from one IUPUI school to another, students should contact the recorder of the school to which they wish to transfer to find out if they have met the necessary requirements. University College students should contact the University College recorder. Acceptance by the new school requires the approval of the appropriate school dean.

Students may also wish to change majors within a school, for instance, changing from criminal justice to urban affairs in the School of Public and Environmental Affairs (SPEA) or from chemistry to biology in the School of Science. Again, students should contact their school's recorder to determine their eligibility and consider the consequences of such a change.

Change of IU Campus
IU students who want to enroll at another Indiana University campus on a temporary or permanent basis should initiate the process by visiting enroll.iupui.edu/admissions. More information on enrollment at another IU campus, including any restrictions and deadlines, can be found on the site. To enroll at another Purdue University campus, students should contact the Office of Admissions at the appropriate Purdue campus.

Students considering permanent transfers should remember that degree requirements vary on different campuses, whether at IU or Purdue. Transferring may require a year or more of additional full-time study, especially if the transfer is made in the junior or senior year.

The Bepko Learning Center

The Bepko Learning Center is devoted to students helping students. The center, which includes the Office of Academic Mentoring, the Office of Tutorial Support, and the Office of Academic Enrichment, is located on the second floor of Taylor Hall (UC 2006). The Bepko Learning Center's programs are based on a belief that highly successful academic students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction, and peer support are all components of this process. For more information, call (317) 274-4818 or visit blc.uc.iupui.edu.

First-Year Seminars/Learning Communities

First-year seminars, academic courses required of entering students, are offered by all IUPUI undergraduate schools. The courses facilitate student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. Each course is taught by an instructional team, including a faculty member who sets academic goals and is the team leader, a student mentor who serves as a role model and peer guide to the college experience, a librarian who introduces library resources and literacy information, and an academic advisor who provides information on academic policies and procedures and works with students to begin academic planning as well as major and career decision making. First-year seminars are often linked with other entry-level courses to form learning communities, where faculty may collaborate in creating class assignments.

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 provides resources to help students reach their academic goals. The students' responsibilities include attending classes, completing assignments on time, participating in out-of-class learning, staying in contact with their academic advisors, and striving for academic excellence in their studies. Please visit http://advising.uc.iupui.edu/Support/StayonTrack/PartnershipforAcademicExcellence.aspx for more information about the Partnership for Academic Excellence.

Time on Task (Absence Policies)

Regardless of whether an explicit absence policy appears on the syllabus, students are expected to attend all classes and are responsible for completing all course work required. Unless the instructor has a different procedure for absences, when students are unable to attend class, they should contact the instructor prior to or immediately following the absence. Students should identify someone in class who is willing to share notes or discuss what was missed. Some instructors may provide videotapes of missed classes, but it is not the instructor's job to repeat a class for a student who is unable to attend class. Exams or other work missed during absences can be made up only with the approval of the instructor. Instructors may choose to count a student absent who comes late or leaves early. Discontinuing class attendance without officially dropping the class will result in the student receiving a grade of F. The student will be responsible for tuition and fees.

Transfer Students on Probation

Transfer students admitted to University College on probation will be placed on transfer probation and are required to complete 15 credits with a 2.0 cumulative GPA or higher. Students are not eligible for certification to a degree-granting school until this requirement has been met. Exceptions may be made for students with 56 or more credits attempted or by request from the school. All other probation and dismissal policies apply.

Graduate & Professional Program Overview

Students can earn an Indiana University graduate or professional degree, an Indiana University Graduate School graduate degree, or a Purdue University Graduate School degree on the IUPUI campus.

A few of the degrees offered at IUPUI are offered in conjunction with either the Bloomington or West Lafayette campus and may require work on one of these two campuses. For specific information about a degree program on the IUPUI campus, please refer to the school or department offering the degree. For a complete listing of IUPUI graduate and professional degree programs see http://www.iupui.edu/graddegrees/.

Admission

Students are strongly encouraged to apply online and must navigate to the online application through the informational materials provided on each department's Web site to obtain the most program-specific information.

The following bulletin pages provide general information about various programs on the IUPUI campus. Please see the Graduate Office website at http://www.iupui.edu/~gradoff/ for additional information and resources.

- Indiana University Graduate Programs
- Purdue Graduate Programs in Engineering
- Purdue Graduate Programs in Science
- Graduate Nondegree Programs
- Professional Programs

IU Graduate Programs

The Indiana University Graduate School is represented on the IUPUI campus by the IUPUI Graduate Office. There are two categories of admission to the University Graduate School:

1. Admission to pursue a degree
2. Admission to take courses in a specific school, department, or program as a special student

Undergraduate Requirements (All Admission Categories)

The Indiana University Graduate School will consider applications from students holding bachelor's degrees from accredited four-year collegiate institutions. Students

from unaccredited institutions may be admitted as special students for one semester; if their records are satisfactory and their department, program, or school recommends them, they will then be given full standing. Ordinarily, a minimum grade point average of 3.0 in an undergraduate major is required for admission to the Indiana University Graduate School. Students may be admitted with deficiencies as graduate nondegree students (GND) or as special students (see below).

Indiana University Bachelor's Degree Candidates

Candidates for bachelor's degrees at Indiana University may apply for conditional admission to the Indiana University Graduate School and may enroll for graduate credit for that portion of their program not required for completion of the bachelor's degree, provided:

1. they are within one semester of meeting bachelor's degree requirements. If the bachelor's degree is not completed within that semester, graduate credit earned may not be counted toward an advanced degree.
2. the total course load does not exceed that ordinarily taken by a full-time graduate student.
3. the courses taken for graduate credit are authorized to carry such credit. (In certain instances, graduate credit is allowed for undergraduate courses.)

Special Students

Students who have applied but have not been admitted to a degree program but who intend to study primarily in one department may be admitted by that department with the approval of the dean of the Indiana University Graduate School as special students. They must apply to a department just as degree students do and should indicate their desired status. After 12 credit hours in a single department, special students must either be accepted into a degree program or change to nondegree status.

Visiting/Transient Students

Visiting students in good standing in any accredited graduate school who wish to enroll for one semester or summer session and who plan to return thereafter to their former institution may be admitted as visiting/transient students if their enrollment can be accommodated. Visiting/transient students should register as graduate nondegree students. Information and IU University Graduate School bulletins may be obtained from the IUPUI Graduate Office, Union Building 518; (317) 274-1577. Material restricted to the programs offered on the IUPUI campus can be found in this bulletin. Nondegree applications are available from the Enrollment Center or the Graduate Office. Nondegree students are advised by the graduate nondegree counselor in the IUPUI Graduate Office.

Application to Indiana University Graduate Degree Programs

Prospective graduate students, including graduates of Indiana University, must make formal application to a department, which will forward its recommendation to the dean. Online applications are normally sent to the departments for consideration within two working days, but the review and approval process may take several weeks; paper applications take much longer to process and are discouraged. Students should navigate to the online application through the informational materials provided on each department's Web site to obtain the most program-specific information. It is recommended that applications be made well before the following dates:

Semester of Matriculation	Deadline for Application
Fall	February 15
Spring	September 1
Summer	January 1

All applications must be accompanied by two complete transcripts of previous college and university course work and should be submitted directly to the department in which the student wishes to work. Indiana University graduates should ask the registrar to send unofficial copies of their transcripts to that department.

Admission (except for visiting and continuing graduate nondegree students) is made to a particular department for a specific degree, and no student shall be permitted to work toward a degree without first having been admitted. Students who want to change departments should contact their department to initiate the change in departments. Requests for change of degree status must be approved by the department and approved by the dean of the Indiana University Graduate School.

Following the notice of admission to the Indiana University Graduate School, an applicant normally has two calendar years in which to enroll. Supplementary transcripts of any additional academic course work undertaken during that period are required, and a department may request additional letters of recommendation. Should the updated material prove unsatisfactory, the admission may be cancelled. If the applicant fails to enroll within two years, a completely new application is required.

Graduate Record Examinations

Applicants may be required to take the Graduate Record Examination General Test, Subject Test, or both (see the department or school sections of this bulletin). Information concerning these examinations may be obtained from the Graduate Record Examinations Educational Testing Service (www.gre.org).

For additional information about the IU Graduate School programs, financial support, academic regulations, and specific courses, consult the specific departments and the IU Graduate School section in this bulletin and its separate bulletin.

Purdue Graduate Programs in Engineering

The Purdue School of Engineering and Technology offers graduate degrees in four areas:

- Biomedical Engineering (the Doctor of Philosophy [Ph.D.] and the Master of Science [M.S.Bm.E.]);
- Electrical and Computer Engineering (the Master of Science [M.S.], the Master of Science in Engineering [M.S.E.], and the Master of Science in Electrical and Computer Engineering [M.S.E.C.E.];
- Mechanical Engineering (the Master of Science [M.S.], the Master of Science in Engineering [M.S.E.], and the Master of Science in Mechanical Engineering [M.S.M.E.]).

Another degree program, leading to the Master of Science in Industrial Engineering (M.S.I.E.), is administered with approval of the School of Industrial Engineering at Purdue University, West Lafayette.

Qualified students may be authorized to pursue the Ph.D. degree in electrical engineering or mechanical engineering at IUPUI; these programs are administered with the respective approval of the School of Electrical Engineering and the School of Mechanical Engineering at Purdue University, West Lafayette. Students are usually expected to complete the M.S.E.E. or M.S.M.E. before pursuing the Ph.D. degree.
Graduate courses are usually offered in the evenings to meet the needs of part-time students employed in the Indianapolis area, as well as traditional students who are preparing for careers in research-directed areas.

For more information, call (317) 278-4960 or visit www.engr.iupui.edu.

Admission Policies and Procedures

To be considered for admission into the graduate engineering programs mentioned above, an applicant ideally should have graduated from an engineering program accredited by ABET, the Accreditation Board for Engineering and Technology, Inc. The final undergraduate grade point average should be at least 3.0 (out of 4.0) or equivalent as shown on the official transcript.

All applicants are encouraged to take the General Aptitude Test of the Graduate Record Examination (GRE), but all international applicants are required to take the GRE. Information about the GRE can be viewed at www.gre.org. Students whose native language is not English are required to take the TOEFL (Test of English as a Foreign Language) and earn a score of 550 (paper-based test) or 213 (computer-based test). Information about the TOEFL can be viewed at www.toefl.org. and can also be obtained from the Office of International Affairs, Education/Social Work Bldg 2126; telephone (317) 274-7000.

Graduates from non-ABET-accredited programs and others who do not meet the above requirements may be considered for admission to the Master of Science degree program or for admission to the Master of Science in Engineering program. Candidates must be graduates of fully accredited (e.g., by the North Central Association of Colleges and Secondary Schools, or comparable accrediting agency) four-year programs, including four-year technology programs. Formal admission to either the M.S. or the M.S.E. programs requires departmental approval as well as the completion of the following requirements:

1. Graduating grade point average (GPA) of at least 3.0 (on a scale of 4.0) or equivalent from an accredited bachelor's degree program with a strong emphasis in engineering, mathematics, or the physical sciences.
2. Completion of the engineering calculus sequence:
    - MATH 163 and MATH 164 Integrated Calculus and Analytic Geometry I and II (10 cr.)
    - MATH 261 Multivariate Calculus (4 cr.)
    - MATH 262 Linear Algebra and Differential Equations (4 cr.)
3. Completion of a number of undergraduate courses in electrical or mechanical engineering, or equivalent course work, depending on the specialty of the student. Equivalence of courses is determined by the graduate committees of the respective engineering programs. For more information, see the graduate program handbooks of the respective programs.

Admission as a Regular Graduate Student

Applications for admission may be obtained by writing to the Office of Graduate Engineering Programs, or to either the Department of Electrical and Computer Engineering or the Department of Mechanical Engineering at the Purdue School of Engineering and Technology. Address: 723 W. Michigan St., IUPUI, Indianapolis, IN 46202-5132; telephone (317) 278-4960. Electronic application is available on the school's Web site: www.engr.iupui.edu.

International students should allow at least six months for the processing of their applications. Students residing in the United States should apply at least three months before the beginning of the semester in which they wish to enroll. Applicants will be formally advised of the final admission decision by the dean of the Graduate School, Purdue University, West Lafayette.

Admission as a Graduate Nondegree Student

This classification is intended for those who want to pursue study beyond the bachelor's degree but who do not have specific degree objectives. It is not intended to be a form of probationary admission to a regular degree program. It is possible for a student registered in this classification to apply for admission to the Graduate School as a regular graduate student. However, if admitted as a regular graduate student, an individual may apply no more than 12 credit hours earned as a temporary graduate student to an advanced degree program. The grade for each course involved must be at least a B.

Students who have already earned 12 credit hours under the temporary classification will not be able to count toward their degree programs the credit earned during the semester in which acceptance as a regular graduate student is pending, unless admission is approved before the end of that semester. Furthermore, credit earned in courses taken while admission is pending may be applied to the advanced degree only if those courses are appropriate to the degree program and acceptable to both the School of Engineering and Technology and the Graduate School. No more than 12 hours of credit resulting from a combination of excess undergraduate credit and credit earned in post baccalaureate status may be applied toward an advanced degree. Students should consult their advisors for further guidance.

Students interested in the Graduate Nondegree program and planning to enroll in graduate courses or a combination of graduate and undergraduate courses may apply online by visiting http://www.iupui.edu/%7egradoff/gnd/.

Undergraduate and Transfer Credit

Course credits earned while an undergraduate at IUPUI or other regionally accredited institutions of higher learning may be applied toward an advanced degree if these credits are in excess of any requirements for the bachelor's degree. Such credits must be certified as available for graduate credit by the institution from which

the student received the bachelor's degree, and they will be accepted only if all of the following conditions are met: (1) the student had senior standing when taking the course, (2) the student received a grade of B or higher, (3) the course was designated as a graduate course, and (4) the course was taken at the graduate level.

No more than 12 hours of credit resulting from a combination of excess undergraduate credit and credit earned in post baccalaureate status may be applied toward any advanced degree. Any additional conditions under which excess undergraduate credit may be used for graduate credit will be determined by the School of Engineering and Technology.

Credits earned for graduate study at other universities may be applied toward an advanced degree as transfer credit, subject to the following restrictions: (1) A student must have earned a grade of B or higher in any graduate course whose credit hours are to be transferred; (2) course work used to satisfy the requirements of one master's degree may not be used on the plan of study for another master's degree; and (3) course work from one (and only one) master's degree may be used on the plan of study for a doctoral degree. Any additional conditions under which credit transfers may be made will be determined by the School of Engineering and Technology.

Graduate Degree Requirements in the Purdue School of Engineering

To earn a master's degree, students must satisfy the following requirements:

1. Students must maintain regular graduate student standing.
2. All regular students are required to demonstrate acceptable proficiency in English composition before a plan of study may be filed or an advanced degree obtained. If the necessary substantiation of English proficiency as outlined below is contained in the application, English clearance will be given automatically upon acceptance into a degree program. If substantiation is lacking on the application, the student is expected to satisfy this requirement during the first term of enrollment. A student whose first language is English may meet the English requirement in any of three ways:
   - by receiving a grade of B or higher in all undergraduate courses in English composition;
   - by submitting an official record from the Educational Testing Service, showing a scaled score of 600 or higher on the verbal portion of the GRE aptitude test;
   - by passing the English proficiency examination administered by the English department at IUPUI. For further ESL test registration and course and program information, contact the ESL program, (317) 274-2188, Cavanaugh Hall 301, or contact esl@iupui.edu. Those students with deficiencies are required to take an English composition or communications course within the first year of graduate study.

   A student whose first language is not English—and who has scored higher than 550 (paper-based test) or 213 (computer-based test) on the TOEFL—may meet the English proficiency requirement by successfully passing the English proficiency examination administered by IUPUI's Department of English. Those students with deficiencies are required to take an English composition or communications course within the first year of graduate study (ENG W131, TCM 460, or equivalent).

   Nonnative speakers of English who are U.S. citizens or permanent residents and who hold a bachelor's degree or a higher degree from a non-U.S. institution or from an institution in a country where English is not the predominant language may meet the English proficiency requirement by successfully passing the English proficiency examination administered by IUPUI's Department of English.
3. Students must file a plan of study appropriate to meet their needs in their chosen field of study. A tentative plan should be drawn up by the student and the graduate advisor in advance of registration for the first semester of graduate work. The formal plan of study must be filed as soon as possible thereafter but before the completion of 15 credit hours toward graduation. Students who have not filed a plan of study before the completion of 15 credit hours may not be allowed to register for the following term. The plan of study must be approved by the advisory committee and the Graduate School. The English requirement must be fulfilled before the plan of study can be filed.
4. Students must meet credit, grade, and index requirements. The number of required credit hours varies between 30 and 33 among the master's degree programs offered at IUPUI. Only grades of A, B, or C are acceptable in fulfilling Graduate School requirements for any plan of study. An advisory committee may require a grade of B or higher in certain courses. Pass/Fail grades are not acceptable in fulfilling degree requirements. Incomplete course grades must be cleared by the twelfth week of the second semester after the session in which the Incomplete was awarded. All graduate students are expected to maintain a minimum cumulative grade point average of 3.0 out of a possible 4.0. Students who do not have a cumulative GPA of 3.0 are considered under probation. Those students who are on probation are required to take additional graduate courses, as required by their respective graduate committees, before they are permitted to graduate.
5. Students must pass the required oral and written examinations. A final examining committee, usually the advisory committee, is appointed for each master's degree candidate. The committee must certify to the Graduate School either that the student has passed the required examination or that the committee is satisfied with the accomplishment of the student as based on a committee conference.

This bulletin lists each program's the admission requirements, curricula, graduation requirements, and course descriptions that were in effect at the time of printing. Course content and curricula may be changed to reflect the needs of business, industry, and government.

Students are responsible for obtaining the latest course and curriculum information from their academic advisors.

Purdue Graduate Programs in Science

Purdue Master of Science degrees are offered in biology, chemistry, computer science, mathematics, physics, and psychology. An Indiana University Master of Science degree is offered in geology. Departments in the School of Science strive to provide programs that serve the state and surrounding community, and students should consult their departments for any new programs or program emphases. Master's programs are at least 30 credit hours (some programs require more) and may be either non-thesis or thesis degrees. A Purdue Ph.D. is offered in clinical rehabilitation psychology. Purdue Ph.D. degrees, with all the work completed at IUPUI, are offered through West Lafayette in all departments except geology. For further information on Ph.D. programs, consult the "School of Science" section of this bulletin.

General Admission Requirements

Students seeking graduate degrees in the School of Science will be admitted as degree-seeking graduate students if they meet the following general qualifications:

1. They ordinarily will be expected to hold a baccalaureate degree from a college or university of recognized standing.
2. They must submit an official transcript from each college or university attended. Other evidence of academic accomplishment and aspirations may be required by some departments. Three letters of recommendation are required.
3. For unconditional admission to a degree program, a B or higher average in prior study is required. Individual departments may set higher grade requirements and may require the submission of additional evidence of academic performance.
4. A minimal score of 79 on the internet-based TOEFL (Test of English as a Foreign Language), 213 on the computer-based TOEFL), or 550 on the paper-based TOEFL is required for all international applicants whose native language is not English. Some departments may have higher standards. Applicants may substitute the IUPUI English as a Second Language (ESL) Placement Examination for the TOEFL in some circumstances, with the approval of the International Office and the Graduate Office. A brochure about this test is available from the Office of International Affairs, ES 2126, or online from the Educational Testing Service (http://www.ets.org/portal/site/ets/menuitem.).
5. All graduate students who are nonnative speakers of English who are being offered positions that involve direct student contact are required to take the Speaking Proficiency English Assessment Kit (SPEAK) Test administered by the English as a Second Language (ESL) Program. Students must receive a score of at least 40 to be approved for direct student contact. Departments can provide further information about this test.

Graduate Record Exams

All degree-seeking applicants are encouraged to take the Graduate Record Examination (GRE). Most programs in the School of Science require this examination. Specific GRE score requirements are specified by each department.

General Requirements for Degree Completion

Once a student is admitted to a graduate degree program in the School of Science, there are several general requirements to complete a degree.

1. Each student must file a plan of study that includes a primary area and may include a related area or areas that are chosen on the basis of the student's interests and needs. A tentative plan of study should be drawn up in advance of registration for the first semester of graduate work. The student and the individual graduate advisor should prepare this plan. The formal plan of study should be submitted as soon as possible and before the final semester.
2. Only grades of A+ to C are acceptable in fulfilling Graduate School requirements in any plan of study. An advisory committee or department may require higher performance than C in certain courses. A grade of "Pass" is not acceptable. Specific cumulative grade point average requirements, if any, are up to the individual departments.
3. Students must complete the credit hours of work required, which may vary by department. Students must meet the Graduate School's resident study requirements.
4. Students must fulfill departmental requirements regarding oral and written examinations. The Graduate School has no general requirement for oral and written examinations for the non-thesis master's degree. In any department, a final examination may be waived if the student meets the minimum requirements of the department. In any event, a final examining committee is appointed for each candidate for the master's degree. The committee must certify to the Graduate School either that the student has passed the required examinations of the department in which the major graduate study has been taken or that the committee is satisfied with the accomplishment of the student as based on a committee conference. Ph.D. programs all require qualifying examinations early in the course of study. After the student has completed most of the formal study to the satisfaction of the advisory committee, the student becomes eligible to take the preliminary examination. The results of these written and oral examinations are reported to the Graduate School by the examining committee with an appropriate recommendation for the student's admission to candidacy, continued preparatory study, or discontinuation. All Ph.D. programs require a Ph.D. thesis.

Other regulations or requirements may be found in the Purdue and Indiana University Graduate School bulletins and in the section of this bulletin for the School of Science.

Graduate Nondegree Status

A student who has previously earned a bachelor's degree may enroll in graduate courses without submitting a formal application as a degree-seeking student. Application as a graduate nondegree student is, however, required and may be accomplished through the IUPUI Graduate Office, Union Building 207; phone (317) 274-1577, or

preferably online by visiting www.iupui.edu/~resgrad. A maximum of 12 credit hours of courses completed as a graduate nondegree student may be used in completing the requirements of a Purdue degree upon acceptance as a degree-seeking student and upon departmental approval.

Financial Support

All departments in the School of Science offer some financial support available in the form of tuition-refund assistantships, associate faculty positions, fellowships, and stipends from local industry.

Industrial and Business Co-op Programs

Several departments in the School of Science have co-op programs associated with their degrees. In co-op programs, research is conducted at the university and at a local industrial laboratory or business. The project is usually the result of a collaborative arrangement between a faculty member and an industrial scientist or a business firm. These programs provide workplace experience and an opportunity to participate in research applied to special industry and business needs.

Geology Graduate Program

Consult the Indiana University Graduate School and the Department of Geology within the School of Science section of this bulletin for information about this IU program. A maximum of 9 credit hours of course work completed as a graduate nondegree student may be used in completing the requirements of a degree upon acceptance as a degree-seeking student and upon departmental approval.

Graduate Nondegree Programs

The Graduate Non-Degree (GND) Program is for applicants with a bachelor's degree or higher degree, who wish to enroll in graduate courses only or a combination of graduate and undergraduate courses in the same semester. All Graduate Non-Degree students pay graduate tuition rates. Graduate course work in Medicine, Dentistry, Law, Business, Informatics, Education, Library and Information Science, Nursing, and Social Work is typically not available to GND students.

Since GND students are not eligible to take graduate courses in several graduate programs, before you apply to any program, please contact the graduate department in which your interest lies to determine your best admission and course options. All GND applicants should consult the online materials and use the online application at http://www.iupui.edu/~gradoff/gnd/application.html.

For those who have a bachelor's degree and wish to enroll in undergraduate courses only, please complete the undergraduate admissions visiting student application (www.enroll.iupui.edu/visiting.shtml.)

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 departments and schools specifically prohibit course work taken under nondegree status from counting toward a degree after a student has been admitted to a degree program.

Professional Programs

IUPUI offers professional degrees in Dentistry (D.D.S.), Law (J.D.), Medicine (M.D.), and Physical Therapy (D.P.T). All of these degrees require prior study at the bachelor's level as a condition for admission to the program.

Aid for Graduate and Professional Students

Graduate and professional students must file the Free Application for Federal Student Aid (FAFSA) or a renewal FAFSA to apply for financial aid. The FAFSA is available at http://www.fafsa.ed.gov/. The priority deadline is March 1.

IUPUI Graduate Office

The IUPUI Graduate Office is the administrative center for graduate and graduate/professional programs on the Indianapolis campus. Although no graduate degrees are granted by IUPUI itself, more than 8,000 students pursue one of the 165 graduate-level certificates and degrees offered on the IUPUI campus by the Indiana University Graduate School, the Purdue University Graduate School, and individual schools at IUPUI. The director of the graduate office serves as dean of students for all IUPUI post baccalaureate students in collaboration with the IUPUI dean of students. In addition to the director, the Graduate Office has an assistant director, an assistant dean, a graduate non-degree coordinator, a curriculum coordinator, and other support staff.

As the locus of graduate administrative activity, the IUPUI Graduate Office processes applications and GRE scores for all graduate and professional programs and receives theses and dissertations for the graduate schools of both IU and PU. The office provides staff support for all graduate administrative committees, sponsors student organizations (e.g., the Graduate Student Organization), counsels post baccalaureate and prospective students, conducts workshops, and organizes Graduate School commencement activities. The IUPUI Graduate Office also connects IUPUI to a wider graduate community through organizations such as the Council of Graduate Schools (CGS), the Committee on Institutional Cooperation (CIC), and the Midwest Association of Graduate Schools (MAGS). Perhaps most importantly, the IUPUI Graduate Office is the answer center for a wide range of questions pertaining to graduate study, graduate programs, and graduate student life. In addition, the IUPUI Graduate Office supports other offices, such as the Enrollment Center and the Community Learning Network, in providing information and documents for general inquiries. The staff of the IUPUI Graduate Office under the primary direction of the assistant dean also recruit for campus graduate programs.

Research, Fellowships, and Assistantships

IU and IUSM offer many excellent research and internship programs for high school, pre-med, graduate, and

medical students. Opportunities may be found at: http://
medicine.iu.edu/research/student-research-opportunities/.

IU Herron School of Art and Design

Welcome to the Herron School of Art and Design!

Indiana University's Herron School of Art and Design is the only professional art school in Indiana. As a tightly knit community of artists, scholars, art educators, and designers who push their work to its potential and themselves to exceptional careers, we carefully maintain our focus on the quality education that has fostered the successes of top artists and designers for more than a century. Our responsibility to push creative boundaries, to foster analytical skills necessary for creative problem solving, and to challenge students to be innovative is the foundation for Herron's success. We offer:

Undergraduate Degrees

- Bachelor of Fine Arts (B.F.A.) with majors in Ceramics, Furniture Design, Painting, Photography, Printmaking, Sculpture, Visual Communication, General Fine Arts
- Bachelor of Art Education (B.A.E.)
- Bachelor of Arts (B.A.) with a major in Art History

Minors

- Minor in Art History
- Minor in Book Arts

Graduate Degrees

- Master of Fine Arts (M.F.A.) in Visual Art and Public Life with emphases in Furniture Design, Printmaking, Sculpture, Ceramics, Photography and Intermedia, Painting and Drawing
- M.F.A. in Visual Communication
- Master of Art Education (M.A.E.)
- Master of Arts (M.A.) in Art Therapy

Accreditation & Licenses

Since 1952, the Herron School of Art and Design has been an accredited institutional member of the National Association of Schools of Art and Design (NASAD). Herron is also accredited as a school of Indiana University by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the Teacher Training Licensing Commission of the Indiana State Board of Education.

Last Updated: February 2012

Community Learning Programs

Saturday School - Fall, Spring

Herron's Saturday School, established in 1922, provides quality art instruction to youths in grades 2 to 12 and adults seeking to learn artistic techniques, improve art and design skills, try new art forms, and build a portfolio of work. Classes take place in spring and fall semesters and are held at Herron's Eskenazi Hall and at Herron's Sculpture and Ceramics building. Class offerings include drawing, painting, illustration, ceramics, photography, printmaking, and elementary art. Instructors are capable junior and senior Herron students and alumni working under supervision of Community Learning/Art Education. The combination of quality instruction and an art and design school environment encourages exceptional development of creative skills. Partial scholarships are available through teacher recommendations. For more information, contact (317) 278-9400, sschool@iupui.edu, or visit:

www.HerronCommunity.org.

Evenings At Herron - Fall, Spring

Evenings At Herron, started in 2008, provides non-credit art classes that meet one night a week at Herron's Eskenazi Hall. Classes target adult and high school students with offerings ranging from oil painting to drawing from life and handbuilding with clay. Class sizes are limited. For more information, contact (317) 278-9400, sschool@iupui.edu, or visit:

www.HerronCommunity.org.

Honors Art and Design - Summer

Honors Art and Design is a rigorous, two-week pre-college summer program for high school juniors, seniors and recent graduates who want to build their art making skills and portfolio, plus receive guidance in planning an education in art and design. For more than thirty years, the program has attracted talented high school students who want to experience a "taste" of art and design school. Each summer, two sessions of Honors Art and Design are held at Herron's Eskenazi Hall. Workshops in drawing, painting, design, printmaking, and theory - equivalent to those given to first-year Herron students - are carefully developed to build basic studio and visual communication skills. In addition, field trips provide meaningful exposure to nearby Indianapolis cultural sites. Moderate class sizes lead to quality instruction provided by Herron faculty members and alumni. To qualify for Honors Art and Design, a student must have completed the sophomore year of high school and should write a short statement of interest. For more information, contact (317) 278-9400, sschool@iupui.edu, or visit:

www.HerronCommunity.org.

Youth Art Camp - Summer

Launched in 2002, Herron's Youth Art Camp is a summer day camp for young people entering grades 2 to 10. One-week or two-week camp sessions offered full day, Monday through Friday, are held during the months of June and July at Herron's Eskenazi Hall. Teachers guide campers in a fun, productive series of studio art activities where imaginative thinking and creative visual processes and expression are stressed. Campers learn basic art making skills and concepts, work with Visiting Artists, and take field trips to nearby cultural sites. Each camp culminates with an art exhibition recognizing participants' successes. Art becomes a valid way to communicate, problem-solve, and learn. Tuition waivers are available on a first come, first served basis for those in need of financial assistance. For more information, contact (317) 278-9400, sschool@iupui.edu, or visit:

www.HerronCommunity.org.

Last updated: February 2012

Contact Information

IU Herron School of Art and Design

Sidney and Lois Eskenazi Hall
735 W. New York Street
Indianapolis, IN 46202
(317) 278-9400
www.herron.iupui.edu
Last Updated: February 2012

Facilities

Eskenazi Hall

Eskenazi Hall is a 169,000 square-foot facility tripling Herron's previous square footage. The building provides the students with more than 70 art and design studios, graduate studios, four galleries, sculpture gardens, a comprehensive art library, a grand hall, a student lounge, conference rooms, up-to-date technologies, and other amenities to enhance all of the schoo'ls academic and community outreach programs.

Sculpture and Ceramics Building

The Sculpture and Ceramics Building is on the north edge of the IUPUI campus and provides state of the art technology, studios, facilities, and exhibition spaces for the Sculpture and Ceramics programs. Expansion plans to enlarge this facility are currently underway.

Herron Galleries

The Herron Galleries consist of the Eleanor Prest Reese and Robert B. Berkshire Galleries, the Marsh Gallery, and the Basile Gallery. The Galleries provide the community, local high school students, and IUPUI students, faculty, and staff with firsthand exposure to contemporary works of art created by local, regional, national, and international artists.

The Eleanor Prest Reese Gallery, Dorit & Gerald Paul Gallery, and Robert B. Berkshire Galleries

These Galleries are committed to a program of several exhibits each year that explore all areas of visual artistic expression. Each exhibit is accompanied ban announcement and a public opening. The yearly schedule is coordinated with the school's lecture series to provide a broader understanding of the works presented in the Galleries. In addition, workshops are conducted by visiting artists, designers, curators, art historians, and scholars to give students and community members the opportunity to work directly with recognized professionals. The Marsh Gallery is generally reserved for student-led projects while the Basile Gallery usually displays artwork by Herron faculty and alumni. All three Galleries are intended to be educational resources for students as well as the community. A mailing list exists for anyone interested in receiving information about talks, workshops, and other events associated with the Galleries. The Galleries are open throughout the year. Gallery hours may vary. All shows are free and open to the public. Interested persons may call (317) 278-9423 for current gallery hours and an exhibition schedule, or go to the Galleries website at:

www.Herron.IUPUI.edu/Galleries

Museums, Art Galleries, and Culture

Situated in the heart of Indianapolis' White River State Park Cultural District, Herron's location on the campus of IUPUI enables greater student and community access to cultural programming, gallery exhibitions, lectures, and special events. This ideal location also fosters more partnerships with surrounding nonprofit organizations, including the renowned Eiteljorg Museum of American Indians and Western Art, the Indiana State Museum, the Indiana Historical Society, and the Indianapolis Zoo. The Children's Museum and the Indianapolis Museum of Art are just a few miles away. Downtown galleries are numerous and many are within walking distance of Herron.

Career Counseling and Placement

Careers in art are almost as varied as the artists themselves. Graduates of the Herron School of Art and Design can be found in professional positions throughout the United States and in various parts of the world. Many fine art graduates go on to graduate schools to continue their art preparation. Many also go directly into art professions, some working full time producing their art, others working as artists and illustrators for private and public agencies, in museums, in galleries, and in many other settings. Graduates of the Visual Communication Program have many career options open to them, including design positions in business, industry, and academic settings, as well as advertising agencies and design studios. Art Education graduates from Herron have certification to teach in the public schools in Indiana. Many also teach in private settings or work with museums or public agencies concerned with art and recreational media. Some graduates in Art Education go on to earn masters degrees and become permanently certified. Information about employment in specific careers is available from placement offices, admissions offices, and department coordinators. IUPUI, in cooperation with the Herron School of Art and Design, works on the local and national levels to assist students and alumni in career placement. Counseling coordinators provide recommendations and maintain a schedule of on-campus recruiting dates by corporate and governmental representatives. Herron School of Art and Design has a website for all students and graduates who are seeking jobs. It is updated weekly and lists part-time, full-time, and freelance jobs for all fine arts majors. The job line page is located in the student services section of the Herron website at:

http://www.herrontalent.com

Last Updated: March 2012

History

The Herron School of Art and Design boasts a rich tradition. The roots of the school were planted in 1877, when it was established as the first school in Indiana dedicated to the teaching of art on a professional level. A professional art school, as defined by Herron's accrediting body, the National Association of Schools of Art and Design, is one in which 65% or more of the curriculum is comprised of studio art and Art History courses. After several years of intermittent instruction, the school resumed on a permanent basis in 1902. In 1967, Herron became a school of Indiana University.

Two years later, with the creation of Indiana University-Purdue University Indianapolis (IUPUI), Herron became part of this innovative approach to higher education. In 1999, Herron launched its first ever capital campaign to raise funds for a new school. Completion of part one of this two-stage process was celebrated in 2000 with the opening of its new state-of-the-art Sculpture and Ceramics Facility, just north of the IUPUI campus. Five years later, Herron opened the doors to its new home, Eskenazi Hall, on the campus of IUPUI. This 169,000 square foot facility tripled Herron's previous square footage and brought all remaining art programs together under one roof. The new building provides the students with more than 70 art and design studios, graduate studios, four galleries, sculpture gardens, a comprehensive art library, a grand hall, a student lounge, conference rooms, up-to-date technologies, and other amenities to enhance all of the school's academic and community outreach programs. Herron has completed more than 100 years of education in the visual arts. Throughout its history, the school has educated numerous successful artists, educators, curators, and designers and will continue to be a nationally recognized arts institution.

International Travel

The experience and wisdom gained through travel abroad is vital to a student's artistic and intellectual growth. Students emerge from their adventures abroad with an expanded knowledge of art, a deeper appreciation for other cultures and ways of life, and a different perspective on how they view art. Herron has long recognized the value of such experiences and offers a variety of travel options. These have included Belgium, China, Italy, England, France, Germany, Greece, and the Netherlands, and range from one to three weeks. The school continues to expand on these offerings as resources become available, and as new relationships develop with other schools around the world. Scholarship opportunities are available through Herron on a competitive basis. Programs are administered in cooperation with the IUPUI Study Abroad Office. Please see Herron's website under Academic Programs for specific information, or contact the IUPUI Study Abroad Office.

Last updated: March 2012

The Local Arts Scene

Museums, Art Galleries, and Culture

Situated in the heart of Indianapolis' White River State Park Cultural District, Herron's location on the campus of IUPUI enables greater student and community access to cultural programming, gallery exhibitions, lectures, and special events. This ideal location also fosters more partnerships with surrounding nonprofit organizations, including the renowned Eiteljorg Museum of American Indians and Western Art, the Indiana State Museum, the Indiana Historical Society, and the Indianapolis Zoo. The Children's Museum and the Indianapolis Museum of Art are just a few miles away. Downtown galleries are numerous and many are within walking distance of Herron.

Last updated: March 2012

Mission

The primary mission of the Herron School of Art and Design is to provide quality education for students committed to careers in the visual arts, including Ceramics, Painting, Photography, Printmaking, Sculpture, Visual Communication, Furniture Design, Art Education, and Art History. Herron also offers community outreach programs to people of all ages interested in learning more about art. The schools size, numerous programs, and location in downtown Indianapolis create multiple opportunities for students to grow within their own disciplines. For more information about Herron School of Art and Design, visit:

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Last updated: February 2012

Overview

The Herron School of Art and Design educates students seeking professional careers in the Fine Arts, Visual Communication, Art History, and Art Education. Undergraduate degrees currently offered are the Bachelor of Fine Arts (B.F.A.), the Bachelor of Arts (B.A.) in Art History, and the Bachelor of Art Education (B.A.E.). Graduate degrees currently offered are the Master of Art Education (M.A.E.), the Master of Fine Art in Visual Art (M.F.A.), Master of Arts in Art Therapy (M.A.), and the Master of Fine Arts in Visual Communication (M.F.A.).

Sidney and Lois Eskenazi Hall 735 W. New York Street
Indianapolis, IN 46202
(317) 278-9400
www.herron.iupui.edu
Last updated: March 2012

Admission

Undergraduate Programs Admission

Admission to Herron School of Art and Design is based on the student's previous school record and may also require a visual portfolio. All Herron applicants must first be admitted to IUPUI. Students may be admitted to Herron based upon outstanding academic achievements. Other students who qualify for admission to IUPUI may be admitted to Herron through a visual portfolio. Students enrolled at other schools or divisions of IUPUI may apply for Herron admission the semester before beginning Herron courses. To transfer, they must have at least 12 credit hours that apply toward a Herron degree and a 2.5 cumulative grade point average (GPA). IUPUI students must file an application for priority admission by October 1 for spring admission and March 1 for summer or fall admission. Please contact the Herron Student Services Office at (317) 278-9400 for more information. All students are admitted into Herron as pre-fine art, Art History, or pre-art education majors. To be admitted to a Fine Art or Art Education major, a student must go through the portfolio review process, which occurs after students complete the freshman Foundation Program courses and nine or more credit hours of sophomore-level studio work. Students interested in Art History may be directly admitted into that program and do not have to go through the portfolio review process.

Admission with Transfer Credit

Students with transfer credits from other colleges or universities may be considered for admission to Herron.

Transfer students may receive credit for successfully completing academic courses (grade of C or higher) of equivalent content from other regionally accredited institutions. Transfer credit for studio art courses, however, is granted only from institutions with National Association of Schools of Art and Design (NASAD) accreditation. Credits for studio art courses from institutions not accredited by NASAD may be eligible for evaluation toward a Herron degree program. Transfer students ready to register for 300-level studio courses must submit a portfolio for review. Students who are eligible for advancement will be notified by the Herron Student Services Office after admission to the university. Review dates and guidelines will be determined by the individual degree programs.

AP Credit

A score of 5, 4, or 3 on the Art History AP Exam will be counted as either HER-H 101 or HER-H 102. Students should contact their advisors to elect which course they prefer to use the AP credit towards. A score of 5, 4, or 3 on the AP Fine Arts Exam will be counted as a studio elective. Herron will not accept an AP score of 2 or 1.

Readmission of Former Students

Former students in good standing who withdraw in accordance with the regulations of the school and who desire to return within two years of their departure should contact the IUPUI Office of Admissions. Students who have been gone for two or more calendar years must follow the current bulletin requirements and meet all departmental curriculum requirements offered at the time of their return. All B.F.A. students who interrupt their major course of study for more than five calendar years are required to pass a faculty portfolio review prior to enrollment in 300- or 400-level studio courses. B.A.E. students who interrupt their art education program for more than five years must re-apply to the program and complete the requirements in place at the time of return. For Visual Communication students, no major course completed more than five years previously will be accepted toward the Visual Communication graduation requirements. Former students whose standing was not satisfactory at the time of withdrawal, former students who withdrew without compliance with the regulations of the school, and former students who were terminated on the basis of performance, must apply in writing to the Herron Student Services Office, 735 West New York Street, Indianapolis, IN 46202, for consideration by the Student Affairs Committee. See section on "Petition for Readmission." Petitions are due to Herron Student Services Office by October 15 for spring admission and April 15 for fall admission.

Academic Sequencing

The studies at the Herron School of Art and Design are sequential, in that a student moves through definite programs of prescribed and optional studies on a year-to-year basis until all the requirements for a particular degree are fulfilled. Students who fall behind in fulfilling degree requirements at a particular year's level will be expected to fulfill those requirements in sequence, either in conjunction with or in place of courses offered at the next level. Conflicts in scheduling may occur when students try to make up requirements, and they may find that their enrollment must be extended beyond the original graduation date. Students are therefore strongly advised to carefully plan their academic schedule.

Awarding of Credit

Herron School of Art and Design awards credit in accordance with the standards and guidelines of the National Association of Schools of Art and Design.

An undergraduate credit hour corresponds to approximately 3 hours of work per week for a period of one semester. Thus, a 3-credit course corresponds to approximately 9 hours per week for a period of one semester. A 3-credit lecture/discussion course typically meets with the instructor 2.5 - 3 hours per week, with the expectation that students will work, on average, 6 or more hours outside of class per week. A 3-credit studio course typically meets with the instructor 4.5 – 6.5 hours per week, with the expectation that students will work, on average, 3-5 hours per week in the studio outside of class meeting time.

When a course is offered for a period shorter than or longer than one semester, or when the course is taught in a hybrid or alternative format, the credit hours are calculated on the basis of the norms described above. Since students work at different rates, the amount of time an individual spends preparing the work required for class may differ from the averages on which credit hours are calculated. Credit is only awarded when students complete all course requirements and demonstrate the competencies defined for the course. Ultimately, the amount of credit awarded per course reflects the expectation for students' acquisition of competencies rather than the number of hours required to achieve those competencies.

Advanced courses typically require students to work more independently than introductory courses. Faculty contact for graduate courses may reflect both the expectation of significant independent work and the type of work done during class meetings.

Herron Expenses

A Herron student will spend approximately $1,300 on books and supplies during a school year. Lab fees are charged for materials used in certain studio classes. A Herron program fee is assessed to all Herron students based on the number of credit hours taken each semester. The lab and program fees are subject to change. Current information can be found at the Bursar's website at www.bursar.iupui.edu.

Portfolio Review for Advancement

In order for students to be admitted into the majors in which they will earn their degrees at Herron School of Art and Design, they are required to pass a portfolio review for advancement (this requirement does not apply to Art History majors). To be admitted to the upper level courses required for the majors, students must pass the portfolio review. Therefore, completion of portfolio review requirements does not guarantee advancement into the major. The decision of the faculty conducting reviews is subject to review by the Dean of the School. The Dean's decision is final.

Policies for Sophomore Advancement Review in Fine Arts, Visual Communication, Art Education

The purpose of Sophomore Advancement Review at Herron is to evaluate student achievement in the first two years of their education at Herron prior to being accepted into the major field of study and undertaking the advanced sequence of coursework. Review is an occasion to assess minimum technical competencies, to assure that students are beginning to integrate their areas of learning at a level appropriate for a sophomore level student, and to remedy any deficiencies. The review is also an occasion for programs to assess their own effectiveness, allowing faculty to observe and respond to areas of strength and weakness in their curricula.

Eligibility for review:

Note: A student may only undergo review three times.

1. Completion of Foundation year studio courses

2. Completion of 6 credits of Art History

3. Completion of 9-18 credits of 200-level studio courses (specific courses may be specified by department)

4. Minimum GPA in Herron studio courses: 2.5 B.F.A./ 3.0 B.A.E.

5. Minimum cumulative GPA in all IU courses: 2.5 B.F.A./ 2.8 B.A.E.

6. B.A.E. candidates must pass the PSST or be exempted by sufficient SAT, ACT, or GRE scores, or a master's degree from a regionally accredited institution

7. Completion of ENG-W 131*

8. B.F.A. candidates must complete ENG-L 105 or ENG-L 115*

9. B.A.E. candidates must complete HER-M 220 Art Education and New Media*

10. B.A.E. candidates must complete COMM R110*

*Students may stand for review prior to taking ENG W131, L105, L115, or COMM R110, but must complete these courses prior to embarking upon 300-level coursework. Completion during the summer before the junior year may be required.

OR

Students transferring to Herron with the AFA degree from Ivy Tech Community College will be eligible for sophomore advancement review after taking 9 credits of studio art at Herron. The following courses are strongly recommended for students in their first semester at Herron as they prepare for sophomore advancement review:

HER-D 202 Drawing IV (3 cr.)

ENG-L 105/115 English Literature or any literature class (3 cr.)

HER-X 2XX 200-level studio course in area of intended major (3 cr.)

HER-X XXX Any studio course within or outside of the intended major (3 cr.)

HER-H 103 Introduction to Contemporary Art (3 cr.)

Faculty review teams may base their recommendations on:

1. Consideration of students' grades in all or in selected courses taken. Grades may count for up to 25% of the evaluation.

2. Students' work presented at Review and their ability to speak and write about it as directed. The work and students' presentations of their work may count for at least 50% of the evaluation.

3. Assessment of students' likelihood of success in their intended majors. This evaluation may be based on students' oral or written responses to questions posed during review or in the preparatory materials, evidence in the work presented at review, or students' conduct during the review process. This may count for up to 25% of the evaluation.

Review Recommendations:

Passed: Students advance into their chosen majors and register for upper level courses. No further reviews are required.

Probation: Students are advised of areas of weakness and are given remedial instructions to address these areas. These may include specific courses to be taken before advancing into upper level coursework, or courses to be taken in conjunction with advancing into upper level coursework. Summer course offerings should address the need for remedial work as much as possible. Students will be assigned a faculty mentor to assist them with improving the identified weaknesses. Subsequent review may be required and should be available to students within seven months.

Denied: Students may not advance into upper level coursework. Students may continue to enroll in 100- and 200-level courses and may present themselves for review in the same department or another at the time of their own choosing. A student who is denied advancement may schedule a meeting with a member of their review committee to discuss their portfolio. Denials should be rare.

After review:

The review committees will submit their recommendations to the Dean and the department chairs.

Students will be informed of their official results by Student Services staff within two weeks.

Last updated: March 2012

Graduate Admission

The Master of Fine Arts in Visual Art with Emphasis Areas in Furniture Design, Sculpture, Printmaking, Photography and Intermedia, Painting and Drawing, or Ceramics

Admission into the program is competitive. Applicants must demonstrate a commitment and capability to develop sustained creative activity as a visual artist at the professional level and the ability to complete graduate work. Applicants must have: (1) an undergraduate degree, preferably a Bachelor of Fine Arts degree with a studio art emphasis from an accredited institution, but other backgrounds will be considered by the graduate

admissions committee, (2) a minimum GPA of 3.0 on 4.0 scale, and (3) a portfolio documenting past visual artwork. Some otherwise qualified applicants may not have all the necessary coursework and background experience to prepare them to fully succeed in their graduate coursework. These persons will be required to make up curricular deficiencies by enrolling in appropriate undergraduate courses prior to taking specific courses in the graduate program. Current admissions requirements, deadlines for admissions, application procedures, and information about financial aid are available on the website for Herron School of Art and Design.

The Master of Fine Arts in Visual Communication

Admission into the Visual Communication graduate program is competitive. The Department of Visual Communication seeks graduate candidates who have strong skills for thinking critically about complex issues and working collaboratively in teams that represent a diversity of perspectives. Applicants ordinarily will be expected to hold baccalaureate degrees from colleges or universities of recognized standing prior to registering as graduate students. Applicants for a master's degree program should have achieved a 3.0 (out of 4.0) grade point average or higher for the baccalaureate degree or have other indicators of outstanding academic performance. Students entering the M.F.A. degree program in Visual Communication are not required to have an established background in design or art. The Visual Communication Design program at Herron encourages cross-disciplinary research approaches and experiences. However, applicants who do not have a prior educational background in design or professional design experience may be required to successfully complete foundational pre-graduate studies in design before being accepted to initiate the M.F.A. curriculum. One or two semesters of foundational pre-graduate studies may be required before full admission into the M.F.A. program in Visual Communication. Foundational pre-graduate courses in design may be offered for graduate credit, but the credit hours do not apply toward completion of the 60-credit hour requirements in the M.F.A. degree. Decisions regarding admission into the Foundational Pre-Graduate program are made on an individual basis.

The Master of Arts in Art Therapy

Admission into the Art Therapy graduate program is competitive. Applicants must have (1) an undergraduate degree with transcripts that reflect 18 or more credit hours of studio art and 12 credit hours of psychology, including developmental and abnormal psychologies /or/ 9 credit hours of psychology including developmental and abnormal psychology, plus 3 credit hours of sociology, (2) a minimum GPA of 3.0 on 4.0 scale, and (3) a portfolio of artwork that shows experience with different media and an ability to understand the motivations of one's personal art making process. Current admissions requirements, deadlines for admissions, application procedures, and information about financial aid are available on the website for Herron School of Art and Design.

The Master of Art Education

Students interested in entering the Master of Art Education (M.A.E.) program must possess a teaching certificate in art and a 3.0 on a 4.0 scale cumulative grade point average. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Professional Standards Board, must complete these requirements through the certification courses in the Bachelor of Art Education degree before pursuing the M.A.E. In addition to the application, applicants must also submit a portfolio of studio work including lessons/units with examples of student work and a personal statement.

Contact

Graduate application inquiries should be directed to:

Graduate Admissions
c/o Student Services Office
Indiana University Herron School of Art and Design
IUPUI
735 West New York Street
Indianapolis, Indiana 46202-5944
317-278-9400
Last updated: March 2012

Degree Programs

Bachelor of Arts (B.A.)

- Art History

Bachelor of Art Education (B.A.E.)

- Art Education
- Art Education and Bachelor of Fine Arts - dual degree

Bachelor of Fine Arts (B.F.A)

- Ceramics
- Furniture Design
- General Fine Arts
- Painting
- Photography
- Printmaking
- Sculpture
- Visual Communication

Dual Degree - B.A.E. & B.F.A

Adding the second degree (B.F.A.) certifies students to teach art K-12 and provides a strong studio foundation. The B.F.A. requires more than 30 additional hours in studio/history. Students wishing to pursue the double major should consult with both advisors for the B.F.A. and B.A.E. each semester. Electives in one degree may be met by fulfilling requirements in the other degree; advisors can counsel on the most efficient path for completion of the program. The double major takes five and one half years to complete, including summer school. Students must successfully pass both portfolio reviews (Art Education and Fine Arts Reviews).

- Admission into the Art Education Program
- Maintain a 2.5 GPA at all times and no lower than a C in all methods courses.
- Complete and pass all sections of the PPST before the fall of sophomore year.
- Pass the Sophomore Review into the Art Education Program in the fall semester of the sophomore year.
- Apply to the Teacher Education Program, School of Education by February 1 of sophomore year.
- Admission into the Teacher Education Program

- Have been advanced into a Fine Arts Program (Sophomore Review).
- Maintain a minimum GPA of 2.5.
- Complete formal application to the Teacher Education Program by February 1 of the sophomore year. This online application can be accessed through the IUPUI School of Education website; select the All Grade application option.

Timeline Requirements

Freshman Year

- Obtain and read both the Herron and School of Education sections of the IUPUI Campus Bulletin concerning Art Education programs and student teaching for students in all grades. Planning your academic progress in this school is your responsibility. Please meet with your advisors prior to registration each semester to be sure all your requirements are being fulfilled.
- Register to take the PRAXIS 1: PPST- Pre-Professional Skills Test (http://www.ets.org/praxis/in/). Information and sample test items are available from School of Education Student Services. This test can be taken on computer or in a classroom. Even by computer, the written component takes six weeks to score, so plan accordingly. Failure to pass this test by January 1 of sophomore year will delay your advancement into Art Education/School of Education programs for one year. Study guides and workshops are available. Students will not be advanced into Art Education/School of Education programs until this test is passed. (Keep a record of your scores.)
- Maintain a minimum GPA of 2.5 in all major area courses and professional education courses, and a 2.0 in Speech COMM-R 110 and English Composition ENG-W 131.

Sophomore Year

(completion of at least 36 hours of course work)

- Be sure all parts of the Pre-Professional Skills Test (PPST) have been passed with scores by January 1.
- Prepare a portfolio of work and sign up for an advancement session in late fall.
- Complete formal application to the Teacher Education Program by February 1, sophomore year.
- Upon acceptance into the Teacher Education Program, sign up and attend the orientation program.

Junior Year

(completion of at least 56 hours of course work)

- Register for student teaching in the fall ONE FULL ACADEMIC YEAR PRIOR to the academic year in which you plan to student teach. Failure to register in time will detain student teaching for one full year, no exceptions. Consult the section on student teaching for All-Grade Education (K-12 license) in the School of Education section of the IUPUI Campus Bulletin or website.
-

Senior Year

(completion of at least 86 hours of course work)

- Register for the National Teachers Exam Art Education Specialty Area the semester prior to student teaching. Results from this exam take several months to receive and can delay hiring. Teachers cannot be hired in Indiana without proof of passing test scores on this exam. Study guides are available in the Curriculum Resource Center, ES1125, and NTE Bulletins in the School of Education.
- Apply for the B.A.E. degree in the Herron Office of Student Services by October 15 of the academic year in which you plan to graduate.
- If you plan on teaching in Indiana, apply for a teaching certificate in the School of Education. Obtain a form and directions from Education Office of Student Services prior to student teaching. Students are responsible for understanding all requirements for graduation and for completing them by the time they expect to graduate. Please call the Education Student Services Office for more information about the School of Education programs and keep in close contact with your Art Education advisor.

Last updated: March 2012

Bachelor of Art Education

Students who wish to become certified to teach in public schools may pursue either a Bachelor of Art Education or certification within the Master of Art Education at Herron. The Art Education Program of the Herron School of Art is offered in conjunction with the School of Education and the Indiana Professional Standards Board. These bodies have established certain academic requirements for earning a degree and/or licensure in Art Education in all grades (K-12) in Indiana.

The Bachelor of Art Education (B.A.E.) Program leads to certification (teaching license) in Art Education in all grades (K-12) in the state of Indiana. The program features a commitment to practical experience integrated with a strong studio program. Throughout the program, students increase skill and knowledge in the content of Art Education today, including Art History, criticism, aesthetics, studio, and teaching methodology. Students gain experience by teaching school-age students in a variety of programs and settings including Art Talks (surrounding elementary and secondary schools), Visiting Artist: Art to School (Herron Gallery), Saturday School (Herron campus), Indianapolis Museum of Art, Eiteljorg Museum of the American Indian and Western Art, and student teaching. In addition, students observe and participate in art programs and events citywide.

Students enrolled in the Bachelor of Fine Arts degree program at the Herron School of Art may also pursue an All-Grade Indiana State Teachers License in Art. Students wishing to pursue certification need to declare a second

major (B.A.E.) and follow the requirements for this degree as well as the B.F.A. Students should meet regularly with advisors from both major areas to ensure efficient completion of both degrees.

Curriculum Requirements for the B.A.E. Degree

Certification Requirements, License 2002, Indiana Professional Standards Board

Academic Requirements—Distributive

Art History: 12 cr.

- HER-H 101
- HER-H 102
- HER-H 103
- 3 additional Art History credit hours

Humanities: 12 cr.

- English Composition ENG-W 131*
- Communication Studies COMM-R 110*
- 3 cr. in another writing or public speaking course. See an advisor for a list of current classes that fulfill this oral/written skills requirement.

3 cr. from the following:

- Communication Studies
- Comparative Literature
- English
- Folklore
- Foreign Language
- Journalism
- Music
- Philosophy
- Religious Studies

Life and Physical Sciences: 9 cr.

From the following group (a minimum of 3 cr. in biology is required):

- Anatomy
- Astronomy
- Biology (Required)
- Chemistry
- Computer Science
- Food and Nutrition
- Mathematics
- Physics
- Physical Geography
- Physiology

Social and Behavioral Sciences: 9 cr.

From the following group:

- Anthropology
- Business
- Economics
- History
- Nonphysical Geography
- Political Science
- Psychology
- Public and Environmental Affairs
- Social Work
- Sociology

Professional Education: 30-33 cr.*

The following education courses are required in order to fulfill requirements of the Indiana Professional Standards Board:

- EDUC-M 199 PRAXIS 1: Pre-Professional Skills Test (PPST) (0 cr.)
- Block One
- EDUC-M 322/M301 Diversity and Learning (7 cr.)
- Block Two
- EDUC-M 420/M 469/M 303 Literacy in Middle School (7 cr.)
- Block Three
- EDUC-M 482 Student Teaching: All Grades (16 cr.) (8 weeks each in elementary/secondary.)

Art Education: 10 cr.

The following required courses must be taken in the proper block sequence:

- Block One
- HER-M 371 Foundations of Art Education (4 cr.)
- Block Two
- HER-M 472/M 400 Teaching Art in Elementary Schools (3 cr.) and Lab/Field experience
- Block Three
- HER-M 473/M 401Teaching Art in Secondary Schools (3 cr.) and Lab/Field experience
- Studio: 47 cr.
- Foundation-Year Program 20
- HER-M 311: Art Education Studio (3 cr.)
- Her-D 201-D 202: Drawing II and IV (6 cr.)
- Three-dimensional studio
- Ceramics, furniture design, sculpture (6 cr.)
- Herron studio course 300/400 level (6 cr.)
- Herron studio electives (6 cr.)

Suggested Plan of Study for B.A.E. Degree and Certification

Freshman Year

Fall

- HER-D 101 Drawing I (3 cr.)
- HER-F 121 Two-Dimensional Design (3 cr.)
- HER-F 123 Three-Dimensional Design (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-X 101 Foundation Resources Workshop (1 cr.)
- ENG-W 131 Elementary Composition I (3 cr.)

Total: 16 cr.

Spring

- HER-D 102 Drawing II (3 cr.)
- HER-F 122 Color Concepts (3 cr.)
- HER-F 100 Creative Processes (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HER-X 102 Foundation Capstone (1 cr.)
- COMM-R 110 Speech Communication (3 cr.)

Total: 16 cr.

Students must pass the Pre-Professional Skills Test (PPST) before their sophomore year.

Sophomore Year

Fall

- HER-M 220 Art Education & New Media-21ST CENT (3 cr.)
- HER-D 201 Drawing III (3 cr.)
- HER-H 102 Art History II (3 cr.)
- Three-dimensional studio elective (3 cr.)
- Herron studio elective (3 cr.)
- Social and Behavioral Science elective (3 cr.)

Total: 18 cr.

Students must apply to the School of Education and pass the Art Education Sophomore Review.

Spring

- HER-D 202 Drawing IV (3 cr.)
- Three-dimensional studio elective (3 cr.)
- Herron studio elective (3 cr.)
- Oral or written expression (3 cr.)
- Humanities elective (3 cr.)
- Life and Physical Science (3 cr.)

Total: 18 cr.

Junior Year

Fall

- HER-M 371 Foundations of Art Education (4 cr.)
- EDUC-M 322/M 301 Diversity and Learning/Field experience (7 cr.)
- Herron 300/400 level studio elective (3 cr.)
- Social and Behavioral Science elective (3 cr.)

Total: 17 cr.

Spring

- HER-M 311 Art Education Studio Survey (3 cr.)
- HER-M 472/M 400 Teaching Art in the Elementary School/Field experience (3 cr.)
- EDUC-M 420/M 469/M 303 Middle School Literacy/ Field Experience (7 cr.)
- Life and Physical Science elective (3 cr.)

Total: 16 cr.

Senior Year

Fall

- HER-M 473/M 401 Teaching Art in the Secondary Schools (3 cr.)
- Art History elective (3 cr.)
- Herron 300/400 level studio elective (3 cr.)
- Social and Behavioral Science elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 cr.

Spring

- EDUC-M 482 Student Teaching: All Grades (16 cr.)

Total: 16 cr.

*These courses must be taken with a grade of C or higher. Failure to pass these courses or the PPST will prohibit student from further study in the Art Education Program. Please see your academic advisor before registering for classes.

A minimum total of 132 credit hours is required. Students may exceed this amount depending on courses selected. Please see an Art Education advisor before registering for classes. All Art Education students must maintain a grade point average of 2.5.

Last updated: March 2012

B.A. in Art History

Herron School of Art and Design offers both a major and a minor in art history. The Bachelor of Arts major in Art History gives the undergraduate student an opportunity to study the visual culture of humankind from prehistoric times to the art of today and to understand the significant role played by visual art in societies worldwide. The minor in Art History enables students majoring in other areas to expand their knowledge of Art History and gain valuable career-building experience.

Unlike the studio B.F.A. degrees at Herron, the B.A. in Art History parallels a liberal arts major program leading to the B.A. degree. Art history majors take 36 credit hours of surveys and seminars in their major field, covering at least three of the following areas: ancient, medieval, Renaissance and Baroque, American, world art, modern and contemporary art, and art theory. Majors must take at least 6 credit hours of studio art as well as a variety of core requirement courses in the humanities and sciences, including at least one foreign language. Specific requirements for the Art History major are outlined later in this section.

An Art History minor takes 15 hours of Art History credits from at least two historical periods or subject areas. Residency requirement: At least 6 credits at the 200-level or above must be taken at Herron.

Through the study of Art History, students develop skills in key areas: visual analysis, critical thinking, research, and writing. These abilities enhance visual literacy, enrich life experiences, and provide a foundation for a variety of rewarding career opportunities. Fields such as teaching, museum work, art conservation and restoration, historic preservation, architecture, art dealership, auctioneering and collecting, art criticism and journalism, advertising, filmmaking, exhibition design and preparation, historical research and writing, interior and commercial design, art librarianship, consulting, and publishing can build on an education in Art History. Art history also enriches the life of the practicing artist.

- Academic Requirements
- Minor in Art History

Academic Requirements

Academic Requirements for a B.A. in Art History

• A minimum of 125 credit hours is required to complete the Bachelor of Arts in Art History degree.

• A minimum cumulative grade point average of 2.0(C) is required for graduation.

Art History majors must fulfill the following general education requirements:

• 1 credit hour in a first-year seminar

• 6 credit hours in English composition

• 3 credit hours in speech communication

• 10 credit hours in foreign language (8 in some languages)

• 6 credit hours in analytic skills

• 6 credit hours in natural science

• 6 credit hours in history

• 6 credit hours in arts and humanities

• 6 credit hours in social and behavioral sciences

• 6 credit hours in studio art

• 15 credit hours in advanced courses

• A minimum of 36 credit hours of Art History courses are required. HER-H 100 Art Appreciation and HER-H 221 Art Past and Present may not be counted for the Art History major or minor requirements, but may be used for general elective credit. However, HER-H 100 and HER-H 221 may count toward elective credit in the major only if taken before HER-H 101, HER-H 102, and HER-H 103. No course in Art History in which a student receives a grade below C (2.0) may be used to fulfill the 36 credit hour requirement.

• A minimum of 19 credit hours of electives is required.

• A minimum of 26 credit hours of 300- and/or 400-level courses must be completed at Herron/IUPUI.

• A maximum of eight courses may be taken Pass/Fail but no more than two Pass/Fail courses may be taken in any one academic year. Pass/Fail courses can be used only as electives or no major 300- or 400-level requirements.

• A maximum of 12 credit hours may be taken by correspondence through the Indiana University School of Continuing Studies. Authorization from the Art History Program faculty and the Student Services Office at Herron School of Art and Design is required prior to registration.

• Once a course has been applied toward one requirement, it cannot be used again to satisfy a second requirement except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special topics courses, no course number can be counted more than once toward graduation.

• Credits in the following courses will not be accepted toward the Art History degree: ENG-W 001, ENG-G 010, ENG-G 011, ENG-G 012, or ENG-G 013; MATH 130, 132, or any mathematics course lower than M118.

Last updated: March 2012

Distribution Requirements

First-Year Seminar: 1 credit

This course introduces students to the university's culture and values; familiarizes them with campus resources, including academic uses of technology; and provides them with skills for dealing with life at Herron/IUPUI. This requirement may be waived for transfer students or returning students, with the permission of the Art History faculty. This requirement may be satisfied by completing one of the following courses:

• HER-X 101 Foundation Resources Workshop or UCOL-U 110 First-Year Seminar

Communication Core: 19 credits

The communication core provides work in written and spoken English and foreign language study to prepare students for organizing and presenting their thoughts effectively. Further, skills in one or more foreign languages are necessary for a liberally and broadly educated person and are especially important to the professional art historian. Students should enroll in these courses as early in their college careers as possible.

English Composition (6 credits)

This requirement may be satisfied in one of the following ways:

- by completing ENG-W 131 or Honors ENG-W 140 and ENG-W 132 or Honors ENG-W 150 with a grade of C (2.0) or higher; or
- by testing out of ENG-W 131 through the IUPUI English Placement Exam and completing ENG-W 132 with a grade of C (2.0) or higher;
- for transfer students, by completing course work equivalent to ENG-W 131 and ENG-W 132 with a grade of C (2.0) or higher at another campus or institution.

Public Speaking/Rhetoric (3 credits)

- This requirement may be satisfied by taking COMM-R 110 or COMM-R 350. Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement.

Foreign Language (8-10 credits)

First-year competency is required, and second-year competency is strongly recommended. This requirement may be satisfied in one of the following ways:

- by completing first-year courses (10 credit hours, 8 in some languages) with passing grades;
- by completing a second-year course with a grade of C (2.0) or higher; or
- by attaining a satisfactory score on a placement test.

Students for whom English is not a first language may be exempted from this requirement, without credit, by completion of ENG-W 131 and ENG-W 132 with the required grade of C or higher. Note: Special English-as-a-second language sections of ENG-W 131 have been designated for students whose first language is not English.

Native speakers of languages other than English are not permitted to receive credit for 100- and 200-level courses in their native language. Similarly, native speakers of English who have achieved elementary or intermediate

proficiency in a foreign language by living or studying in country where the language is spoken ordinarily will not receive credit for taking 100- and 200-level courses in that foreign language.

In all cases, individual foreign language departments are responsible for determining a student's placement and for recommending a specific number of credit hours for prior work. Before registering for foreign language courses, native speakers of languages other than English should confer with the academic advisor in the relevant department.

Basic Courses: 30 credits outside the major

Analytic Skills (6 credits)

These courses provide the student with insight into processes of logical reasoning. This requirement may be satisfied by completing 6 credits selected from the following courses:

- Mathematics MATH-M 118, MATH-M 119, MATH 12300, MATH 15100, MATH 15300, MATH 15400, MATH 15900 or above
- Philosophy PHIL-P 162 or PHIL-P 265 (Logic)
- Computers and Information Science CIT N10000, CIT N19900, CIT N20100, CIT N20700, CIT N21100, or CIT N24100
- Statistics
- Kelly School of Business BUS-A 200 Foundations of Accounting
- Purdue School of Engineering and Technology CIT 21200 Web Site Design

Natural Sciences (6 credits)

This area allows for choice of courses treating the "natural" phenomena of the world according to models of scientific thought. The 6 credits are to be selected from at least two of the following subjects:

- Astronomy
- Biology (including anatomy, botany, microbiology, physiology and zoology)
- Chemistry
- Geography (up to 3 credits may count: G107, G303, or G307 may be counted toward this requirement)
- Geology
- Physics
- Psychology PSY-B 105

History (6 credits)

Courses exploring patterns and processes of history are essential for making decisions in the present, giving the background necessary for students to more capably assume societal responsibility. This requirement is fulfilled by completing two semesters of the following courses:

- HIST-H 108 or HIST-H 113 and HIST-H 109 or HIST-H 114
- HIST-H 108/HIST-H 109 Perspectives on the World to 1800 and since 1800
- HIST-H 113/HIST-H 114 History of Western Civilization I and II
- Transfer students who have taken history courses other than those listed above should consult with the Art History faculty about transfer credit.

Arts and Humanities (6 credits)

Courses lead to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. The 6 credits must be divided between two of the following four areas:

- Fine Arts: Music MUS-M 174 or Communication Studies COMM-T 130
- English Literature ENG-L 105 or ENG-L 115
- Philosophy PHIL-P 110 or PHIL-P 120
- Religious Studies REL-R 133

Transfer credits in the arts and humanities that are not the content equivalent to the courses listed above may be used to fulfill this requirement as follows:

- Subject to review and approval of the Art History faculty, introductory courses in any of the arts and humanities may count toward this requirement.
- With approval of the Art History faculty, where it seems appropriate to the breadth of the course, survey courses may count toward this requirement.
- Other arts and humanities courses will be counted toward this requirement on a 2-for-1 basis (6 credit hours satisfying 3 credit hours of this requirement).
- The following will not satisfy this requirement: creative writing, drawing, performance, or studio courses.

Social Sciences (6 credits)

An examination of the complexities of human behavior, society, and human interaction, this area uses procedures and information developed in social and behavioral studies. The 6 credits must be divided between two of the following areas:

- Anthropology ANTH-A 103 or ANTH-A 104
- Economics ECON-E 201 or ECON-E 202
- Geography GEOG-G 110
- Political Science POLS-Y 101 or POLS-Y 103
- Psychology PSY-B 104
- Sociology SOC-R 100

Transfer credits in the social sciences that are nonequivalent to the courses listed above may be used to fulfill this requirement as follows:

- With the approval of the Art History faculty, introductory survey courses in any of the social sciences may count toward this requirement.
- With approval of the Art History faculty, where it seems appropriate to the breadth of the course, survey courses may count toward this requirement.
- Other social science courses will be counted toward this requirement on a 2-for-1 basis (6 credit hours satisfying 3 credit hours of this requirement).

Studio Art Courses (6 credits)

Studio art courses enable Art History majors to gain valuable firsthand understanding of the formal, technical, and conceptual skills involved in the creation of works of art and design. This requirement may be satisfied by any Foundation Program or beginning Fine Arts or Visual Communication courses or by Elective Arts courses. Students must meet any prerequisites for these courses.

Advanced Courses (300-400 level): 15 credits outside Art History

In addition to cultivating expertise in Art History, the degree student should conduct in-depth study of other appropriate subject areas. Offerings on the 300- and 400-levels of at least four departments or programs of the School of Liberal Arts, the School of Science, the Department of Music and Arts Technology in the School of Engineering and Technology, or Herron School of Art and Design may count toward satisfying this requirement. In order to register for any 300- or 400-level course, the student must meet prerequisite requirements. Advanced courses may include those that involve significant cross-disciplinary input, e.g., appropriately designed honors courses or specially designed liberal arts topics courses. Herron advanced courses outside Art History may be counted toward satisfying the advanced courses requirement. Please contact the Herron Student Services Office for more information regarding prerequisites for upper level courses at Herron outside Art History.

Major Requirements (100-400 level): 36 credits

Includes both HER-H 101-HER-H 102 History of Art I-II, no fewer than 12 credits at the 300 level, and no fewer than 12 credits at the 400 level. The 300- and 400-level courses should be distributed among at least three different areas of Art History selected from the following: ancient, medieval, Renaissance and Baroque, American, modern and contemporary, world art, or art theory. At least 3 credit hours must be taken in Art History after 1900. HER-H 103 Introduction to Contemporary Art may be taken to satisfy this requirement.

At least 15 of the 36 credits must be completed in-residence at IUPUI; of these 15 credits, two courses at the 300 level and two courses at the 400 level must normally be completed to fulfill this requirement. With permission of the Art History faculty, a 200-level course may substitute for a 300-level course.

Any course in which the student receives a grade below C (2.0) may not be used to fulfill this requirement. However, courses in which C-/D+/D/D- is received may be counted toward the total 125 credits required for graduation.

Electives: 18 credits

Elective subjects allow students to adjust their curricula to satisfy additional personal needs and interests. These subjects may be used to add an even greater diversity to a program or provide opportunity for in-depth reinforcement of required studies. Art history and studio art courses not used to satisfy previously listed requirements may be counted as electives.

Other Requirements

Diversity/World Cultures.

All Art History majors should take at least 3 credits of course work that enhances their understanding of cultural diversity, dealing with experiences outside the European and Euro-American tradition or with minority experiences in the United States. This requirement does not add to the total 125 credits required for graduation, but can be satisfied by any course in diversity/world cultures within the distribution requirements, major requirements, or electives described above. Credits earned through international travel experiences may be used to satisfy this requirement provided the international program takes place outside Europe or subject to individual approval.

Capstone Experience. As the culminating experience of their studies, all Art History majors are required to write a substantial research paper or complete a capstone project designed in consultation with a faculty mentor in their final year of study. A special capstone seminar is often scheduled during spring semester and is highly recommended as the venue for completing the capstone requirement. The capstone seminar may count as a 400-level course toward the major requirements. Alternatively, a student may undertake the capstone paper or project within the context of a 300- or 400-level Art History course or as an independent study.

Last updated: March 2012

Plan of Study

Suggested Plan of Study for the B.A. in Art History

Freshman Year

HER-H 101 History of Art I 3 cr.

HER-X 101 or UCOL-U 110 Foundation Resources Workshop or First-Year Seminar 1 cr.

ENG-W 131 Elementary Composition I 3 cr.

COMM-R 110 Speech Communication 3 cr.

HIST-H 113 or HIST-H 108 History of Western Civilization I or Perspective on the World to 1800 3 cr.

Natural Science elective 3 cr.

Total 16 cr.

HER-H 102 History of Art II 3 cr.

ENG-W 132 Elementary Composition II 3 cr.

HIST-H 114 or HIST-H 109 History of Western Civilization II or Perspectives on the World since 1800 3 cr.

Social Science elective 3 cr.

Analytic Skills 3 cr.

Total 15 cr.

Sophomore Year

HER-H 103 or 300-level Art History elective 3 cr.

Arts and Humanities elective 3 cr.

Foreign Language elective 5

Natural Science elective 3 cr.

Total 14 cr.

300-level Art History elective 3 cr.

Arts and Humanities elective 3 cr.

Foreign Language elective 5

Social Science elective 3 cr.

Elective 3 cr.

Total 17

Junior Year

300-level Art History elective 3 cr.

400-level Art History elective 3 cr.

Herron studio elective 3 cr.

Electives 6 cr.

Total 15 cr.

300-level Art History elective 3 cr.

400-level Art History elective 3 cr.

Herron studio elective 3 cr.

Analytic Skills 3 cr.

Elective 3 cr.

Total 15 cr.

Senior Year

400-level Art History electives 6 cr.

Advanced Courses 6 cr.

Electives 3 cr.

Total 15 cr.

Capstone seminar 3 cr.

400-level Art History electives 3 cr.

Advanced Courses 3 cr.

Elective 3 cr.

Total 12 cr.

Last updated: March 2012

Ceramics

The B.F.A. in Ceramics is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Ceramics. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the ceramicist's craft.

The Ceramics curriculum develops an understanding of ceramics as an expressive artistic medium in contemporary society. The study of ceramic materials and techniques is balanced with the study of historical tradition and contemporary trends. The ceramic studio is well equipped so that students experience the variety of technologies used by contemporary artists. The program provides a solid foundation for students pursuing graduate studies or a studio art career.

Prior to being admitted into the major in Ceramics, students must successfully pass sophomore advancement review.

Ceramics Suggested Plan of Study
Sophomore Year

Fall

- HER-C 204 Beginning Ceramics, Hand Building (3 cr.)
- HER-D 201 Drawing III (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)

Total: 15 credit hours

Spring

- HER-C 206 Beginning Ceramics, Wheel Throwing (3 cr.)
- HER-D 202 Drawing IV (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Humanities elective (3 cr.)

Total: 18 credit hours

Junior Year

Fall

- HER-C 304 **or** HER-C 308 Ceramics III **or** Intermediate Wheel Throwing (3 cr.)
- HER-C 307 Clay and Glaze Materials (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-C 305 Ceramics IV (3 cr.)
- Herron studio electives (9 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- HER-C 400 Individual Research in Ceramics (3 cr.)
- Herron studio elective (3 cr.)
- 400-level Ceramics studio (3 cr.)
- HER-J 410 A Critical Approach to Art (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Spring

- HER-C 400 Individual Research in Ceramics (3 cr.)
- HER-C 405 Individual Research in Ceramics (3 cr.)
- 400-level Ceramics studio (3 cr.)
- Herron studio elective (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Last updated: April 2012

Furniture Design

The B.F.A. in Furniture Design is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Furniture Design. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the furniture designer's craft.

Herron School of Art has established a tradition of providing a rich and stimulating environment for aspiring studio art furniture makers. The Furniture Design Program curriculum provides students the framework for their development as designers and makers. The Furniture Design Program's commitment to excellence is reflected in the high standards of professionalism achieved by its graduates.

Courses are taught by experienced and accomplished faculty. Students have the use of a well-equipped and maintained woodworking shop/studio. Introductory courses stress the importance of drawing, conceptualizing skills, design research and development, construction techniques and technologies, model making, art furniture history, and the completion of full-size furniture prototypes.

Intermediate and advanced courses challenge students to continue to develop their technical skills and begin to forage personal design aesthetic. Career goals and strategies are explored and developed. Classes are augmented with visiting artists, field trips, student/ professional design competitions and shows, and other pertinent professional activities.

Prior to being admitted into the major in furniture design, students must successfully pass sophomore advancement review.

Furniture Design Suggested Plan of Study
Sophomore Year

Fall

- HER-D 201 Drawing III (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- HER-Q 241 Beginning Furniture Design I (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)

Total: 15 credit hours

Spring

- HER-D 202 Drawing IV (3 cr.)
- HER-Q 242 Furniture Design II (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Humanities elective (3 cr.)

Total: 18 credit hours

Junior Year

Fall

- HER-Q 341 Furniture Design III (6 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-Q 342 Advanced Furniture Design IV (6 cr.)
- Herron studio electives (6 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- HER-Q 441 Furniture Design V (6 cr.)
- HER-J 410 A Critical Approach to Art (3 cr.)
- Academic elective (3 cr.)
- Herron studio elective (3 cr.)

Total: 15 credit hours

Spring

- HER-Q 442 Furniture Design VI (6 cr.)
- Herron studio electives (6 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Last updated: April 2012

General Fine Arts

The B.F.A. in General Fine Arts is a professional undergraduate degree for students desiring the flexibility to pursue studies in more than one area to achieve their individual, artistic goals. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of artistic practice.

The General Fine Arts Program allows students to participate in a wide range of studies without the need to specify a single medium. Through careful counseling, individual goals and directions are established, and the students assisted in setting up a well-coordinated program of arts studies. The flexibility of this program enables the student to combine studies in Ceramics, Drawing, Painting, Printmaking, Sculpture, Furniture Design, etc., to achieve objectives in keeping with specific goals. Opportunities following graduation are essentially the same as for students identifying with a single program.

Prior to being admitted into the major in General Fine Arts, students must successfully pass sophomore advancement review.

General Fine Arts Suggested Plan of Study
Sophomore Year

Fall

- HER-D 201 Drawing III 3 cr.
- HER-H 103 Introduction to Contemporary Art 3 cr.
- 200-level Herron major studio 3 cr.
- Herron studio elective 3 cr.

- Humanities elective 3 cr.

Total: 15 credit hours

Spring

- HER-D 202 Drawing IV 3 cr.
- 200-level Herron major studio 3 cr.
- Herron studio elective 3 cr.
- Art History elective 3 cr.
- Social/Behavioral Science elective 3 cr.
- Humanities elective 3 cr.

Total: 18 credit hours

Junior Year

Fall

- 300-level Herron major studio 6 cr.
- Herron studio elective 3 cr.
- Art History elective 3 cr.
- Social/Behavioral Science elective 3 cr.
- Life and Physical Science elective 3 cr.

Total: 18 credit hours

Spring

- 300-level Herron major studio 6 cr.
- Herron studio electives 6 cr.
- Life and Physical Science elective 3 cr.

Total: 15 credit hours

Senior Year

Fall

- 400-level Herron major studio 6 cr.
- HER-J 410 A Critical Approach to Art 3 cr.
- Herron studio elective 3 cr.
- Academic elective 3 cr.

Total: 15 credit hours

Spring

- 400-level Herron major studio 6 cr.
- Herron studio electives 6 cr.
- Academic elective 3 cr.

Total: 15 credit hours

Last updated: April 2012

Painting

The B.F.A. in Painting is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Painting. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the painter's craft.

The Painting Program features balanced instruction and a diverse faculty presenting a wide range of viewpoints. This well-rounded educational preparation provides students with the opportunity to acquire the knowledge and ability essential to creative activity.

Prior to being admitted into the major in Painting, students must successfully pass sophomore advancement review.

Painting Suggested Plan of Study
Sophomore Year

Fall

- HER-D 201 Drawing III (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- HER-P 201 Painting I (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)

Total: 15 credit hours

Spring

- HER-D 202 Drawing IV (3 cr.)
- HER-P 202 Painting II (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Humanities elective (3 cr.)

Total: 18 credit hours

Junior Year

Fall

- HER-P 301 Painting III (3 cr.)
- HER-P 303 Concepts in Figuration I (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-P 302 Painting IV (3 cr.)
- HER-P 304 Concepts in Figuration II (3 cr.)
- Herron studio electives (6 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- HER-P 401 Painting V (6 cr.)
- Herron studio elective (3 cr.)
- HER-J 410 A Critical Approach to Art Seminar (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Spring

- HER-P 402 Painting VI (6 cr.)
- Herron studio electives (6 cr)
- Academic elective (3 cr.)

Total: 15 credit hours
Last updated: February 2012

Photography

The B.F.A. in Photography is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Photography

and associated media. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the photographer's craft.

As digital technology effectively blurs the line between films, periodicals, television, and photographs, students of photography are constantly challenged to define and reexamine the photographer's role in contemporary art practices.

A photography student will approach the study of Photography beginning with traditional black and white materials and progress to color processes with a concentrated examination of contemporary still and moving digital medias. By examining the history of photography, students will understand the roles photography played in culture throughout the past and its current position as an art form and cultural phenomena. Technical proficiency, personal growth, as well as conceptual and aesthetic development are emphasized equally.

Herron's photography facilities are among the best in the nation. With our new facilities on the campus of IUPUI, the department has multiple black and white labs, individual color and advanced darkrooms, a computer lab, shooting studio, a dedicated finishing area, and gallery. This permits students to work in a variety of formats and media, including basic black and white printing, Type color and Ilfochrome color printing, advanced black and white printing and developing, mixed and alternative processes, digital media, and video. Students will have access to professional equipment, including medium format, 4x5, Polaroid, and video cameras, studio lighting kits, light meters, tripods, and state of the art digital equipment.

Mastering technical processes and developing your own artistic vision prepares you for a choice of multiple careers in photography and related fields. Employment opportunities include working perhaps as a studio artist and exhibiting work in fine art galleries and museums; being employed as a documentarian, publishing work in newspaper and other print venues or working in museum documenting works of art; as a commercial photographer; or as a portraitist. Many of our graduates work in emerging digital media, still, moving, and the worldwide web.

Prior to being admitted into the major in photography, students must successfully pass sophomore advancement review.

Photography Suggested Plan of Study
Sophomore Year

Fall

- HER-D 201 Drawing III (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- HER-K 201 Photography I (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)

Total: 15 credit hours

Spring

- HER-D 202 **or** HER-D 211 **or** HER-K 211 Drawing IV or Communicative Drawing **or** Intro to Electronic Media* (3 cr.)
- HER-K 202 Photography II (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Humanities selective (3 cr.)

Total: 18 credit hours

*Students should take K211 **or** D202 **or** D211. If students choose to take D202 **or** D211, they should take those courses in the spring, after they have completed D201.

Junior Year

Fall

- HER-K 301 Photography III (3 cr.)
- HER-K 303 Color Photography I (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Life and Physical Science elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-K 302 Photography IV (3 cr.)
- HER-K 304 **or** HER-K 300 Advanced Color Photography **or** Advanced Digital Imaging (3 cr.)
- Herron studio electives (6 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- HER-K 401 Advanced Photography (6 cr.)
- Herron studio elective (3 cr.)
- HER-J 410 A Critical Approach to Art (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Spring

- HER-K 402 Advanced Photography (6 cr.)
- HER-K 311/HERK411/HER-K 412 Individual Research in Photography (3 cr.)
- Herron studio elective (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Last updated: April 2012

Printmaking

The B.F.A. in Printmaking is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Printmaking. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the printmaker's craft.

The Printmaking curriculum provides a broad and intensive experience for printmaking majors and

studio elective opportunities for other fine arts, visual Communication, and Art Education students. Course work in lithography and etching is offered at beginning, intermediate, and advanced levels every semester. Processes covered include plate and stone lithography and the intaglio processes of etching, engraving, and aquatint. Additional courses include printing in monotype, woodcut, and silkscreen. Spacious, well-equipped, accessible facilities for the study of these traditional approaches to printmaking are augmented by additional facilities for the investigation of digital and photomechanical processes.

Basic courses establish a solid, comprehensive foundation of traditional technical skills unique to the printed image, while instruction emphasizes the development of drawing, self-expression, and concept. At the intermediate and advanced levels, students continue to acquire new technical skills. There is extensive work in color, as the emphasis shifts to imagery, concept, and critical thinking.

Advanced students are given considerable autonomy, working largely in self-defined directions in consultation with faculty while focusing on printing technologies most appropriate for individual development. Group critiques, field trips, portfolio projects, student exhibition opportunities, and workshops and lectures by visiting artists complement the studio experience by providing critical discussion, participation, incentives, and role models.

Prior to being admitted into the major in Printmaking, students must successfully pass sophomore advancement review.

Printmaking Suggested Plan of Study

Sophomore Year

Fall

- HER-D 201 Drawing III (3 cr.)
- HER-G 201 Etching I (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- Humanities elective (3 cr.)
- Herron studio elective (3 cr.)

Total: 15 credit hours

Spring

- HER-D 202 Drawing IV (3 cr.)
- HER-G 202 Lithography I (3 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Humanities elective (3 cr.)

Total: 18 credit hours

Junior Year

Fall

- HER -G 301 **and** HER-G 302 Etching II **and** Lithography II (6 cr.)
- Herron studio electives (6 cr.)
- Art History elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-G 303 Etching III (3 cr.)
- HER-G 304 Lithography III (3 cr.)
- Herron studio electives (3 cr.)
- Life and Physical Science electives (3 cr.)
- Social Science (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- HER-G 401 Printmaking III (6 cr.)
- HER-J 410 A Critical Approach to Art (3 cr.)
- Herron studio elective (3 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Spring

- HER-G 402 Printmaking IV (6 cr.)
- Herron studio electives (6 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Last updated: April 2012

Sculpture

The B.F.A. in Sculpture is a professional undergraduate degree for students desiring extensive studio experience with an emphasis in Sculpture. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn both traditional and contemporary aspects of the sculptor's craft.

Herron's Sculpture Program encourages consistent growth, from the introductory three-dimensional experience through the fourth and final year of advanced work. The multimedia fabrication and foundry facilities provide a level of sophisticated technical experience unique to the undergraduate level.

As sophomores, Sculpture students are introduced to a wide spectrum of techniques and processes, which include metal fabrication, casting, woodcarving, construction, resins, plastics, and stone carving, as wells work in nontraditional materials. Through a team teaching approach, students are exposed to a broad base of practical information, critical analysis, and creative discourse.

As juniors and seniors, students continue investigations and creative pursuits begun in their sophomore year. Juniors and seniors work more independently as they sharpen their individual focus and prepare for graduate school or professional work. Graduates of the sculpture program have had the opportunity to investigate all three-dimensional media and are prepared to continue independent development.

Prior to being admitted into the major in Sculpture, students must successfully pass sophomore advancement review.

Sculpture Suggested Plan of Study
Sophomore Year

Fall

- HER-D 201 Drawing III (3 cr.)
- HER-H 103 Introduction to Contemporary Art (3 cr.)
- HER-S 201 Sculpture I (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)

Total: 15 credit hours

Spring

- HER-D 202 Drawing IV (3 cr.)
- HER-S 202 Sculpture II (3 cr.)
- Art history elective (3 cr.)
- Herron studio elective (3 cr.)
- Humanities elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)

Total: 18 credit hours

Junior Year

Fall

- HER-S 301 Sculpture III (6 cr.)
- Herron studio elective (3 cr.)
- Art History elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)
- Life and Physical Science elective (3 cr.)

Total: 18 credit hours

Spring

- HER-S 302 Sculpture IV (6 cr.)
- Herron studio electives (6 cr.)
- Life and Physical Science elective (3 cr.)

Total: 15 credit hours

Senior Year

Fall

- Herron studio elective (3 cr.)
- HER-J 410 A Critical Approach to Art (3 cr.)
- HER-S 401 Sculpture V (6 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Spring

- Herron studio electives (6 cr.)
- HER-S 402 Sculpture VI (6 cr.)
- Academic elective (3 cr.)

Total: 15 credit hours

Last updated: April 2012

Bachelor of Fine Arts

Bachelor of Fine Art Degree Programs

Ceramics, Furniture Design, General Fine Arts, Painting, Photography, Printmaking, Sculpture, Visual Communication

General Academic Requirements

Students in Herron B.F.A. degree programs must successfully complete a program of general academic courses, as well as more concentrated studies within their specialties, to earn their degrees. Students are required to have 9-15 credit hours of art history and 30 credit hours distributed in the humanities, life and physical sciences, and social and behavioral science. The list that follows provides details on general academic requirements for ceramics, furniture design, general fine arts, printing, photography, printmaking, sculpture, and visual communication. Students not scoring well on the writing placement test will be required to register for W130 Fundamentals of English, a developmental course, before taking W131 Elementary Composition I.

- Art History HER-H 101*, HER-H 102,* HER-H 103 (not required for Visual Communication),
- **AND** 6 additional credit hours in Art History (3 credits required for Visual Communication).

Total: 15 credits

Humanities

- English ENG-W 131* **and** ENG-L 115 **or** ENG-L 105*

6 additional credit hours selected from the following departments:

- Africana Studies
- Classical Studies
- Communications Studies
- Comparative Literature
- English
- Film Studies
- Folklore
- Foreign Language
- Journalism
- Music
- Philosophy
- Religious Studies
- Speech and Hearing

Total: 12 credits

Life and Physical Science

6 credits from the following departments:

- Anatomy
- Astronomy
- Biology
- Chemistry
- Computer Science
- Food and Nutrition
- Geology
- Informatics/New Media

- Mathematics (starting with MATH-M 118, MATH 00100,11000, 11100 will not be allowed to count toward a Herron degree)
- Physical Geography (GEOG-G 107, GEOG-G 303, and GEOG-G 404 ONLY)
- Physics

Total: 6 credits

Social and Behavioral Science

6 credits from the following departments:

- Anthropology
- Business
- Economics
- History
- Labor Studies
- Nonphysical Geography
- Political Science
- Psychology
- Public and Environmental Affairs
- Social Work
- Sociology

Total: 6 credits

Academic Electives

An additional 6 credits must be taken from one or more of the above groups, i.e., humanities, life and physical sciences, social and behavioral science. Art history may not be used to satisfy this academic elective requirement.
Total: 6 credits

* Accomplished as part of the Foundation Program.

BFA First-Year Foundation Program

The Foundation Program serves as a base for future work at Herron. In the Foundation Program, students develop drawing skills, powers of observation, an understanding of visual principles, and a working knowledge of materials and techniques, while becoming more knowledgeable about art history. The program is constructed so that students, through self-examination and faculty counseling, will be able to select intelligently the area in which they will major when the Foundation Program has been completed. Much of the success of Herron programs has been due to the comprehensive strength of the Foundation Program and the basic preparation that it provides.

The Foundation Program, or its equivalent in previously earned credit (as determined by the Admissions Committee), is a prerequisite for work in the fine arts and education degree programs.

Foundation Program Curriculum

Semester I Credits

- HER-D 101 Drawing I (3 cr.)
- HER-F 121 Two-Dimensional Design (3 cr.)
- HER-F 123 Three-Dimensional Design (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-X 101 Foundation Resources Workshop (1 cr.)
- ENG-W 131 Elementary Composition I* (3 cr.)

Semester II Credits

- HER-D 102 Drawing II (3 cr.)
- HER-F 100 Creative Processes (3 cr.)
- HER-F 122 Color Concepts (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HER-X 102 Foundation Capstone (1 cr.)
- ENG-L 115 or ENG-L 105 Literature for Today or Appreciation of Literature (3 cr.)

Total credit hours 32

BFA Degree Programs

- Ceramics
- Furniture Design
- General Fine Arts
- Painting
- Photography
- Printmaking
- Sculpture
- Visual Communications

Last updated: February 2012

Visual Communication

The B.F.A. in Visual Communication is a professional undergraduate degree for students desiring theoretical and studio experience with an emphasis in design. Students in the program develop critical thinking skills, refine their intellectual and creative processes, and learn contemporary aspects of design and design thinking.

Degree programs in the Department of Visual Communication prepare design leaders to proactively manage change and innovation processes toward improving the civic, cultural, and commercial experiences that people encounter in their daily lives. The programs focus on a collaborative design process for identifying root problems and facilitating meaningful solutions to complex issues. This approach is intended to harness the power of design to clarify, humanize, and energize the issues that are central to life in a pluralistic society.

As members of a professional art and design school on the IUPUI campus, Visual Communication majors prepare for a design career by integrating learning in visual studies with coursework in the liberal arts and sciences. The learning experience is structured to equip students with the knowledge and skills necessary to compete in a field that requires both highly specialized skills and the ability to make intellectual connections within a broad range of general knowledge. Successful students achieve all the learning outcomes that have been defined by the National Association of School of Art and Design and AIGA (the professional association for design) as essential competencies for design professionals. These include: the ability to solve communication problems, including the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes; the ability to describe and respond to the audiences and contexts which communication solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions; the ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages; an understanding of tools and technology, including their roles in the creation, reproduction, and distribution

of visual messages. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia); the ability to perform basic business practices, including organizing design projects and working productively as a member of teams.

Students must pass Sophomore Advancement Review before being admitted into the major in Visual Communication.

Visual Communication Suggested Plan of Study

Sophomore Year

Fall

- HER-V 210 VC 1: Elements & Principles (3 cr.)
- HER-V 211 Type/Image 1 (3 cr.)
- HER-V 214 History of Design (3 cr.)
- Studio Elective (3 cr.)
- Humanities Elective (3 cr.)

Total: 15 credit hours

Spring

- HER-V 220 VC 2 (6 cr.)
- HER-V 221 Type 2/Image 2 (3 cr.)
- Studio Elective (3 cr.)
- Social Science (3 cr.)

Total: 15 credit hours

Junior Year

Fall

- HER-A 341 Production for Design (3 cr.)
- HER-V 310 VC 3: Identifying Problems (6 cr.)
- HER-V 311 Type 3/Image 3 (3 cr.)
- Life Science (3 cr.)

Total: 18 credit hours

Spring

- HER-V 320 VC 4: Facilitating Solutions (6 cr.)
- HER-V463 **or** V461 VC elective: VC Design Practicum **or** Internship (3 cr.)
- Studio elective (3 cr.)
- Humanities elective (3 cr.)
- Social/Behavioral Science elective (3 cr.)

Total: 18 credit hours

Senior Year

Fall

- HER-V 410 VC 5: Designing for Innovation (6 cr.)
- HER-V 401 or HER-V 421 VC studio elective in declared track (3 cr.)
- Studio elective (3 cr.)
- Life/Physical Science elective (3 cr.)

Total: 15 credit hours

Spring

- HER-V 420 VC 6: Capstone Portfolio (3 cr.)
- HER-V 402 **or** HER-V 422 VC studio elective in declared track (6 cr.)
- Academic elective (6 cr.)

Total: 15 credit hours

Last updated: April 2012

Book Arts Minor

Minor in Book Arts

The emphasis of this minor is to provide students with a focused course of study to develop skills and conceptual understanding specific to the Book Arts. The objectives are: to help students build fundamental skills in each of the areas that comprise the Book Arts, bookbinding, letterpress, typography, book design, and papermaking; to familiarize and integrate historic and contemporary aspects of the Book Arts. The minor aims to develop a level of technical and conceptual proficiency that will give students a professional platform from which to proceed to more sophisticated engagements with the medium. While the course of study is committed to developing excellence in work by hand, it provides opportunities for integrating digital tools.

Procedure

The Book Arts minor is open to all IUPUI students. Students intending to pursue the minor should contact Herron Student Services to register, review the requirements, and plan their program of study.

15 credits total

At least 6 credits must be taken at the 300 or 400 level.

Required core courses: 9 credits/3 courses (Courses are open to all students.)

Choose 3 from the following:

• HER-G 206 Bookbinding

• HER-G 208 Letterpress Typesetting

• HER-G 308 The Visual Book

• HER-G 310 The Printed Book

Paper technologies: 3 credits/1 course (Courses are open to all students.)

Chose one of the following:

• HER-G 210 Paper Engineering

Electives: 3 credits/ 1 course (Eligibility for courses varies. Elective Arts courses are open to non-Herron majors; many VC and Fine Arts courses are limited to majors.)

Choose 1 from the following:

• Any 200 or 300 level Printmaking course: Intaglio, Lithography, Silkscreen, Monotype, or Relief Printing

• Any 200 or 300 level Visual Communication course focusing on typography or image

• Any 200 or 300 level Fine Arts or Elective Arts course

• HER-G 405 Individual Research in Book Arts

If approved in advance by Printmaking faculty, a 300 level experiential learning internship (applicable to the RISE initiative) in the field, for example at the National Bindery in Indianapolis, or apprenticing with a local book artist, or working in the Main Library (IUPUI or IU Bloomington) book conservation lab, or in the Historical Society/IMA book conservation lab, may count as one 3-credit elective course.

Last updated: April 2012

Minor in Art History Requirements

15 credits in Art History as follows:

- Any two of the following three introductory survey courses:
  - HER-H 101, H 102, H 103 (6 cr.)
- Upper-level courses (200-level optional, 300-and 400-level) 9 cr.
  - At least one 400-level course recommended.
  - The 9 credits must include courses in at least two of the following five historical periods or subject categories:
    - Ancient & Medieval;
    - Early Modern (Renaissance through Neoclassicism);
    - Modern (1800-1950);
    - Post-1950;
    - World Art.
- Only courses completed with a grade of C (2.0) or higher will count toward the minor.
- In the case of transfer students, at least 6 credits at the 200-level or higher must be taken at Herron.
- Consult the bulletin and Schedule of Classes for regular and cross-listed courses.
- HER-H 100 Art Appreciation and HER-H 221 Art Past and Present are not eligible to be counted toward the minor (or major) requirements.

Procedure

Students interested in minor in art history should contact Herron Student Services to register, review the requirements, and plan their program of study.

Last updated: March 2012

Undergraduate Programs

First-Year Foundation Program

The Foundation Program serves as a base for future work at Herron. In the Foundation Program, students develop drawing skills, powers of observation, an understanding of visual principles, and a working knowledge of materials and techniques, while becoming more knowledgeable about art history. The program is constructed so that students, through self-examination and faculty counseling, will be able to select intelligently the area in which they will major when the Foundation Program has been completed. Much of the success of Herron programs has been due to the comprehensive strength of the Foundation Program and the basic preparation that it provides.

The Foundation Program, or its equivalent in previously earned credit (as determined by the Admissions Committee), is a prerequisite for work in the fine arts and education degree programs.

Foundation Program Curriculum

Semester I		Credits
HER-D 101	Drawing I	3
HER-F 121	Two-Dimensional Design	3
HER-F 123	Three-Dimensional Design	3
HER-H 101	History of Art I	3
HER-X 101	Foundation Resources Workshop	1
ENG-W 131	Elementary Composition I	3
Semester II		
HER-D 102	Drawing II	3
HER-F 100	Creative Processes	3
HER-F 122	Color Concepts	3
HER-H 102	History of Art II	3
HER-X 102	Foundation Capstone	1
ENG-L 115 or ENG-L 105	Literature for Today or Appreciation of Literature	3
	Total credit hours	32

Student Learning Outcomes

- Bachelor of Arts in Art History
- Bachelor of Art Education
- Bachelor of Fine Arts*
- Bachelor Fine Arts in Visual Communication

*Includes Ceramics, General Fine Arts, Painting, Furniture, Design, Printmaking, Sculpture, Photography

Bachelor of Arts in Art History (B.A.)

Graduates of the Art History program will demonstrate the following:

1. Students will be able to describe connections between art and social and cultural contexts across history and throughout the world.
2. Students will be able to evaluate and critique works of art from a range of methodological perspectives.
3. Students will be able to conceive and carry out research involving: formulating a question; gathering information using a variety of tools and techniques; critically evaluating information; making an argument; and defending a conclusion in speech and writing.
4. Students will be able to compare and contrast the underlying value systems that inform the aesthetic decisions of art makers and viewers in different cultures.

5. Students will be able to recognize perspectives from a range of disciplines in the arts and sciences.
6. Students will be able to apply their visual literacy to make informed and ethical judgments in their own lives.
7. Students will be able to interpret works of art using visual analysis, historical research, and defined theoretical perspectives.
8. Students will be able to describe and discuss a substantial body of knowledge about and understanding of their own art historical traditions and the traditions of others.

Bachelor of Art Education (B.A.E.)

Upon completion of the Bachelor of Art Education at Herron students will demonstrate the following competencies:

Philosophy

Demonstrate critical reflection on the aesthetic and artistic purposes of art in P-12 learners; articulate and apply personal philosophy in classroom practice.

Communication

Communicate ideas clearly through speech, writing, and visual forms about issues of personal importance and human significance in local and global communities; and apply this to classroom practice.

Content Knowledge - Studio Art

Demonstrate expertise in basic expressive, technical, procedural and organization skills in a wide variety of media and demonstrate mastery in conceptual insights and visual thinking developed through studio experiences; and make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Art History and Analysis

Understand the major styles and periods of art history, the analytical methods and theories of criticism; understand development of past and contemporary art forms, including visual culture, and, understand contending philosophies of art and the relationship of all of these to the making of art; and, make these aspects of the discipline accessible and meaningful for P-12 learners.

Content Knowledge - Innovation/Ideation

Understand and apply processes of idea generation, imagination, and innovative thinking from a range of disciplines to problems in their artwork and their lives; and develop abilities of creative problem solving and critical inquiry and authentic meaning making in P-12 learners.

Learner Development

Understand the developmental needs and diverse social and cultural constructions of identity in all learners and implement a variety of appropriate visuals, tools, media, technology, and other disciplines to differentiate learning in inclusive, multicultural, and urban classrooms.

Learning Environment

Construct a learning environment that promotes student achievement, utilizes social learning and group dynamics, promotes respect and collaboration among of all learners, and incorporates multiple contexts where art exists outside the classroom including museums, galleries, homes, and public sites.

Instructional Strategies

Understand and implement curriculum and a variety of instructional strategies that develop in-depth, complex student skills and knowledge in art content, and integrate art across disciplines.

Bachelor of Fine Arts (B.F.A.)

Graduates of a Fine Arts program will achieve the following:

1. Students will develop a personal aesthetic that will be demonstrated in the characteristics of their artwork, writings, and speech.
2. Students will demonstrate a mastery of visual thinking and the technical demands and craft appropriate to their discipline and artwork.
3. Students will be able to describe historic and contemporary art directions, movements, and theory and place their own artwork in a contemporary context.
4. Students will write and speak effectively about their artwork and ideas.
5. Students will do research and construct their own aesthetic problems utilizing creative process strategies and critical thinking to provide multiple solutions to the problems.
6. Students will exhibit an openness to different or new ideas and a willingness to examine and reconsider familiar ways of thinking.
7. Students will be able to critique their own and others art work in a theoretically and historically informed manner.
8. Students will apply ideas and methods of thinking from a range of disciplines to problems in their artwork and their lives.
9. Students will be able to engage with diverse communities through personal and creative activities.
10. Students will apply their knowledge of art in a professional context, and will utilize the best practices and ethics held by their profession.

Includes Ceramics, General Fine Arts, Painting, Furniture Design, Printmaking, Sculpture, Photography

Bachelor of Fine Arts in Visual Communication (B.F.A.)

Graduates of the Visual Communication program will achieve the following:

1. Students will be able to *identify, describe,* and *summarize* communication problems through user-centered research and analysis.
2. Students will be able to *generate* and *evaluate* solutions to communication problems by creating alternative solutions, prototyping and conducting user testing.
3. Students will *recognize, describe,* and *respond* to social, cultural, physical and cognitive issues embedded within audiences and contexts.
4. Students will be able to *demonstrate* an understanding of visual form in response to communication problems through visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful messages.

5. Students will *understand* and *apply* appropriate tools and technology in the*creation*, reproduction and distribution of visual messages, including but not limited to, drawing, offset printing, photography and time-based media and interactive media.
6. Students will be able to *address* and *discuss* design from a variety of historical, theoretical, social, cultural, technological and economic perspectives.
7. Students will be able to *discuss* and *demonstrate* basic business practices, including the ability to organize design projects and work productively as a member of teams.

Admissions

- Master of Art Education
- Master of Arts in Art Therapy
- Master of Fine Arts in Visual Art and Public Life
- Master of Fine Arts in Visual Communcation Design

Art Education

Students interested in entering the M.A.E program must possess a teaching certificate in art and a 3.0 cumulative grade point average. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Professional Standards Board, must complete these requirements through the certification courses in the Bachelor of Art Education degree before pursuing the M.A.E.

Application Deadlines

Fall admission: May 1

Spring admission: November 1

Summer admission: March 1

How to Apply

Submit the IUPUI Graduate Online Application. Please include the following items and information within the application:

1. A personal goals statement explaining academic and career objectives.
2. The contact information (including names, street addresses, phone numbers and email addresses) of two people who will submit your letters of recommendation via the online application system. You can enter this information in the "Department Information" tab. The online recommendations should address your potential for academic success in a graduate program.

Mail the following the items and information to the Herron School of Art and Design.

1. Official transcripts from all colleges and universities attended (except Indiana University).
2. A portfolio of studio work.

The portfolio should demonstrate the following:

- Visual sensitivity: ability to effectively organize structure/composition in two and three dimensional media.
- Technical skill: ability to control media in ways that convincingly communicate.
- Ability to generate, refine, and execute ideas that show inventiveness and personal meaning.
- Lessons/units with examples of student work produced under your teaching.

The portfolio represents your view of yourself and your work. We encourage inclusion of documentation of your ongoing involvement with art and teaching such as: sketch book/journal, awards, exhibitions or articles on your work, honors, or teaching publications.

Student Services M.A.E. Application Review Committee
Herron School of Art and Design, IUPUI
735 W. New York Street
Indianapolis, IN 46202

Last updated:April 2012

Art Therapy

1. **Complete the Online Application**

   You must provide the following information in the online application:

   - 2-3 page personal statement and a resume outlining professional and volunteer experiences. The personal statement should speak to how you developed an interest in art therapy, what led you to the art therapy program at Herron, and what your future goals are as an art therapist.
   - The contact information (including names, street addresses, phone numbers and email addresses) of three faculty members or professional contacts who will submit your letters of recommendation via the online application system. The online recommendations should address your potential for academic success in the art therapy graduate program.

2. **Submit Your Portfolio Online**
   Submit your portfolio online at www.herron.slideroom.com. When submitting the portfolio online, be sure to select the M.A. in Art Therapy program. The portfolio should represent 10-15 pieces of artwork that show experience with different media and an ability to understand the motivations of one's personal art making process. If you are selected to participate in an in-person interview, your portfolio will be reviewed with you as a part of the interview process.

3. **Pay the Application Fees**
   The cost for submitting the application for the M.A. in Art Therapy is $70. The $70 application fee is comprised of a $60 fee paid upon submission of the online application and a $10 fee paid upon submission of the online portfolio. The application fees are non-refundable.

4. **Mail Your Transcripts**
   Mail official transcripts from all of your undergraduate institutions attended, as well as from any graduate programs (if applicable). The transcript must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Your transcripts must reflect 18 or more credit hours of studio art. It must also reflect 12 credit hours of psychology, including developmental and abnormal psychologies /or/ 9 credit hours of psychology including developmental and abnormal

psychology, plus 3 credit hours of sociology. For international students, if the original documents are not in English, a verified translation must be sent with your official transcripts in your native language. If you are in the process of completing a Bachelor's degree when you apply, a transcript showing your first three years of study is acceptable. If admitted to Herron, you must submit a final, official transcript verifying the completion and award of your degree directly to Herron prior to your matriculation.

Mail transcripts to:

Graduate Admissions c/o Student Services Office #

Herron School of Art and Design

735 W. New York St.
Indianapolis, IN 46202-5222

5. **Submit Your TOEFL Results**(*International students only)*Test of English as a Foreign Language (TOEFL) scores are required for international students unless the applicants undergraduate degree is from a university in an English-speaking country. Applicants must request that an official copy of their test results be sent directly to IUPUI by the Educational Testing Service. The IUPUI reporting code for the TOEFL is 1325. Other tests or ELS coursework may be accepted in order to verify English proficiency. For a list of all options and minimum scores required, please visit the IUPUI International Admissions webpage.
6. **Interview** Semi-finalists will be contacted for an on-campus interview as the final step of the application process. Candidates should be prepared to discuss their portfolio during the interview.

Application deadline: Submit all of the following application components by January 30, 2012
Notification of admission decision: April 15, 2012

Last updated: April 2012

M.F.A. in Visual Art and Public Life

The application steps below are for students interested in pursuing an M.F.A. in Visual Art and Public Life with an emphasis in one of the following areas: Ceramics, Furniture Design, Painting and Drawing, Photography and Intermedia, Printmaking, and Sculpture.

Your application must demonstrate a strong commitment and potential for developing sustained creative activity as a visual artist at the professional level and the ability to complete graduate work.

1. **Complete the Online Application**
   You must provide the following information in the online application:
   - A personal statement describing your intentions for applying to this program, including a concise description of your past experiences qualifying you for this program. Please also describe your future career goals. The statement must be 500 words in length. Please clearly indicate in your personal statement the program you intend to pursue: sculpture, furniture design, printmaking, photography and intermedia, painting and drawing or ceramics.
   - The contact information (including names, street addresses, phone numbers and email addresses) of two people who will submit your letters of recommendation via the online application system. The online system will then email your contacts with instructions on how to submit their references online. The online recommendations should address your potential for academic success in a graduate program.
   - When asked to indicate your Academic Plan, please select “Visual Art and Public Life” in the drop down menu.

2 **Submit Your Portfolio Online**
Submit your portfolio online at www.herron.slideroom.com. When submitting the portfolio online, click on the blue "Start a New Submission" button. Then click on "Graduate Programs" under the "Categories" heading. Finally, click on the blue "Apply Now" button next to the emphasis in which you are interested to access the application. It is possible to submit time-based work using Slideroom.com. The cost to submit your portfolio online is $10. The portfolio should contain 18-20 images.

3 **Pay the Application Fees**
The cost for submitting the application for the M.F.A. in Visual Art and Public Life is $70. The $70 application fee is comprised of a $60 fee paid upon submission of the online application and a $10 fee paid upon submission of the online portfolio. The application fees are non-refundable.

4 **Mail Your Transcripts**
Mail official transcripts from all of your undergraduate institutions attended, as well as from any graduate programs (if applicable). The transcript must demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. For international students, if the original documents are not in English, a verified translation must be sent with your official transcripts in your native language. If you are in the process of completing a Bachelor's degree when you apply, a transcript showing your first three years of study is acceptable. If admitted to Herron, you must submit a final, official transcript verifying the completion and award of your degree directly to Herron prior to your matriculation.

Mail transcripts to:
Graduate Admissions c/o Student Services Office
Herron School of Art and Design
735 W. New York St.
Indianapolis, IN 46202-5222

5 **Submit Your TOEFL Results**(*International students only)*
Test of English as a Foreign Language (TOEFL) scores are required for international students unless the applicants undergraduate degree is from a university in an English-speaking country. Applicants must request that an official copy of their test results

be sent directly to IUPUI by the Educational Testing Service. The IUPUI reporting code for the TOEFL is 1325. Other tests or ELS coursework may be accepted in order to verify English proficiency. For a list of all options and minimum scores required, please visit IUPUI's International Admissions page.

NOTE: The Graduate Record Examination (GRE) is not a requirement.

M.F.A. in Visual Communication

Admission to the graduate program is competitive. There is no specific standard type of ideal applicant; we encourage diversity and evaluate each applicant on an individual basis. We do seek a mixed group of people with varied backgrounds and experiences.

Application Checklist

1. online application form and fee
2. GRE scores (optional)
3. TOEFL scores
4. official academic transcript
5. personal statement of intent
6. three letters of professional reference, submitted online
7. professional resume
8. portfolio of work

Application Process

STEP 1

Read the Admissions Q + A document.

STEP 2

Complete the online application. In the online application, please provide the contact information of three professional references. The application system will contact your references via email and request that they submit their recommendations through the online system. The fee for the application is $60. You will be asked to submit payment online upon the completion of your application.

STEP 3

Submit GRE or GMAT scores if you feel the score will help your application. The IUPUI reporting code for standardized tests is 1325. GRE (General Test) or GMAT scores are optional. Scores submitted to the admission committee must be for tests completed within the last four years.

TOEFL is required for applicants from countries whose native language is not English. TOEFL scores must be from tests taken within the last two years. The TOEFL requirement is waived for applicants with a degree from a university in an English-speaking country.

STEP 4

Send one package including official academic transcript, personal statement of intent, a current professional resume, and portfolio to the following address:

Graduate Admissions

Student Services Office

Indiana University Herron School of Art and Design

735 W. New York St.
Indianapolis, IN 46202-5222 USA

Contact Information

Eskenazi Hall
735 W. New York St.
Indianapolis, IN 46202
Main: (317) 278.9400
Fax: (317) 278.9471

Galleries: (317) 278.9423
Basile Center: (317) 278.9423
Community Learning: (317) 278.9404

Sculpture and Ceramics Bldg.
1350 Indiana Ave.
Indianapolis, IN 46202

Master of Art Education

The Masters of Art Education Degree

The Masters of Art Education (M.A.E.) Program strengthens and revitalizes student artistic and professional experience. The underlying philosophy of the program is a strong belief in the artist-teacher. Course work for this degree is divided equally between art content (studio, history, criticism, and aesthetics) and professional methodology. Degree requirements must be completed within five years from the time the first classes are taken. Graduates are expected to maintain a 3.3 GPA or higher in graduate course work. Any graduates with a GPA of lower than 3.0 are subject to probation and dismissal.

Students wanting to enter the graduate program at the Herron School of Art and Design must apply online or by mail. A statement of professional goals, two professional recommendations may be submitted in the online application. A portfolio of studio work should be mailed to Graduate Admissions at the Herron School of Art and Design. Students holding an undergraduate degree in visual art, but not certification requirements of the Indiana Professional Standards Board, must complete these requirements through the certification courses in the BAE. To be accepted to the M.A.E. program, the student must have a teaching certificate in art or be working toward this concurrently with the M.A.E., a 3.0 cumulative grade point average, and must pass the portfolio review

Academic Requirements Distributive

Art

Select from 500-level courses in:

- Studio Art
- Art History/Criticism

Total: 18 cr. hrs.

Note: All graduate students must consult with the appropriate faculty advisor to determine the distribution of credit.

Advanced Art Education

Choose four classes from:

- HER-Z 500 Advanced Art Education

- HER-Z 510 Art for Teachers of Exceptional Children
- HER-Z 511 Non studio Approaches to Art Instruction
- HER-Z 512 Improving Studio Instruction in Art
- HER-Z 513 Special Topics in Art Education
- HER-Z 532 Curriculum and Assessment in Art Education
- HER-Z 590 Directed Independent Study in Art Education
- HER-Z 700 Practicum in Art Education
- HER-R 511 Research in Art Education

Total: 12 cr. hrs.

Choose two classes from:

Educational Psychology

- EDUC-P 510 Psychology in Teaching
- EDUC-P 516 Adolescent Development
- EDUC-P 540 Learning and Cognition in Education
- EDUC-P 515 Child Development
- EDUC-P 525 Psychological Issues in Education

Educational History and Theory

- EDUC-H 504 History of American Education
- EDUC-H 520 Education and Social Issues
- EDUC-H 530 Philosophy of Education
- EDUC-H 538 Critical Thinking and Education

Educational Inquiry

- EDUC-Y 501 Statistical Methods Applied to Education
- EDUC- Y507 Testing in the Classroom

Total: 6 cr. hrs.

Total: 36 cr. hrs.

*Most Professional Art Education courses are offered in the summer sessions.

Last Update: April 2012

Degrees Programs

Master of Art Education (M.A.E.)
Master of Fine Arts in Visual Art and Public Life (M.F.A.)

- Ceramics
- Furniture Design
- Painting and Drawing
- Photography and Intermedia
- Printmaking
- Sculpture

Master of Fine Arts in Visual Communication (M.F.A.)
Master of Arts in Art Therapy (M.A.)

MFA in Visual Art and Public Life

The Master of Fine Arts (M.F.A.) in Visual Art and Public Life is a 60-credit hour program of study that provides students with an in-depth, professional-level understanding of visual art planning, production, and presentation. Students may pursue one of six emphasis areas for this program: Ceramics, Furniture Design, Painting/Drawing, Photography/Intermedia, Printmaking, or Sculpture. The program consists of a systematic sequence of educational opportunities for students to gain fluency in the practices and issues involved in creating original works of visual art and developing their careers within contemporary society. The Master of Fine Arts degree is recognized by the art and design professions as the terminal degree in the studio arts.

The objectives of the program are: (1) to create coursework and experiences in which students examine and learn to shape the formal, thematic, theoretical, social, cultural, cognitive, and technological aspects of visual art; (2) to develop university and community based collaborations that facilitate learning and research opportunities; (3) to provide opportunities for developing leadership in the professional practice of visual art and to prepare graduates for a range of specialized careers, from university-level teaching to creative entrepreneurship to employment by urban arts organizations to work as independent artists; (4) to foster an exploration of visual art as an intellectual and experimental practice that is rooted in a specific time and place; (5) to engage students in studio activity that is placed in a professional context, from making work to its presentation, installation, marketing, and critical analysis; and (6) to provide students with the intellectual flexibility to research, plan, design, fabricate, and complete work utilizing a variety of processes in a variety of settings for a variety of purposes.

To complete the degree, students are required to present a final, substantial body of original art in an exhibition (or other significant public presentation of a major body of work), documentation of the exhibition, and completion of a written thesis, all demonstrating professional-quality achievement. The thesis project is a culmination of the graduate experience in which students develop professional expertise in their field as active studio artists including professional practice and research.

Areas of Emphasis

• Ceramics

• Furniture Design

• Painting and Drawing

• Photography and Intermedia

• Printmaking

• Sculpture

MFA Thesis Advisory Committee

The MFA Thesis Advisory Committee will provide regular, systematic feedback to the graduate student about her/his development of professional-level skills, cognitive development, specific assessment of the body of artwork being created, and will provide guidance for the thesis project/exhibition and written thesis statement.

1. Each graduate student in the M.F.A. in Visual Art program will be assigned an academic advisor. The academic advisor will be a full-time faculty member from the student's area of studio emphasis and will oversee all aspects of tracking the student's progress through all phases of the curriculum. The academic advisor will also serve as Chair of the graduate student's M.F.A. Thesis Advisory Committee. Students are assigned academic advisors at the start of the program. academic advisors

are appointed by the Chair of Fine Arts and Associate Dean.

2. The full committee should be formed immediately after the completion of a student's first 15 credit hours applicable to the degree. The selection is made by the student with the approval of the Chair of the Advisory Committee. Students must complete the MFA Advisory Committee Membership Form and obtain the signatures of all faculty on the committee. The form must be submitted to the Associate Dean.

3. The Thesis Advisory Committee is comprised of:

• ACADEMIC ADVISOR/CHAIR: A full-time, tenure-track or tenured Herron faculty member from the grad student's major area of emphasis.

• COMMITTEE MEMBER: A full-time Herron faculty member who is NOT from the area of emphasis. Selected by the grad student working in consultation with his/her academic advisor.

• COMMITTEE MEMBER: A full-time Herron faculty member who can be from the area of emphasis or not, selected by the grad student working in consultation with his/her academic advisor.

• OPTIONAL COMMITTEE MEMBER: An optional fourth member of the Graduate Advisory Committee may be someone from another academic unit at IUPUI /or/ from the professional field. Selected by the grad student working in consultation with his/her academic advisor.

4. The committee will meet with the student a minimum of three times during the course of study to complete the degree in order to advise and make recommendations on the student's development. The student must pass all three reviews in order to remain eligible for continuation in the program and completion of the degree requirements. The reviews will take place at the following times:

a. At the completion of 30 credit hours (midpoint): Consists of a committee review.

b. At the completion of 45 credits hours: Consists of a committee review. Certifies student is ready to complete work for final exhibition/project. Approves plans for culminating Thesis exhibition/project. Advice on written thesis statement.

c. The Final Review consist of acceptance of the graduate student's culminating Thesis project (an exhibition of artwork completed as the final culminating body of work / or/ a substantial public art project completed as the final culminating project) and written thesis at the completion of the full 60-credits required for the degree.

Grade Requirements

Only grades of a minimum of "C" will count towards the completion of the M.F.A. degree. Only a minimum of a "B" grade will count in courses in the student's major area of studio emphasis. Each graduate student must maintain an overall minimum g.p.a. of 3.0 to remain in the M.F.A. program. A minimum grade of "B+" must be achieved in the course "Studio Emphasis IV: Thesis Exhibit/Project."

Note: Additional information about policies and procedures, including further information about the MFA Advisory Committee, the review process, and the MFA Culminating Experience, is available in the MFA Handbook, provided to each entering graduate student in the MFA in Visual Art and Public Life program.

Additional policies

Students should consult the MFA Graduate Student Handbook given to them at orientation for additional policies, procedures, documents, and forms.

Last Updated: April 2012

Admission

Admission into the program is competitive. Applicants must demonstrate a commitment and capability to develop sustained creative activity as a visual artist at the professional level and the ability to complete graduate work.

Applicants must have

1. An undergraduate degree, preferably a Bachelor of Fine Arts degree with a studio art emphasis from an accredited institution, but other backgrounds will be considered by the graduate admissions committee,
2. A minimum GPA of 3.0 on a 4.0 scale,
3. A portfolio documenting past visual art work.

Some otherwise qualified applicants may not have all the necessary coursework and background experience to prepare them to fully succeed in their graduate coursework. These persons will be required to make up curricular deficiencies by enrolling in appropriate undergraduate courses prior to taking specific courses in the graduate program.

Complete, current admissions requirements, deadlines for admissions, application procedures, and information about financial aid are available on the website for Herron School of Art and Design.

Financial Assistance and Fellowships

Graduate Fellowships may be assigned in the following categories of responsibility: Teaching Assistant, Instructor, Technician, Gallery Assistant, and Graduate Assistant to Center for Art, Design and Public Life, and other assignments. Graduate students may be awarded scholarships based on their qualifications documented in their applications to the program.

Furniture Design

Herron School of Art and Design has an established reputation in Furniture Design based on the long-standing strength of its undergraduate program. As a graduate student in Furniture Design at Herron, students develop their creative vision making use of an exceptionally well-equipped and maintained woodworking shop/studio which is housed in Herron's state-of-the-art 163,000 square foot facility that opened in 2005. Coursework stresses the development of professional mastery in conceptualizing, design research and development, and construction techniques and technologies. Students develop a body of work emphasizing a personal design aesthetic.

Career goals and strategies are explored and developed, and a systematic sequence of coursework at the graduate level provides students with the experience and knowledge necessary to pursue professional commissions, to work in collaboration with other artists, craftsmen and creative thinkers, and to understand how

to develop a successful professional career in the 21st century. Coursework is augmented with visiting artists, field trips, design competitions, exhibition opportunities, public art projects, and other pertinent professional activities.

Furniture Design Suggested Plan of Study
First Year Course Work

Fall		Credits
HER-Q 510	Studio Emphasis I: Materials and Methods in Furniture Design	6
HER-R 529	Interdisciplinary Collaboration in the Visual Arts	3
HER-H 560	Visual Culture: A Visual Studies Approach	3
HER-J 530	University Visual Art Teaching Practicum /or/ Free Elective	3
	Total	15

Spring		Credits
HER-Q 520	Studio Emphasis II: Theory into Practice in Furniture Design	6
HER-R 539	Urban Art Context (may be repeated)	3
HER-J 520	Project Management/ Public Art	3
HER-H 5xx	Art History	3
		15

Second Year Course Work

Fall		Credits
HER-Q 560	Studio Emphasis III: Advanced Practice in Furniture Design	6
HER-R 539	Urban Art Context (if repeated)	0-3
	Graduate Studio Elective	3-6
HER-H 610 or HER-J 501	Art Theory & Criticism or A Critical Approach to Art	3
	Academic Elective	0-3
	Total	15

Spring		Credits
HER-R 599	Studio Emphasis IV: Thesis	6
	Graduate Studio Elective	6-9
	Art History /or/ Academic Elective	0-3
	Total	15

Program total: 60 credits

Printmaking

The Printmaking curriculum provides a broad and intensive experience for printmaking graduate students. Students will be able to explore and experiment in a wide variety of media and processes, including plate and stone lithography and the intaglio processes of etching, engraving, and aquatint. The printmaking program also supports work in monotype, woodcut, and silkscreen.

Spacious, well-equipped facilities for the study of traditional approaches to printmaking are augmented by additional facilities for the investigation of digital and photomechanical processes. The printmaking graduate program is housed within Herron's state-of-the-art 163,000 square foot facility that opened in 2005.

At the graduate level, students will acquire new technical skills and refine skills students have developed already to an advanced professional level while students are challenged to undertake an extensive and intensive examination of the thematic and theoretical content that fuels their creative work.

Graduate students are given considerable autonomy for working in self-defined directions in consultation with faculty while focusing on printing technologies most appropriate for individual development.

Graduate group and individual critiques, field trips, portfolio projects, exhibition opportunities, collaborative public art projects, and workshops and lectures by visiting artists complement the studio experience by providing critical discussion, and a broader framework for professional development.

Printmaking Suggested Plan of Study
First Year Course Work

Fall		Credits
HER-G 510	Studio Emphasis I: Materials and Methods in Printmaking	6
HER-R 529	Interdisciplinary Collaboration in the Visual Arts	3
HER-H 560	Visual Culture: A Visual Studies Approach	3
HER-J 530	University Visual Art Teaching Practicum or Free Elective	3
	Total	15

Spring		Credits
HER-G 520	Studio Emphasis II: Theory into	6

	Practice in Printmaking	
HER-R 539	Urban Art Context (may be repeated)	3
HER-J 520	Project Management/ Public Art	3
HER-H 5xx	Art History	3
	Total	15

Second Year Course Work

Fall		Credits
HER-G 560	Studio Emphasis III: Advanced Practice in Printmaking	6
HER-R 539	Urban Art Context (if repeated)	0-3
	Graduate Studio Elective	3-6
HER-H 610 or HER-H 501	Art Theory & Criticism or A Critical Approach to Art	3
	Academic Elective	0-3
	Total	15

Spring		Credits
HER-R 599	Studio Emphasis IV: Thesis	6
	Graduate Studio Elective	6-9
	Art History or Academic Elective	0-3
	Total	1

Program Total: 60 credits

Sculpture

Herron's commitment to sculpture is reflected in the opening of a state-of-the-art Sculpture and Ceramics building in January of 2000. Students have access to a 26,000 square foot facility, outfitted with a full complement of professional-grade tools and equipment, with designated areas for casting, welding, woodworking, resins, outdoor working, and new technologies, plus a large student gallery/critique space.

Herron's multimedia and foundry facilities provide access to a level of technical sophistication that fosters an intense, experimental approach to the creative process. The Sculpture Program includes developed areas for sound and video, digital media and computer aided drafting, resin and other non-traditional casting methodologies. Sculpture graduate students also have access to the classes and resources provided at Herrons other primary facility, Eskenazi Hall, a 163,000 square foot state-of-the-art facility, which opened in 2005 for the study of art and design.

The Sculpture Program at Herron is particularly strong in the wealth of techniques and processes that are explored, as well as its emphasis on providing students experience in planning and executing public sculpture projects (both permanent and temporary, large-scale and smaller). Herron's sculpture faculty includes highly productive artists with strong, national accomplishments in their own research programs. Sculpture is one of Herron's most highly visible programs with a strong history of projects undertaken in the public arena, and working in partnership with a wide variety of organizations in both the private and non-profit sectors.

In the Graduate Sculpture Program, students will develop a refined mastery of technical skills, with opportunities for exploration in a diverse range of materials. Along with the development of sophisticated skills in construction and form-building, students will gain increasing sophistication in their handling of three-dimensional formal properties. Additionally, students will be challenged to explore the incorporation of time, site, and audience in the conceptualization of their creative work. Students in the program are exposed to a broad base of practical information, critical analysis, and creative discourse.

Sculpture Suggested Plan of Study
First Year Course Work

Fall		Credits
HER-S 510	Studio Emphasis I: Materials and Methods in Sculpture	6
HER-R 529	Interdisciplinary Collaboration in the Visual Arts	3
HER-H 560	Visual Culture: A Visual Studies Approach	3
HER-J 530	University Visual Art Teaching Practicum or Free Elective	3
	Total	15

Spring		Credits
HER-S 520	Studio Emphasis II: Theory into Practice in Sculpture	6
HER-R 539	Urban Art Context (may be repeated)	3
HER-J 520	Project Management// Public Art	3
HER-H 5xx	Art History	3
	Total	15

Second Year Course Work

Fall		Credits
HER-S 560	Studio Emphasis III: Advanced Practice in Sculpture	6
HER-R 539	Urban Art Context (if repeated)	0-3

	Graduate Studio Elective	3-6
HER-H 610 or HER-J 501	Art Theory & Criticism or A Critical Approach to Art	3
	Academic Elective	0-3
	Total	15

Spring		Credits
HER-R 599	Studio Emphasis IV: Thesis	6
	Graduate Studio Elective	6-9
	Art History or Academic Elective	0-3
	Total	15

Program Total: 60 credits

M.F.A. in Visual Communication

Herron's graduate program in Visual Communication design emphasizes applied research in design thinking and design methods. The program advances mastery (and the invention, development, and refinement) of design research methods as a path for any and all of the following outcomes:

1. to prepare professional designers for valuable (and valued) roles as collaborative leaders of creative problem-solving in organizations, institutions, and communities;
2. to advance excellence in the processes and practices of designing as a set of professional activities;
3. to prepare design leaders for evolving (and challenging) roles as design mentors and educators to future generations; and
4. to expand the disciplinary knowledge of designing through scholarship.

Research activities in the program are interdisciplinary in nature and focus inquiry in the following areas:

1. Designing as a set of creative problem solving processes including identifying patterns & framing insights, exploring ideas and conceiving plans, prototyping & optimizing proposals, and implementing solutions.
2. Designing as a set of innovation creation processes including breaking patterns (inventing) and optimizing patterns (improving).
3. Designing as a set of human-centered understanding processes including modeling experiences, advocating empathy, untangling complexity, and visualizing relationships.

All research occurs within a defined territory that investigates, defines, and advances the role of design thinking, and design action for driving business innovation, stewarding organizational leadership, shaping public policy, and enhancing direct democracy.

In the first year, students focus on the mastery of design research methodologies with particular emphasis on understanding audiences and contexts. Students conduct primary research using advanced design research methods. Students apply user-centered research findings by participating in real-world community-based projects. All students engage in the design process using a creative problem-solving framework that requires collaborative and cross-disciplinary approaches.

In the second year, students focus on the mastery of design leadership skills for managing processes for change and innovation to improve the experiences of businesses, institutions, organizations, communities, and individuals. Students define, develop, and defend an applied action research thesis project to serve as a case study demonstration of the power of design to clarify, humanize, and energize the issues that are central to life in a pluralistic society.

The interdisciplinary, collaborative nature of the program requires students to participate in the program as a cohort of colleagues. Thus, the majority of the work in the program is performed within a shared learning community that requires students to be present throughout the graduate residency experience.

The program of study is 60 credit hours distributed equally across four semesters. Fifteen credit hours of course work each semester will be coordinated and co-requisite. The M.F.A. graduate program in Visual Communication requires full-time study within an academic residency.

Contact

Graduate application inquiries should be directed to:

Graduate Admissions c/o Student Services Office
Indiana University Herron School of Art and Design IUPUI
735 West New York Street
Indianapolis, Indiana 46202-5944
(317) 278-9400

- Admission
- Financial Assistance and Fellowships
- Plan of Study
- Thesis

Admission

Admission into the Visual Communication graduate program is competitive. The Department of Visual Communication seeks graduate candidates who have strong skills for thinking critically about complex issues and working collaboratively in teams that represent a diversity of perspectives.

Applicants ordinarily will be expected to hold baccalaureate degrees from colleges or universities of recognized standing prior to registration as graduate students. Applicants for a master's degree program should have achieved a 3.0 (out of 4.0) grade point average or higher for the baccalaureate degree, or have other indicators of outstanding academic performance.

Students entering the M.F.A. degree program in Visual Communication Design are not required to have an established background in design or art. The Visual Communication Program at Herron encourages cross-disciplinary research approaches and experiences. However, applicants who do not have a prior educational background in design or professional design experience may be required to successfully complete foundational

pre-graduate studies in design before being accepted to initiate the M.F.A curriculum.

One or two semesters of foundational pre-graduate pre-graduate studies may be required before full admission into the M.F.A. program in Visual Communication Design. Foundational pre-graduate courses in design may be offered for graduate credit but the credit hours do not apply to completing the 60-credit hour requirements in the M.F.A. degree. Decisions regarding admission into the Foundational Pre-Graduate program are made on an individual basis.

Financial Assistance and Fellowships

Plan of Study

First Year - 30 credits

- Focus on design research for innovation (with particular emphasis on understanding users and contexts)
- Focus on design analysis for innovation (with particular emphasis on identifying patterns and framing insights)
- Focus on design synthesis for innovation (with particular emphasis on exploring ideas and conceiving plans)
- Focus on design optimization for innovation (with particular emphasis on prototyping and creating solutions)

Second Year - 30 credits

- Focus on design leadership as agent for transformation
- Transitioning from graduate school to new professional contexts
- Focus on design thesis formulating the research problem / opportunity

Thesis

To complete the degree, students are required to define, develop, and defend a written thesis and companion capstone project. A master thesis is a document authored by a student that describes results of original research undertaken by that student and asserts a position that is defensible in an academic context.

This position should not be construed to prohibit joint or collaborative research endeavors. It is expected, however, that in such a situation, unique aspects of the broad problem will be explored by each individual and that the thesis written and presented to the final examining committee will be a personal document describing the student's creative effort and contribution.

Students should speak with their advisor early in their graduate careers when considering a collaborative thesis project. An downloadable version of the Guide to Preparation of Theses and Dissertations is available by visiting http://www.iupui.edu/~gradoff/students/IU_Format_Guide2008.doc.

Master of Arts in Art Therapy

The Master of Arts in Art Therapy degree is a two-year program that prepares students with academic, clinical, and research experience in preparation for the credentials of Registration as an Art Therapist (ATR) according to the educational guidelines established by the American Art Therapy Association (AATA) and Licensure as a Mental Health Counselor (LMHC) in Indiana.

Positioned within the urban campus Indiana University Purdue University-Indianapolis (IUPUI) and built in partnership with the Indiana University School of Medicine, this two-year, full-time residential program is the only one of its kind in the state of Indiana. The program provides a foundation in art therapy where the general concepts of science, art, and the creative process are understood and applied in a therapeutic context.

This program is supported through a partnership with Riley Hospital for Children. Students are required to engage in clinical training within the IU Health system and surrounding Indianapolis community as a part of their coursework.

Honoring the dynamic nature of the psyche, the art therapist calls upon the theoretical and practical application of psychotherapeutic principles through a variety of interventions and in myriad settings including mental health, medical, educational, and forensic facilities.

Students will be trained from didactic and experiential models that encourage personal art making within Herron's studios. The use of imagery to conceptualize symbolic communication and expression of the unconscious is taught through the application of present-day assessment and intervention strategies in areas such as neuroscience and trauma, and through research methodologies including art-based and evidence-based practices.

Policies

Students should consult the handbook given to them at orientation for policies and procedures pertaining to their degree progress.

Admissions

Students seeking admission to the MA in Art Therapy degree program should demonstrate commitment to the professional goal of helping others as art therapists. Prerequisites for admission to the program meet the requirements mandated for all programs approved by the American Art Therapy Association. Herron requires that students have all these prerequisites completed before starting the program. If all prerequisites have not been met at the time of application, acceptance to the program can only be made pending successful completion of the prerequisites before the start of fall classes.

- A bachelor's degree
- 18 credits of studio art
- 12 credits of psychology including developmental psychology and abnormal psychology OR 9 credits of psychology including developmental and abnormal psychology and 3 credits of sociology
- A portfolio of artwork demonstrating experience with different media and an ability to understand the motivations behind one's personal art making process.

Details of the admissions process are described on Herron's website: http://herron.iupui.edu

Suggested plan of study (Any revisions to this curriculum made after this bulletin goes to press will be posted on the Herron website.)

Year 1 Fall Semester

- History, Theory and Practice of Art Therapy
- Counseling Theory and Practice for Art Therapists
- Art Therapy with Children and Adolescents
- Introduction to Group Counseling
- Studio Art Elective

Year 1: Spring Semester

- Assessment and Evaluation in Art Therapy
- Art Therapy with Families and Adults
- Ethical and Legal Issues in Counseling and Art Therapy
- Lifespan Development
- Individual Appraisal: Principles and Procedures
- Practicum/Internship I

Summer Semester

- Career Counseling Theory and Practice

Year 2: Fall Semester

- Cultural and Social Diversity in Counseling and Art Therapy
- Studio Art Elective
- Strategies for Educational Inquiry
- Advanced Clinical Internship I

Year 2: Spring Semester

- Art Therapy and Counseling with Specialized Populations
- Professional Issues Capstone
- Advanced Clinical Internship II

Last updated: April 2012

Graduate Programs

The Herron School of Art and Design educates students seeking professional careers in the fine arts, visual communication, art history, and art education.

Undergraduate degrees currently offered are the

- Bachelor of Fine Arts (B.F.A.)
- Bachelor of Arts (B.A.) in Art History
- Bachelor of Art Education (B.A.E.)

Graduate degrees currently offered are the

- Master of Art Education (M.A.E.)
- Master of Arts in Art Therapy (M.A.)
- Master of Fine Art in Visual Art and Public Life (M.F.A.)
- Master of Fine Art in Visual Communication (M.F.A.)

Last updated: March 2012

Student Learning Outcomes

Students will achieve the objectives set for the following graduate degrees:

- Master of Art Education (M.A.E.)
- Master of Fine Arts (M.F.A.) in Visual Arts and Public Life
- Master of Fine Arts (M.F.A.) in Visual Communication
- Master of Arts (M.A.) in Art Therapy

Master of Art Education (M.A.E.)

Upon completion of the Masters of Art Education students will:

1. Develop a comprehensive, critical understanding of the field of art education by investigating the ways in which art education has evolved and continues to change in response to cultural, economic, social, political, and technological conditions.
2. Examine and explore critical approaches to new media and directions in contemporary art practices, understanding innovative methodologies of professional artists in order to develop new approaches to elementary and secondary art instruction.
3. Understand the importance and roles of diverse learning environments appreciating both formal and informal art learning sites and studio environments in order to construct learning spaces that promote creative production, social learning and collaboration, as well as incorporate multiple contexts including museums, galleries, homes, and other pertinent public sites.
4. Develop in-depth conceptually based curricula with an understanding of local and global communities, and of the benefits and challenges of promoting democratic values in our culturally diverse society.
5. Demonstrate the ability to cultivate critical and creative thinking skills in others and to assert art's role in fostering multi-cultural, intercultural, and interdisciplinary understandings.
6. Demonstrate breadth of knowledge and skills in art history emphasizing contemporary art forms and visual culture, in analytical methods and theories of criticism, and in contending philosophies of art, and understand the foundational relationship of these components to authentic studio practice; and make these accessible and meaningful to P-12 learners.
7. Develop leadership roles and become an active participant in peer seminars, classroom tutorials, presentations, and reflective processes.
8. Understand, articulate, and continue to nurture the roles of Artist/Teacher/Researcher in their own professional practice and demonstrate increased breadth and depth of competence in studio skills, knowledge, and application.
9. Conduct professional research that demonstrates advanced levels of analysis, insight, design, and methods appropriate for art education settings and audiences. Utilize relevant applications for such research and professional publications.
10. Demonstrate reflective, critical thought, and scholarship as well as a commitment to ongoing professional development, and; contribute to the growth of the profession through disseminating scholarly activity as artist/teacher/researcher at local, state and national professional venues.

Master of Fine Arts (M.F.A.) in Visual Art and Public Life

Upon graduation from the Master of Arts in Visual Art and Public Life degree program, students will:

1. Be able to analyze and explain in writing and speech the meaning and effectiveness of works of art including their formal, thematic, theoretical, social, cultural, cognitive, and technological aspects.
2. Be able to conduct original creative research by controlling the formal, thematic, theoretical, social, cultural, cognitive, and technological aspects of works of visual art the student makes.
3. Be able to conduct original creative research that results in a cohesive group of art works produced at a professional level of quality in terms of formal, technical, and thematic consistency.
4. Have acquired knowledge of the professional factors, including the ethical responsibilities, of developing artworks in university and community-based collaborations.
5. Be able to critically analyze and communicate the analysis of works of visual art as an intellectual and experimental practice that is rooted in a specific time and place.
6. Have acquired knowledge of how to maintain a creative studio practice in a professional context, from making work to its presentation, installation, marketing, and critical analysis.
7. Be able to research, plan, design, fabricate, and complete their own art works (alone and in collaboration with others) utilizing a variety of technical processes in a variety of public and private settings for a variety of aesthetic and intellectual purposes.

Master of Fine Arts (M.F.A.) in Visual Communication

Upon graduation from the Master of Arts in Visual Communications, students will demonstrate the ability to:

1. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing is a set of human-centered understanding processes including modeling experiences, advocating empathy for users, and visualizing relationships to untangle complexity and generate shared perspectives of issues in situations.
2. Identify, comprehend, and analyze multiple diverse theoretical perspectives that designing must respond to the audiences and contexts which design solutions must address, including recognition of the physical, cognitive, cultural, and social human factors that shape design decisions.
3. Identify, comprehend, and apply specific synthetic methodologies to yield specific types of data sets to support various phases of a people-centered design process including design research, design analysis, design synthesis and design evaluation.
4. Evaluate the appropriateness of the selection and application of specific synthetic methodologies within a specific design context by analyzing the relevance of research outcomes.
5. Identify, comprehend, and apply design processes & design process skills for interdisciplinary collaborative action research by identifying patterns & framing insights, exploring ideas and conceiving plans, prototyping & optimizing proposals, and implementing solutions.
6. Analyze, synthesize, and evaluate design processes & design process skill for interdisciplinary collaborative action research by facilitating, coaching and mentoring others to apply processes and process skills while reflecting in action.
7. Comprehend and apply scholarly research processes including the performance of literature reviews, interviewing, fieldwork and reporting.
8. Analyze, synthesize, and critically evaluate published work and source materials, through thesis research, practice and writing, with an appreciation of the relationship of the thesis theme to the wider field of knowledge.
9. Synthesize, through the thesis paper and design project, a distinct contribution to a body of knowledge through an original investigation or testing of ideas, worthy in part of publication.

Master of Art Therapy (M.A.)

Upon completion of the Masters of Art Therapy students will:

1. Students will be able to synthesize and critically evaluate research in art therapy.
2. Students will be able to describe the distinction between empirically supported and applied art therapy interventions and will develop an advanced research skill set comprised of theory, methodology, and data analytical skills in the preparation for future study in the field of art psychotherapy.
3. Students will be able to demonstrate knowledge of the historical and theoretical underpinnings of art therapy and its development as a medical and healthcare profession.
4. Students will be able to clearly articulate and demonstrate how the art making process and products are used to elicit verbal associations and responses to accomplish treatment goals within the context of the therapeutic relationship.
5. Students will develop the knowledge and skills in art therapy assessment, diagnostic formulation, treatment plan development and intervention for psychological and psychosocial disorders.
6. Students will develop an ethical approach of professionalism, maturity, responsibility and self-presentation in all aspects of art therapy and verbal psychotherapy assessment and intervention that is accordance with the Art Therapy Credentials Board (ATCB) and the American Art Therapy Association (AATA).
7. Students will be able to design, implement and evaluate art therapy services and art therapy programs in a variety of medical, healthcare, community, and educational settings and will apply individual and group dynamics to interactions with staff and administration.
8. Students will demonstrate sensitivity and understanding of how human diversity impacts art therapy treatment and intervention.
9. Students will be able to establish and maintain a dignified and safe holding environment in which to

facilitate the therapeutic process by understanding both client and therapist feelings, perceptions, and responses within the therapeutic relationship.

Non-Majors

Elective Courses

An important component of the Herron School of Art and Design is the Elective Arts Program. As part of our mission to provide an educational experience in the visual arts for the university and community, Herron offers a wide range of studio courses in this program.

Elective Arts serves a varied constituency; the basic objective is to provide a studio experience to students who do not wish to pursue a degree in visual arts. These courses also provide a setting for students to be introduced to the visual arts before beginning their study at Herron or to fulfill requirements for other degree programs. Beginning level classes in two-dimensional and three-dimensional media are offered each semester to fulfill this mission.

Generally, the courses have either no prerequisites or modest prerequisite requirements. Students can develop an appreciation for the visual arts through drawing, painting, photography, or ceramics. Enrollment in any of these elective courses does not in itself constitute admission to any of the Herron School of Art degree programs.

Whether for personal enrichment or as a required component of a major outside of Herron, Elective Arts students develop artistic skills and gain a keen understanding of aesthetics through their own artwork. For complete information, including detailed course listings and admissions procedures, please contact the Herron Student Services Office at (317) 278-9400.

Last Updated: March 26, 2012

Community Learning

Community Learning Programs

Saturday School - Fall, Spring

Herron's Saturday School, established in 1922, provides quality art instruction to youth ages 7-17 and adults seeking to learn artistic techniques, improve art skills, try new art forms, and build a portfolio of work. Classes take place during 10-week semesters and are held at Herron's Eskenazi Hall and at Herron's Sculpture and Ceramics building. Class offerings include drawing, painting, illustration, sculpture, ceramics, photography, printmaking, computer imagery, and elementary art. Instructors are capable junior and senior Herron students and alumni working under supervision of Community Learning / Art Education. The combination of quality instruction and an art school environment encourages exceptional development of creative skills. Partial scholarships are available through local high school teachers. For more information, contact (317) 278-9404, sschool@iupui.eduor visit

http://www.herron.iupui.edu/community/classes.

Tuesday Night Classes - Fall, Spring, Summer

Tuesday Night Classes, started in 2008, are 10-week, non-credit art classes that meet on Tuesday evenings at Herron's Eskenazi Hall. Classes target adult students with offerings ranging from oil painting to drawing from life. In the summer, a new offering includes Tuesday Night for Teens. Class sizes are limited. For more information, contact (317) 278-9404 or visit

http://www.herron.iupui.edu/community/classes.

Honors Art Program – Summer

Herron's Honors Art is a rigorous, 2-week summer program of instruction for high school juniors, seniors, and recent graduates who want to build their art makings kills and portfolio, plus receive guidance in planning an education in art. Each summer, two sessions of Honor Art are held at Herron's Eskenazi Hall. Lessons in drawing, painting, design, printmaking, and theory - equivalent to those given to first-year Herron students - are carefully designed to build basic studio skills. In addition, a series of planned field trips provides meaningful exposure to Indianapolis' cultural sites. Moderate class sizes lead to quality instruction provided by Herron faculty members, alumni, and graduate students. To qualify for Honors Art, a student must have completed the sophomore year of high school and write a short statement. For more information, contact (317) 278-9404 or visitwww.herron.iupui.edu/community/classes.

Weekend Workshops – Fall

Herron's Weekend Workshops provide an intensive, two week end course of study for high school students and adults to sharpen skills in drawing from life or strengthen their portfolio for admission to art school and for applying for art school scholarships. Workshops are held at Herron's Eskenazi Hall. For more information, contact (317) 278-9404 or visit

http://www.herron.iupui.edu/community/classes.

Youth Art Camp – Summer

Launched in 2002, Herron's Youth Art Camp is a weekly summer day camp for youth ages 5 to 16 held at Herron's Eskenazi Hall. Participants actively engage in a productive series of studio art activities geared toward personal and artistic development. Instructors instill the value of art as a means of personal and cultural expression, communication, and problem solving. Each week of Youth Art Camp culminates with an art exhibition where families, friends, and teachers are invited to view work created at art camp. Tuition waivers are available for those in need of financial assistance. For more information, contact (317) 278-9404 or visit http://www.herron.iupui.edu/community/classes.

Last updated: March 26, 2012

Continuing Education

Noncredit adult education courses at IUPUI are open to adults regardless of age or educational background. These courses are intended for persons who, for personal or professional enrichment purposes, want to expand their knowledge. Formal admission to the university is not required for enrollment in the continuing education programs. For complete information, please call the IUPUI

Division of Continuing Studies, Noncredit Programs, (317) 274-4501.

Undergraduate Policies

Attendance

The work of the school is intensive; therefore, prompt and regular attendance is required. If at any time a student has a legitimate reason for not attending class, immediate notification should be made to the instructor. Attendance requirements are set by individual instructors. Students should stay informed of these requirements and are held responsible for fulfilling them.

Dean's List

Degree-seeking students in good standing who have a GPA of 3.50 or higher with a course load of 12 or more credit hours for a given semester will be placed on the Dean's List for that semester. Students carrying 12 credit hours and a grade of Incomplete in one or more classes will not be placed on the Dean's List. Student's carrying12 credit hours and taking a course as Pass/Fail will not qualify for the Dean's List.

Technical Standards Policy

Herron School of Art & Design applicants and enrolled students must be able to fulfill the requirements and demands of the courses for the degree program they have chosen. Reasonable accommodations will be made for students who are registered with IUPUI Adaptive Educational Services.

Research Compliance

Students and faculty conducting research, including the making of art, must comply with Indiana University policies on the use of human or animal subjects. For research involving human subjects, investigators must receive final approval from the Indiana University Institutional Review Board (IRB) before starting a research study. For research involving animals, investigators must receive approval from the IU School of Medicine's Institutional Animal Care and Use Committee (IACUC).

Academic Probation

Students in the Herron School of Art and Design are expected to maintain a cumulative GPA of at least a 2.0. If they do not, the Dean will give them formal written notice of probation. Students will be placed on academic probation for the academic session following the one in which they failed to attain the 2.0 cumulative GPA.They will also be placed on academic checklist, which will prohibit them from registering for future semesters until they meet the requirements set out by the Student Services Office.

Academic Dismissal

A student in the Herron School of Art and Design maybe dismissed from the school when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a C (2.0) cumulative GPA in any two academic semesters, the student is automatically considered to be making unsatisfactory progress toward a degree and is therefore eligible for dismissal. The student will be informed in writing by the Dean of the school. The student will be withdrawn from any courses in which he or she is currently enrolled and will be placed on academic checklist, which will prevent registration for future semesters. Any student who has been dismissed under these provisions may be readmitted only after one year has passed.

Petition for Readmission

Students who have been dismissed may appeal in writing to the Herron Student Affairs Committee. The committee may readmit the student if it decides that evidence of changed circumstances indicates the probability of improved academic performance. Each petition is considered individually, and a decision is based on the student's academic history and personal circumstances. Petitions are due to Herron Student Services Office by October 15 for spring admission and April 15 for fall admission. Students readmitted through this appeal process must earn a minimum cumulative semester GPA of 2.3 or above for the returning semester. Readmitted students failing to achieve the cumulative 2.3 GPA are permanently dismissed from the Herron School of Art and Design.

Academic Forgiveness

The Herron School of Art and Design academic forgiveness policy applies to former IUPUI students pursuing a first undergraduate degree who have been away from IUPUI and have not attended any other college or university, including any campus of IU, for at least three years. Only students who meet the three-year requirement and have a GPA not greater than 2.0 will be considered for the forgiveness policy. If the student's petition is approved, all previously taken courses will remain on the permanent record but will not count toward the student's GPA. Only course credits with grades of A through C, P, and S will count toward degree completion but again will not count towards the student's GPA. If a student's petition for forgiveness is approved, the student enters Herron with a recalculated cumulative GPA of 0.0, after which all the rules of academic probation and dismissal for Herron School of Art and Design will apply. After approval, t he student must complete a minimum of 32 credit hours at IUPUI. All eligible students will be admitted under the Herron School of Art and Design curriculum in place at the time of admittance. If the petition is approved, the Herron Student Affairs committee has the authority to impose stipulations or conditions upon the enrollment of the student. Herron School of Art and Design reserves the right to deny the acceptance of credits from obsolete courses when the student has been away from Herron for three or more years. Forgiveness may be invoked only once.

Pass/Fail Option

The Pass/Fail option is available to Herron undergraduate students in good standing for a maximum of 12 credit hours of academic elective study within the total degree requirements. This option may not be used for studio courses or the required freshman English courses, and it is limited to two courses per year, including summer instruction. Under the Pass/Fail option, a grade of P (Pass) will not be used in computing the GPA, but an F grade will be so used. A grade of P will not be subsequently changed to an A, B, C, or D. Students electing to take the Pass/Fail option in an elective course must complete the required form in the Herron Student

Services Office before the deadline published each semester in the IUPUI Schedule of Classes.

Graduation

Students expecting to complete a course of study leading to the degree of Bachelor of Fine Arts, Bachelor of Art Education, Bachelor of Arts, Master of Fine Art, Master of Arts, or Master of Art Education must be in good standing and file an application with the Herron Student Services Office by October 15 during the academic year in which they wish to graduate, which includes graduates of December, May, June, and August. After they file this application, their records will be reviewed, and they will be notified of graduation status.

General Requirements for a Baccalaureate Degree

- Complete the minimum credit hours as required by degree program.
- Achieve a minimum overall GPA of 2.0.
- Achieve a minimum Herron studio GPA of 2.0.
- Be in residence at Herron for at least two semesters, and complete, while at Herron, at least 24 credit hours of studio work at the 300 level or higher.

Requirements for a Second Degree

Holders of bachelor's degrees who have additional academic objectives may, if admitted by the Herron School of Art and Design, pursue a second bachelor's degree. The student must earn a minimum of 24 additional credit hours in residence and meet the requirements of the Herron School of Art and Design and of the program in which they are enrolled.

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Faculty

The Herron School of Art and Design faculty is made up of artists, designers, and scholars engaged in the integrated activities of teaching and research. Faculty in the school believe a high level of professional activity not only enhances teaching, but also provides students with models upon which to pattern their own careers.

The faculty is consistently recognized with awards, commissions, exhibitions, and publications, both regionally and nationally. The expertise of the Herron faculty is further extended by a program of visiting artists and lecturers from the Indianapolis community and beyond.

Resident Faculty and Staff

Herron School of Art Administrative Officers

- VALERIE EICKMEIER, *Dean of the School*
- CRAIG McDANIEL, *Associate Dean of Academic and Student Affairs*
- JENNIFER LEE, *Associate Dean of Academic and Student Affairs*
- PEG FREY, *Assistant Dean of Fiscal and Administrative Affairs*
- AMY MAIDI, *Director of Student Services*
- PAM HACKER, *Academic Advisor*
- ABBEY PINTAR CHAMBERS, *Academic Advisor/ Student Recruiter and Associate Faculty*
- EMILY CLOSSIN, *Academic Advisor/Student Recruiter*
- STACY FILES, *Student Services Specialist*
- KIM HODGES, *Director of Development*
- ROB BOLLOCK, *External Affairs & Development Specialist*
- BRITT BOORAM, *Human Resources Specialist*
- JASON McCLELLAN, *Technology Manager*
- JUSTIN ESCUE, *Video Production Specialist*
- KIM GIBSON, *Assistant Business Manager*
- SUSAN GRADE, *Community Learning Coordinator*
- PAULA KATZ, *Director of Galleries*
- KATHY PATALUCH, *Director, Basile Center for Art, Design and Public Life*
- LUKAS SCHOOLER, *Gallery Specialist*
- GLENDDA McGANN, *Assistant Dean of Development and External Affairs*
- MARSHALL JONES, *Communications Design Specialist*

Resident Faculty

- Ahga, Anila, *MFA, University of North Texas, 2004; BFA, National College of Art, Lahore, Pakistan, 1989; Assistant Professor of Drawing*
- Baker, Lesley, *MFA, Rhode Island School of Design,2000; BED, Texas A & M University, 1986; Assistant Professor of Ceramics*
- Borgmann, Cindy Bixler, *Ed.D., Indiana University, 1981; MS, Indiana University, 1976; BS, Purdue University,1973; Associate Professor of Art Education*
- Chambers, Abbey Pintar, *MA, Indiana University, 2006; BS, Kendall College of Art and Design, 2004;Associate Faculty*
- Differding, Paula, *BFA, Indiana University Herron School of Art, 1979; BS, Purdue University, 1976; Associate Professor of Visual Communication*
- Doty, Stephanie, *MFA, Indiana State University, 1994; BFA, Indiana State University; Coordinator of Art Appreciation and Lecturer*
- Engel, Emily, *PhD, University of California, 2009; MA, University of California, 2004; BA, Boston College, 2000; Assistant Professor of Art History*
- Eickmeier, Valerie, *MFA, Washington University, 1982; BFA, Kansas City Art Institute, 1979; Dean and Professor of Sculpture*
- Farrow, Vance, *MFA, University of Cincinnati, 1996; BFA, Murray State University, 1993; Associate Professor of Foundation Studies*
- Furqueron, Reagan, *MFA, Rochester Institute of Technology, 2004; AOS, Rochester Institute of Technology, 1999; BFA, Texas Tech University, 1991; Director of Foundation Studies and Assistant Professor*
- Giddings, Anita, *MFA, Indiana State University, 1995;BFA, Indiana University Herron School of Art, 1983; Elective Art Coordinator and Senior Lecturer*
- Goodine, Linda Adele, *MFA, Florida State University,1983; MS, Ithaca College, 1981; BA, University of Rochester, 1977; Professor of Photography*
- Groshek, Matthew, *MFA, University of Wisconsin, 1986;BFA, University of Wisconsin, 1982; Associate Professor of Visual Communication*

- Hong, Young Bok, *MFA, The School of the Art Institute of Chicago, 2001; BA, Ewha University 1993; Associate Professor of Visual Communication*
- Hull, Greg, *MFA, University of Delaware, 1991; BFA, Kansas City Art Institute, 1985; Associate Professor of Sculpture*
- Jacobson, Marc, *MFA, University of Wisconsin, Milwaukee, 1985; BFA, University of Wisconsin, Milwaukee, 1976; Professor of Foundation Studies and Painting and Coordinator, Division I of Fine Arts*
- Jefferson, Corey, *MFA, University of Cincinnati, 2001; BFA Miami University, 1998; Senior Lecturer in Ceramics and Foundation Studies*
- King, Juliet, *MA, Hahnemann University, 1998; BA, Bloomsburg University, 1994; Director of Art Therapy and Assistant Professor*
- Kinsman, R. Patrick*, Ph.D., Indiana University, 2000;MA, Indiana University, 1998, BA, Trinity College,1993; Lecturer in Art History*
- Lee, Flounder, *MFA, California State University Long Beach, 2007; BFA, University of Florida Gainesville, 2003; Assistant Professor of Photography and Coordinator, Division II of Fine Arts*
- Lee, Jennifer, *Ph.D., Emory University, 2003, MA, Archaeology, University of Sheffield, U.K., 1994, BA, Wesleyan University, 1990; Associate Professor of Art History*
- McDaniel, Craig, *MFA, Ohio State University, 1986; M. S., Urban Mgmt., Drexel University, 1976; MFA, University of Montana, 1975; BS, University of Pennsylvania, 1970;Associate Dean and Professor of Fine Art*
- Morrison, David L., *MFA, University of Wisconsin, 1985;BFA, University of South Dakota, 1981; Professor of Printmaking*
- Murdock, Jason, *BFA, Indiana University Herron School of Art and Design, 2003, Lecturer in Visual Communication*
- Nemeth, Jeanne*, Ph.D., Indiana University, 2007, MFA, University of Cincinnati, 2000, MS, Indiana University, South Bend, 1983, BS, Indiana University, 1976, Assistant Professor of Art Education*
- Nordgulen, Eric, *MFA, Indiana University, 1985; BFA, East Carolina University, 1982; Associate Professor of Foundation Studies and Sculpture*
- O'Connell, Kathleen, *MFA, Syracuse University, 1988;BFA, Indiana University Herron School of Art, 1982;BA, Indiana University, 1976; Associate Professor of Illustration*
- Petranek, Stefan, *MFA, Rochester Institute of Technology, 2006; BA, Bowdoin College, 1999; Assistant Professor of Photography*
- Potter, William, *MFA, University of Cincinnati, 1997; BFA, Columbus College of Art and Design, 1995; Associate Professor of Foundation Studies*
- Richardson, Mark, *MFA, Indiana University, 1980; BFA, University of Massachusetts, 1976; Associate Professor of Ceramics*
- Riede, Danielle, *MFA, Virginia Commonwealth, 2005; BA, The University of Virginia, 1998; Assistant Professor of Painting*
- Roberts, Eva, *MA, North Carolina State University, 1976; BS, North Carolina State University, 1973; Visual Communication Department Chair and Professor of Visual Communication*
- Robertson, Jean, *Ph.D., The University of Pennsylvania,1983; MA, The University of Pennsylvania, 1973; BA, The University of Pennsylvania, 1971; Professor of Art History and Professor, Women's Studies*
- Robinson, Cory, *MFA, San Diego State University, 2002;BFA, Herron School of Art, 1999; Associate Professor of Furniture Design and Fine Arts Department Chair*
- Sanematsu, Helen, *MFA, School of Art, Yale University,1998; BA Occidental College, 1989; Assistant Professor of Visual Communication*
- Setser, Meredith*, MFA, University of Wisconsin-Madison,2004, BFA, Herron School of Art, 1997, Assistant Professor of Fine Arts*
- Stone, Sherry, *BFA, Indiana University Herron School of Art, 1981; Senior Lecturer in Foundation Studies*
- Streekstra, Holly, *MFA, Louisiana State University, 2006, BFA, University of Minnesota, 2001, Assistant Professor of Sculpture*
- Tennant, Phillip, *BFA, New York State University at Alfred, 1971; Professor of Furniture Design*
- Vander Kooi, Lee, *MGD, North Carolina State University,2004; BFA, University of Akron, 2000; Assistant Professor of Visual Communication*
- Vice, Christopher, *MFA, California Institute of the Arts, 1992; BS, North Carolina State University, 1989; Associate Professor of Visual Communication*
- Winship, Andrew, *MFA, The School of the Art Institute of Chicago, 1998; BFA, University of Michigan School of Art and Design, 1995; Associate Professor of Painting and Printmaking*

Last updated: March 2012

Faculty Emeriti

- Aguet, Henry V., *MFA, University of Illinois, 1970; BFA, University of Florida, 1968; Professor of Visual Communications*
- Burns, Sarah, *BFA, Herron School of Art, 1955; Assistant Professor of Foundation Studies*
- Eagerton, Robert, *BFA, Atlanta School of Art, 1967; Professor of Painting and Director of International Programs*
- Fierke, Peg, *MFA, University of Illinois, 1968, BFA, University of Illinois, 1966; Professor of Fine Arts*
- Fraser, Ian, *MA, Indiana University, 1970; BS, Butler University, 1963; Diploma, London University,1950; Associate Professor of Art History*
- Freeman, Gary, *MFA, Tulane University, 1963; BFA, Kansas City Art Institute, 1961; Professor Emeritus of Sculpture*
- Law, Aaron, *MFA, Indiana University, 1971; BFA, University of Florida, 1969; Professor of Fine Arts*
- Nickolson, Richard Emery, *MFA, Indiana University, 1972; BFA, Maryland Institute, College of Art, 1968; Professor of Painting*
- Tenenbaum-Aguet, Jan, *MFA, University of Illinois, 1970; BFA, University of Tennessee, 1968;Associate Professor of Printmaking and FoundationStudies*40 Library May 26, 2010

- Weber, Arthur, *Diploma, Cincinnati Art Academy,1956; Dean Emeritus*

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Library

- **Davis, Dee Dee**, *B.F.A., Herron School of Art; Visual Resources Assistant*
- **Staum-Kuniej, Sonja**, *M.L.S., Indiana University; M.F.A., University of Georgia; B.A., Indiana University; Head Librarian*
- **Myers, Becky**, *M.L.S., Indiana University; M.A., Indiana University*; *Circulation Supervisor*

Last updated: March 26, 2012

Courses

Art Courses for Nonmajor

HER-E 101 Beginning Drawing I (3 cr.) Introduction to drawing, exploring a wide range of techniques. Study from nature and still-life objects and sketching from the model.

HER-E 102 Beginning Drawing II (3 cr.) Introduction to drawing, exploring a wide range of techniques. Study from nature and still-life objects and sketching from the model.

HER-E 103 Two-Dimensional Design Theory (3 cr.) Comprehensive study of design elements and principles through the investigation of two-dimensional space. Students explore basic two-dimensional concepts such as figure/ground, grouping principles, grid, symmetry, rhythm, and pattern. As a result of this course, students develop a visual language for analyzing, organizing, and communicating two-dimension principles.

HER-E 105 Beginning Painting I (3 cr.) Introduction to the techniques of painting. Aspects of pictorial composition; wide range of media. Painting from still life and live model.

HER-E 106 Beginning Painting II (3 cr.) Introduction to the techniques of painting. Aspects of pictorial composition; wide range of media. Painting from still life and live model.

HER-E 109 Color and Design for Non-Art Majors (3 cr.) Introduction to basic design and color theory through the manipulation of imagery in two-dimensional media. Equal emphasis on thought process and manual skills.

HER-E 111 Metalsmithing and Jewelry Design (3 cr.) Introduction of metalsmithing techniques used to create fine art jewelry and metal sculpture. Course will cover metalsmithing processes, materials, tools and equipment, as well as historic and contemporary jewelry design. Topics include: sawing, cold connecting sheet metal, stone setting, craftsmanship, and studio safety.

HER-E 113 Introduction to Sculpture (3 cr.) Provides an overview of basic skills used to create three-dimensional art to explore traditional and contemporary sculpture materials. Emphasis is on both additive and subtractive methods of working. Goals include acquiring technical skills, understanding the physical and expressive possibilities of sculpture, and learning safe, appropriate use of tools and materials.

HER-E 201 Photography I for Non-Art Majors (3 cr.) Introduction to the basics of black-and-white fine art photography for non-art majors only. Students provide their own fully manual 35mm camera.

HER-E 202 Photography II for Non-Art Majors (3 cr.) Introduction to the basics of black-and-white fine art photography for non-art majors only. Students provide their own fully manual 35mm camera.

HER-E 205 Portrait Painting I (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and colors with respect to the model.

HER-E 209 Drawing for Interior Design (3 cr.) P: HER-E 101, INTR 103, ART 117. Applied drawing with an emphasis on communicating ideas and developing schematic drawing skills. Students will learn to define their ability to think in three dimensions and to represent ideas for three-dimensional space in drawing.

HER-E 214 Visual Learning: From The Simpsons to the Guerrilla Girls (3 cr.) Designed for the novice, this class facilitates viewers in interpreting powerful images from our contemporary world, starting with art and moving across popular culture and academic disciplines. Classes involve making and interpreting images. Essential questions help students examine how visual images impact their lives. Convenes at Herron with off-site visits to museums and public spaces.

HER-E 220 Exploring Art (1-3 cr.) Introduction to materials, techniques, and uses of a specific art media. Course will focus on a material or artistic approach to introduce students to art making. Demonstrations, lectures, and critiques support art assignments. Topics change to coordinate with current faculty expertise and interest in the community.

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.

HER-H 221 Art Past and Present (3 cr.) An introduction to the methods and issues within the discipline of Art History. Offers a chronological overview of the history of art. Students will learn to look critically at art, learn about its place in society and history, and develop an understanding of art. This is a course for non-majors and does not count toward a Herron degree.

Art Education

HER-M 220 Art Education and New Media in the 21st Century (3 cr.) This course will provide Art Education students with a theoretical and practical framework for integrating new media into teaching and learning in Art Education. Examples of new media will be examined and how they are reshaping teaching, and learning in Art Education. This course includes a significant lab component.

HER-M 311 Art Education Studio Survey (3 cr.) A course intended to ensure broad knowledge of the type and scope of media likely to be encountered in elementary and secondary art programs with consideration of inclusion students. Required for all art education majors.

HER-M 371 Foundations of Art Education (3 cr.) Historical, sociological and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art including the creative problem solving process. School and museum field experiences included.

HER-M 400 Laboratory/Field Experience: Elementary School (0-3 cr.) C: M471. Supervised laboratory or field experience in elementary school(s).

HER-M 401 Laboratory/Field Experience: Secondary School (0-3 cr.) C: M473. Supervised laboratory or field experience in secondary school(s).

HER-M 472 Teaching Art/Elementary School (3 cr.) Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management.

HER-M 473 Teaching Art: Secondary Schools (3 cr.) P: M371 C: M401 This course is designed to develop an understanding for teaching art in secondary school settings. Readings and discussions about characteristics of secondary art education, curriculum development, teaching strategies, and classroom management will be emphasized. Observations of middle school and high school art classes and teaching a curriculum art unit will be part of the practicum component.

HER-Z 200 The Artist Within: Art Making for Teachers (3 cr.) Art making for the art novice/general educator, nurturing the artist within. Introspective, creative meaning making, exploring big ideas through introductory materials and processes in drawing, painting, collage, sculpture, and digital printing. Instruction in adaptations for general classroom use. Studio lab. Will not count for fine arts or art education majors.

HER-Z 510 Art for Teachers of Exceptional Children (3 cr.) A course concerned with planning and presentation of art lessons and programs for children with a variety of special needs. The program involves presentations by guest professionals and field experiences. Emphasis is on public school applications.

HER-Z 511 Nonstudio Approaches to Art Instruction (3 cr.) Exploration of critical approaches to newer media, including film, video, and television, directed toward an art context. Emphasis on the development of critical skills and approaches to new media in the classroom.

HER-Z 512 Improving Studio Instruction in Art (3 cr.) Designed to examine major directions in art and the points of view of professional artists in order to develop new approaches to elementary and secondary art instruction.

HER-Z 513 Special Topics in Art Education (1-3 cr.) A variable topic course designed to cover current issues in art curriculum and assessment. Designed for the K-12 art specialist.

Art History

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.

HER-H 101 History of Art I (3 cr.) Visual analysis of selected works from the history of Western art. First semester defines historical terms, processes, and principles of architecture, painting, and sculpture and covers the history of art from Prehistoric through Late Gothic. Second semester examines problems of style and subject matter from Early Renaissance to the twentieth century. Required of all Herron degree students.

HER-H 102 History of Art II (3 cr.) Visual analysis of selected works from the history of Western art. First semester defines historical terms, processes, and principles of architecture, painting, and sculpture and covers the history of art from Prehistoric through Late Gothic. Second semester examines problems of style and subject matter from Early Renaissance to the twentieth century. Required of all Herron degree students.

HER-H 103 Introduction to Contemporary Art (3 cr.) This course introduces the vocabulary of visual arts in the twentieth century. Major movements are briefly introduced with characteristic works. Painting, sculpture, photography, printmaking, computer graphics, video, and environmental and performance art in the past three decades are emphasized. Required of all Foundation Program students. Required for all Foundation Program students other than those planning to major in Visual Communication. For art history majors, H103 is not required, but if taken, may be counted for the required 20th/21st century requirement.

HER-H 203 Topics in Art History (3 cr.) Study of selected topics or issues in the history of the visual arts. Topics change in order to coordinate with current exhibitions, special events, or faculty expertise. Refer to the current Schedule of Classes for specific course descriptions.

HER-H 210 The Art of Art History (3 cr.) This course provides an introduction to theories and methods of art history, with emphasis on developing skills of visual analysis, research, and oral and written communication. Recommended for art history majors and minors who are preparing to take upper level classes. Open to anyone interested in thinking and writing about art.

HER-H 221 Art Past and Present (3 cr.) An introduction to the methods and issues within the discipline of Art History. Offers a chronological overview of the history of art. Students will learn to look critically at art, learn about its place in society and history, and develop an understanding of art. This is a course for non-majors and does not count toward a Herron degree.

HER-H 300 Black Visual Artists (3 cr.) A survey of the artistic traditions of Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists. Equivalent to Afro-American Studies A352; students may not receive credit for both courses.

HER-H 302 Beginnings of Twentieth-Century Art: 1886-1914 (3 cr.) From the last impressionist group show of 1886 until the end of World War I, the foundation was laid for new visual expressions by both painters and sculptors. Course topics include postimpressionism,

symbolism, art nouveau, fauvism, expressionism, orphism, cubism, and futurism.

HER-H 303 Contemporary African American Art and Artists: 1920-80 (1 cr.) This distance education telecourse targets the African American visual artist, but it also includes the political and social non-art-related elements that contributed to the period's activities. The course presents an introduction to, and the foundations of, the African American visual artist. It begins with the pre- and post-Harlem Renaissance of the 1920s and journeys to modern African American art and its relation to post-World War II contemporary European and Euro-American art.

HER-H 304 Advanced Topics in Art History (1-6 cr.) Lecture/discussion of selected topics in history of art. No prerequisites. Some art history experience recommended. Topics change to coordinate with special exhibitions or other opportunities.

HER-H 310 Classical Archaeology (3 cr.) This course explores the material remains of the classical lands from prehistoric through Roman times and a variety of approaches by which they are understood. Archaeological theory and methods are illustrated through select sites, monuments, works of art, and other remains of cultural, artistic, and historical significance. (Equivalent to Classical Studies A301; students may receive credit for only one of these courses.)

HER-H 323 History of Printmaking I (3 cr.) This course explores the artistic evolution and cultural significance of printmaking from the invention of printing through the eighteenth century. Emphasis is given to the development of the woodcut, engraving, and etching processes and to the works of major printmakers such as Durer, Rembrandt, and Hogarth.

HER-H 325 Islamic Art (3 cr.) The course surveys the art, architecture, and culture of key periods in Islamic history. Students become familiar with styles, contexts, and functions of the arts in the Islamic world.

HER-H 326 Romanesque and Gothic Art (3 cr.) Romanesque and Gothic art covers the period from about 1000 until 1550, from the artist-craftsman tradition of monasteries and cathedrals to the end of the Age of Faith in Europe. Painting, sculpture, and stained glass will be considered in their social and architectural context.

HER-H 331 Italian Renaissance Art (3 cr.) This course covers the painting, architecture, sculpture and graphic arts of Renaissance Italy with emphasis on the changing role of artists in society, major stylistic movements, the use and reception of art, the work of major artists, and their cultural context.

HER-H 333 Art of the Renaissance (3 cr.) Introduction to the architecture, painting, sculpture, and graphic media of Renaissance Europe. Emphasis is placed on the political and social climate prevailing from 1400 to 1600, and its effect on the arts of Italy, Flanders, Spain, Holland, France, Germany, and England.

HER-H 334 Baroque Art (3 cr.) Exploration of the characteristics of Baroque art and its development in the seventeenth century. Special emphasis on selected Baroque artists such as Bernini, Rubens, Rembrandt, Velazquez, and Poussin, and on their personalities, styles, and positions in seventeenth-century society.

HER-H 304 Women in Art (3 cr.) This course analyzes the roles of women in the history of art. Topics may include women as patrons, viewers, and subjects of art as well as representations of women. The lives and work of women artists past and present will be featured.

HER-H 341 Nineteenth-Century Art (3 cr.) Focus is on the major movements and artists in European painting and sculpture from the French Revolution to postimpressionism. Topics include neoclassicism, romanticism, realism, and impressionism. Artists such as David, Ingres, Goya, Delacroix, Courbet, Manet, Monet, and Degas will be covered.

HER-H 342 From Dada to Abstract Expressionism: 1915-1950 (3 cr.) International movements in painting and sculpture from World War I until the emergence of the New York School after World War II including Dada activities in Europe and New York, the Bauhaus, European surrealism, and American art.

HER-H 343 Nineteenth-Century Architecture and City Planning (3 cr.) An analysis of significant architecture and city planning in Europe and North America from 1790 to 1886. Emphasis on aesthetic, spatial, and theoretical concepts of key architects and their solutions, technological advances, and social implications.

HER-H 344 Modern Architecture (3 cr.) Emphasis is given to European and American modern architecture since 1892 and to contemporary architecture in Indiana since 1942. Selected modern movements such as art nouveau, Chicago school, prairie, the Bauhaus, international style, and postmodernism will be studied. Special attention is directed to the American architects Henry Hobson Richardson, Louis Henri Sullivan, and Frank Lloyd Wright and to their contemporaries in Europe: Walter Gropius, Le Corbusier, and Ludwig Mies van der Rohe.

HER-H 345 American Art to 1913 (3 cr.) A multicultural and interdisciplinary stylistic approach will be used to study selected examples of American architecture, painting, and sculpture from the seventeenth century to the Armory Show of 1913. Some consideration will be given to Indiana architecture and painting.

HER-H 347 Art from 1950 to the Present (3 cr.) Deals with European and American painting and sculpture from abstract expressionism to the present. Topics include post-painterly abstraction, pop art, minimal art, conceptual art, body and performance art, photorealism, site and architectural sculpture, and installations.

HER-H 348 History of Photography (3 cr.) This course is a critical examination and in-depth study of photography from 1839 until the present. The general approach is from an artistic and cultural viewpoint, stressing the development of photography as a medium of personal artistic expression as well as its relationship to broader artistic ideas and sociocultural issues.

HER-H 351 African Art 1 (3 cr.) Course explores the styles, functions, and contexts of art in a selection of African cultures. Pre-colonial, post-colonial, and contemporary art may be considered, along with the

varying perspectives from which African art has been studied.

HER-H 361 Asian Art 1 (3 cr.) Major art forms from regions in western and central Asia, considered in their cultural and historical contexts.

HER-H 362 Asian Art II (3 cr.) Major art forms from regions in east Asia, considered in their cultural and historical contexts.

HER-H 400 Topics and Methods in Art History (1-3 cr.) Critical examination of important topics and methods from the history of art, using the seminar approach. Content may vary according to the specialty of the instructor. May be repeated up to three times for a maximum of 9 credits.

HER-H 402 The Roots of Modernism: 1905-1915 (3 cr.) This seminar deals with the decade in the early twentieth century that saw the rise of drastically new attitudes and styles in painting and sculpture. From the first group exhibit of the fauves in 1905 until the arrival of Marcel Duchamp in New York in 1915, the foundations for future developments in art were laid for the twentieth century.

HER-H 404 Art of the Past Two Decades (3 cr.) A seminar focusing on directed research into the art, critical writing, and conceptual attributes of current art. Topics include postmodernism, appropriation, feminism, multiculturalism, deconstruction, and semiotics.

HER-H 410 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

HER-H 413 Art and Archaeology of Greece (3 cr.) Art and archaeology of Greece from about 1000 B.C. through the Hellenistic period. Special attention given to the development of Greek architecture, sculpture, and vase painting. Equivalent to Classical Studies C413; students may receive credit for only one of these courses.

HER-H 414 Art and Archaeology of Rome (3 cr.) Development of Roman architecture, sculpture, and painting from the beginning through the fourth century A.D. Consideration given to the major archaeological sites. Continuation of H413, but H413 is not a prerequisite. Equivalent to Classical Studies C414; students may receive credit for only one of these courses.

HER-H 418 Myth and Reality in Greek Art (3 cr.) An introduction to Greek iconography (the study of images) that explores contemporary approaches to narration and representation. The course examines the illustration of myth, history, and everyday life in relation to ancient society. Equivalent to Classical Studies A418; students may receive credit for only one of these courses.

HER-H 420 The Artist in the Renaissance (3 cr.) This course examines the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century. Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 431 The Gothic World (3 cr.) Seminar in the Gothic art of the high and late Middle Ages. Focus will be on the cultural, theoretical, and intellectual context of art and architecture of the twelfth through fifteenth centuries.

HER-H 460 Visual Culture (3 cr.) The study of visual culture investigates how we see and make sense of images, emphasizing vision's social dimensions. Students will use an interdisciplinary lens to look at diverse visual events, such as advertising, architecture, painting, photography, public art, maps, craft objects, exhibitions, and graphics.

HER-H 495 Problems in Art History (1-3 cr.) Directed study in art history for independent research and/or special external programs. May be repeated three times for a maximum of 9 credit hours. Research proposal and permission of Instructor required.

HER-H 497 Educational Opportunities Abroad (1-6 cr.) A variable-credit course designed to allow credit for exceptional opportunities in art history study and travel outside the United States.

HER-H 531 The Artist in the Renaissance (3 cr.) Graduate course examining the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century. Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 560 Visual Culture: A Visual Studies Approach (3 cr.) P: graduate student or consent of instructor. An introduction to visual studies, an interdisciplinary approach to the study of visual culture that emphasizes the social ramifications of the visual.

HER-H 590 Topics in Art History (3 cr.) Special topics in the history and study of the visual arts and visual culture. May be repeated with a different topic for a total of 9 credit hours.

HER-H 610 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

Art Therapy

HER-T 200 Introduction to Art Therapy (3 cr.) The purpose of this course is to introduce students to the profession of art therapy. Students will learn the definition of art therapy, how and where it is practiced, with whom, and why. Students will explore the interface between art and various theories of psychotherapy and will begin to understand the relationship between the creative process and the unconscious. Students will see how art therapy is used to visually communicate thoughts, feelings, emotions and inner conflicts in the effort to understand self and other. Students will be exposed to first hand experience of the creative process as both a form of visual expression and as a therapeutic tool. Didactic and experiential methods of teaching, along with field trips and guest lectures, will provide the teaching mechanisms for this course.

HER-T 501 Art Therapy Practicum (3 cr.) A supervised practicum that prepares students for the internship and advanced internship experiences. Students observe and practice counseling, group counseling, and art therapy techniques in different settings. Minimum of 100 hours, including 40 hours in direct service with clients with at least 10 hours in group settings.

HER-T 502 Counseling Theory and Practice for Art Therapists (3 cr.) This is an introductory course on counseling and psychological theory and practice involving the history of mental health care services, the role of professional counselors, the basic skills of counseling and psychotherapy (basic interviewing, assessment and counseling skills), different theoretical perspectives on counseling and psychotherapy, treatment plans, ways of engaging the client, and an overview of the professional code of ethics for the American Counseling Association, American Psychological Association, and American Art Therapy Association. The class will require personal reflection by the students on their views of counseling, themselves and the role of theory in practice. Student will also engage in role playing to practice.

HER-T 503 History Theory and Practice of Art Therapy (3 cr.) Course on the history, theory and practice of art therapy. Course includes role playing and practice in art therapy, the development of art therapy as a therapeutic practice, and an overview of relevant psychotherapeutic theories.

HER-T 504 Ethics & Legal Issues in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that provide the graduate student an in-depth knowledge of ethical and legal issues relevant to the professional practice of art therapy. The course focus includes knowledge of historical development of ethical standards, and an understanding of the application of legal principles in today's professional practice.

HER-T 505 Art Therapy with Children and Adolescents (3 cr.) Course on an understanding of children and ways that art therapy can be effective in helping children resolve issues. Course includes a study of forms of trauma often experienced by children resolve issues. Course includes a study of forms of trauma often experienced by children and issues children face, including disorders, illness, behavioral problems, divorce, domestic violence, loss, and self-esteem. Ways to assist children in expressing and managing emotions is covered.

HER-T 507 Assessment & Evaluation in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that serve as an in-depth introduction to the processes of assessment and evaluation relevant to the professional practice of art therapy. The course focus includes a study of art therapy assessment, psychopathology, general principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles, and practices of the promotion of optimal mental health.

HER-T 508 Cultural & Social Diversity in Counseling and Art Therapy (3 cr.) This course features lectures, group discussions, readings, a journal, examinations, and a final reflection paper and art project that serve as an in-depth introduction to cultural and social diversity, and to gain understanding of the historical, theoretical, and practical issues surrounding the professional practice of counseling and art therapy with individuals with diverse backgrounds and cultural perspectives.

HER-T 509 Advanced Art Therapy Practice--Specialized Populations (3 cr.) Designed as a progressive course to meet twenty-first century healthcare trends, this specialized training course will address three clinical populations in five (5) classes per unit: Medical, Addictions and Older Adults. Each unit will follow a similar outline of learning tailored to the clinical population. This will include a brief history of counseling and psychotherapy theory and treatment implications for each population and how art therapists tailor interventions to meet the specialized needs within the general framework of art therapy theory. Didactic instruction will include when and how to refer clients and families to support services, professional boundaries, issues of transference and countertransference, treatment planning and the development of goals.

HER-T 511 Art Therapy with Families and Adults (3 cr.) This course will explore the complicated and dynamic issues involved in family groups. There will be a brief look into families as a cultural institution as well as cultural differences. The course will explore of the many issues that arise in families and the best practices in art therapy that can be used to help. Students will also delve into the ways parents and children interact including discipline, care giving, behavioral problems, illness, communication, expectations, differentiation, and developmental transitions.

HER-T 600 Art Therapy Internship I (3 cr.) This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy and counseling. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 601 Art Therapy Advanced Internship (3 cr.) This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. There is an expectation in this course that students will be taking on an increasing amount of responsibility for the care of clients under the guidance of the site supervisor. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 602 Professional Issues Capstone (3 cr.) This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health

counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also be discussed. A research thesis or culminating project will be required.

Ceramics

HER-C 204 Beginning Ceramics, Hand Building (3 cr.) P: Foundation Program. Beginning studio introduction to handbuilding, glazing, and firing of clay as an expressive studio medium applicable to contemporary and sculptural concepts.

HER-C 206 Beginning Ceramics, Wheel Throwing (3 cr.) P: Foundation Program. Focus on wheel throwing as an expressive tool within an overall ceramic experience. Clay vessels will be utilized to develop an understanding of glazing and firing techniques. Traditional forms will be used to expand sensitivity to material, history, and wheel throwing techniques.

HER-C 208 Intermediate Wheel Throwing (3 cr.) P: C206. Designed for non-art majors who wish to pursue wheel throwing. Emphasis is on developing skill through an exploration of more complex forms and investigative advanced embellishment and firing techniques.

HER-C 304 Ceramics III (3 cr.) P: C204-C206 Advanced workshop. Focus on students' conceptual development and self-motivated projects. Heavy concentration on material testing and exploration of firing techniques. Emphasis will be placed on the merging of technique and concept to ready students for entry into a career as a ceramic artist or educator.

HER-C 305 Ceramics IV (3 cr.) P: C204-C206 Advanced workshop. Focus on students' conceptual development and self-motivated projects. Heavy concentration on material testing and exploration of firing techniques. Emphasis will be placed on the merging of technique and concept to ready students for entry into a career as a ceramic artist or educator.

HER-C 306 Indpt Research in Ceramics (3 cr.) P: HER-C 204, HER-C 206, and HER-C 304 This class is designed for students who have completed C204, C206, and C304 and wish to ursue specific independent research projects. students will work closely with the instructor to accomplish their specific goals. Students must present the independent project to the instructor and receive permission from the instructor prior to signing up for the class.

HER-C 307 Clay and Glaze Materials (3 cr.) P: C204, C206, and C304. This course is an investigation into the chemistry that makes up clays and glazes. Students develop an understanding of these materials and their interactions by systematically testing a variety of glazes and clay bodies that are used by contemporary ceramic studio artists. Topics include low and high fire glazes, clay bodies, specialty glazes, and clays.

HER-C 308 Intermediate Wheel Throwing (3 cr.) P: C204 and C206. Designed for art majors who wish to pursue wheel throwing as a main focus of expression. Assignments will focus on developing wheel throwing skills through an investigation of contemporary vessel makers as well as development of a personal style in vessel work.

HER-C 350 Ceramic Workshop (3 cr.) P: C204 and C206. This course is designed to offer specific focused topics of interest in the ceramic arts. Such topics may include kiln building, slip casting, mold making, making and using decalomania, and raku firing, to name a few.

HER-C 400 Individual Research in Ceramics (1-6 cr.) P: C305. This course is designed to investigate specific advanced ceramic techniques as used by contemporary artists. Areas of study will be offered on an alternate basis. Subject matter to be covered will include kiln construction and glaze calculations.

HER-C 405 Individual Research in Ceramics (1-6 cr.) P: C305 and C307. Study devoted to the student's independent research in ceramics. Emphasis placed on advanced techniques and the development of concepts and philosophies pertinent to the student's direction.

HER-C 510 Studio Emphasis: Materials and Methods in Ceramics (6 cr.) P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in ceramics and related objects.

HER-C 511 3-D Design (3 cr.) This class is designed for graduate students who have little or no previous experience with the use of ceramics as an art material. The class will cover specific subjects covering the foundations of ceramic materials and processes.

HER-C 520 Study of the integration of studio practices in ceramics within the context of professional engagement (6 cr.)

HER-C 520 Study of advanced concepts and practices in designing and making contemporary ceramic sculpture (6 cr.)

Drawing

HER-D 201 Drawing III (3 cr.) P: Foundation Program. Investigation of nature and the human figure through drawing. Emphasis on structure, line, gesture, and movement.

HER-D 202 Drawing IV (3 cr.) P: Foundation Program. Investigation of nature and the human figure through drawing. Emphasis on structure, line, gesture, and movement.

HER-D 211 Communicative Drawing (3 cr.) P: Foundation Program. Emphasis is placed on communicating verbal concepts in a visual manner and developing drawing techniques.

HER-D 230 Figure Drawing (3 cr.) Students draw in a variety of media directly from the live model.

HER-D 251 Anatomy (3 cr.) P: HER-D 101, HER-D 102 This studio class focuses on the study of human anatomy and its function in the fine arts. Course work includes lectures and study of skeletal and muscular structure of the body and is supplemented by drawings from anatomical and live models to examine the surface form of the body and its relationship to artistic anatomy. Accurate observation and recording of individual and

cooperative bone and muscle structures of the human form are emphasized.

HER-D 301 Drawing V (3 cr.) P: D201-D202. Investigation of traditional and nontraditional elements of space in drawing. Emphasis placed on conceptual development and on drawing as an exploratory process and a means of producing finished works of art.

HER-D 302 Drawing VI (3 cr.) P: D201-D202. Investigation of traditional and nontraditional elements of space in drawing. Emphasis placed on conceptual development and on drawing as an exploratory process and a means of producing finished works of art.

HER-D 401 Drawing VII (3 cr.) P: D301-D302. Concerned solely with conceptual and technical capabilities in drawing necessary to satisfy the student's individual expressive needs. A primary aim of the course is to refine and extend analytical and verbal skills by means of participation in regularly scheduled open class critiques.

HER-D 402 Drawing VIII (3 cr.) P: D301-D302. Concerned solely with conceptual and technical capabilities in drawing necessary to satisfy the student's individual expressive needs. A primary aim of the course is to refine and extend analytical and verbal skills by means of participation in regularly scheduled open class critiques.

HER-D 501 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-D 502 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

Foundation Program

HER-D 101 Drawing I (3 cr.) P: Admission to Herron School of Art and Design. Introduction to the basic skills of drawing and development of sound observational skills. Working from nature, manufactured objects, and the human figure, students develop their draftsmanship with an emphasis on space, proportion, and structure.

HER-D 102 Drawing II (3 cr.) P: D101. This course serves as a continuation of issues addressed in D101 with a greater emphasis on compositional aspects and spatial configurations. The human figure serves as a major point of investigation with an emphasis placed on anatomical understanding and accurate portrayals of form and proportion.

HER-F 100 Creative Process (3 cr.) P: Admission to the Herron School of Art and Design, D101, F121, and F123. Students experience multiple art concepts and processes working with two faculty members in half-semester workshops. The course provides reinforcement of design concepts with a focus on problem solving, ideation, and the stages of creative process. Equal emphasis will be given to both two-dimensional and three-dimensional experience.

HER-F 121 Two-Dimensional Design (3 cr.) P: Admission to the Herron School of Art and Design. Comprehensive study of design elements and principles through the investigation of two-dimensional space. Students explore basic two-dimensional concepts such as figure /ground, grouping principles, grid, symmetry, rhythm, and pattern. As a result of this course, students develop a visual language for analyzing, organizing, and communicating two-dimensional principles.

HER-F 122 Color Concepts (3 cr.) P: Admission to the Herron School of Art and Design, F121 and F123. Introduction to basic design and color theory through the manipulation of imagery in two-dimensional and three-dimensional media. Equal emphasis on thought processes and manual skills.

HER-F 123 Three-Dimensional Design (3 cr.) P: Admission to the Herron School of Art and Design. This course introduces basic concepts of three-dimensional art and design through a series of assignments dealing with the organization of space and form using a variety of materials, processes, and tools. Students investigate formal, functional, and conceptual issues while developing effective material choices, construction methods, and safe studio working habits.

HER-X 101 Foundation Resources Workshop (1 cr.) This course serves to introduce students to the resources at Herron, IUPUI, and Indianapolis. This seminar, while teaching students how to develop study skills, time management, and utilization of resources needed for success in the university setting, will include content specific to Herron's curricular mission.

HER-X 102 Foundation Capstone (1 cr.) P: Admission to the Herron School of Art and Design and X101. This course serves to prepare students for sophomore advancement review, promote early career planning, develop skills in documenting and presenting their work, and aid in the selection of major studio emphasis.

Furniture Design

HER-Q 241 Beginning Furniture Design I (3 cr.) P: Foundation Program or permission of instructor. Beginning Furniture Design concentrates on the concept of art furniture through the design and building of functional objects. Furniture design focuses on both historical reference and contemporary theory. Works created in the courses range from utilitarian to non-utilitarian furniture forms. Students are introduced to wood as a material, its preparation, and furniture construction, including basic joinery, forming, shaping, and finishing techniques. Students learn to start from a working drawing, build a model, and construct a finished piece. Beginning projects generally focus on table and bench forms.

HER-Q 242 Beginning Furniture Design II (3 cr.) P: Foundation Program or permission of instructor. Beginning Furniture Design concentrates on the concept of art furniture through the design and building of functional objects. Furniture design focuses on both historical reference and contemporary theory. Works created in the courses range from utilitarian to non-utilitarian furniture forms. Students are introduced to wood as a material, its preparation, and furniture construction, including basic joinery, forming, shaping, and finishing techniques. Students learn to start from a working drawing, build a model, and construct a finished piece. Beginning projects generally focus on table and bench forms.

HER-Q 341 Intermediate Furniture Design III (3 cr.) P: Q241 and Q242. Intermediate Furniture Design concentrates on furniture as an art form as well as applications for everyday use. Furniture is defined as a

medium in how its formal concerns address conceptual motives. Students are required to undertake an in-depth investigation of furniture, its historical roots as well as contemporary individual artist-makers. Students learn advanced joinery and carcass construction with door and drawer assemblies. Alternative materials and experimentation are encouraged.

HER-Q 342 Intermediate Furniture Design IV (3 cr.) P: Q241 and Q242. Intermediate Furniture Design concentrates on furniture as an art form as well as applications for everyday use. Furniture is defined as a medium in how its formal concerns address conceptual motives. Students are required to undertake an in-depth investigation of furniture, its historical roots as well as contemporary individual artist-makers. Students learn advanced joinery and carcass construction with door and drawer assemblies. Alternative materials and experimentation are encouraged.

HER-Q 441 Advanced Furniture Design V (3 cr.) P: Q341 and Q342. Advanced Furniture Design offers the student an opportunity to define himself/herself as an artist in the field. Individual design aesthetic is emphasized. Complex furniture forms and advanced techniques are applied to each student's expertise.

HER-Q 442 Advanced Furniture Design VI (3 cr.) P: Q341 and Q342. Advanced Furniture Design offers the student an opportunity to define himself/herself as an artist in the field. Individual design aesthetic is emphasized. Complex furniture forms and advanced techniques are applied to each student's expertise.

HER-Q 510 Studio Emphasis I: Materials and Methods in Furniture Design (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of furniture and related objects.

HER-Q 520 Studio Emphasis II: Theory into Practice in Furniture Design (3 cr.) P: Studio Emphasis I: Furniture Design. Study of designing and making studio furniture within the context of professional practice.

HER-Q 560 Studio Emphasis III: Advanced Practices in Furniture Design (3 cr.) P: Studio Emphasis II: Furniture Design. Study of advanced concepts and practices in designing and making furniture and related objects.

Graduate Course Descriptions

Art Education

HER-Z 510 Art for Teachers of Exceptional Children (3 cr.) A course concerned with planning and presentation of art lessons and programs for children with a variety of special needs. The program involves presentations by guest professionals and field experiences. Emphasis is on public school applications.

HER-Z 511 Nonstudio Approaches to Art Instruction (3 cr.) Exploration of critical approaches to newer media, including film, video, and television, directed toward an art context. Emphasis on the development of critical skills and approaches to new media in the classroom.

HER-Z 512 Improving Studio Instruction in Art (3 cr.) Designed to examine major directions in art and the points of view of professional artists in order to develop new approaches to elementary and secondary art instruction.

HER-Z 513 Special Topics in Art Education (1-3 cr.) A variable topic course designed to cover current issues in art curriculum and assessment. Designed for the K-12 art specialist.

Art History

HER-H 560 Visual Culture: A Visual Studies Approach (3 cr.) P: graduate student or consent of instructor. An introduction to visual studies, an interdisciplinary approach to the study of visual culture that emphasizes the social ramifications of the visual.

HER-H 531 The Artist in the Renaissance (3 cr.) P: graduate student or consent of instructor. Graduate course examining the changing role of artists in Renaissance cities, from anonymous craftsmen in the late Middle Ages to celebrity personalities in the sixteenth century. Workshop structure, relationships with patrons, and competition between artists provide contexts for interpreting Renaissance art and exploring questions central to Renaissance art history.

HER-H 590 Topics in Art History (3 cr.) Special topics in the history and study of the visual arts and visual culture. May be repeated with a different topic for a total of 9 credit hours.

HER-H 610 Art Theory and Criticism (3 cr.) This course examines a cross-section of theories that underpin current discussions and developments in the visual arts. This course also examines the nature and goals of art criticism, including how different theories help frame the primary concerns and controversies within art criticism.

Art Therapy

HER-T 200 Introduction to Art Therapy (3 cr.) The purpose of this course is to introduce students to the profession of art therapy. Students will learn the definition of art therapy, how and where it is practiced, with whom, and why. Students will explore the interface between art and various theories of psychotherapy and will begin to understand the relationship between the creative process and the unconscious. Students will see how art therapy is used to visually communicate thoughts, feelings, emotions and inner conflicts in the effort to understand self and other. Students will be exposed to first hand experience of the creative process as both a form of visual expression and as a therapeutic tool. Didactic and experiential methods of teaching, along with field trips and guest lectures, will provide the teaching mechanisms for this course.

HER-T 501 Art Therapy Practicum (3 cr.) A supervised practicum that prepares students for the internship and advanced internship experiences. Students observe and practice counseling, group counseling, and art therapy techniques in different settings. Minimum of 100 hours, including 40 hours in direct service with clients with at least 10 hours in group settings.

HER-T 502 Counseling Theory and Practice for Art Therapists (3 cr.) This is an introductory course on counseling and psychological theory and practice involving the history of mental health care services, the role of professional counselors, the basic skills of counseling and psychotherapy (basic interviewing, assessment and counseling skills), different theoretical perspectives on counseling and psychotherapy, treatment plans, ways of engaging the client, and an overview of the professional

code of ethics for the American Counseling Association, American Psychological Association, and American Art Therapy Association. The class will require personal reflection by the students on their views of counseling, themselves and the role of theory in practice. Student will also engage in role playing to practice.

HER-T 503 History Theory and Practice of Art Therapy (3 cr.) Course on the history, theory and practice of art therapy. Course includes role playing and practice in art therapy, the development of art therapy as a therapeutic practice, and an overview of relevant psychotherapeutic theories.

HER-T 504 Ethics & Legal Issues in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that provide the graduate student an in-depth knowledge of ethical and legal issues relevant to the professional practice of art therapy. The course focus includes knowledge of historical development of ethical standards, and an understanding of the application of legal principles in today's professional practice.

HER-T 505 Art Therapy with Children and Adolescents (3 cr.) Course on an understanding of children and ways that art therapy can be effective in helping children resolve issues. Course includes a study of forms of trauma often experienced by children resolve issues. Course includes a study of forms of trauma often experienced by children and issues children face, including disorders, illness, behavioral problems, divorce, domestic violence, loss, and self-esteem. Ways to assist children in expressing and managing emotions is covered.

HER-T 507 Assessment & Evaluation in Art Therapy (3 cr.) This course features lectures, group discussions, readings, a research paper, and examinations that serve as an in-depth introduction to the processes of assessment and evaluation relevant to the professional practice of art therapy. The course focus includes a study of art therapy assessment, psychopathology, general principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles, and practices of the promotion of optimal mental health.

HER-T 508 Cultural & Social Diversity in Counseling and Art Therapy (3 cr.) This course features lectures, group discussions, readings, a journal, examinations, and a final reflection paper and art project that serve as an in-depth introduction to cultural and social diversity, and to gain understanding of the historical, theoretical, and practical issues surrounding the professional practice of counseling and art therapy with individuals with diverse backgrounds and cultural perspectives.

HER-T 509 Advanced Art Therapy Practice--Specialized Populations (3 cr.) Designed as a progressive course to meet twenty-first century healthcare trends, this specialized training course will address three clinical populations in five (5) classes per unit: Medical, Addictions and Older Adults. Each unit will follow a similar outline of learning tailored to the clinical population. This will include a brief history of counseling and psychotherapy theory and treatment implications for each population and how art therapists tailor interventions to meet the specialized needs within the general framework of art therapy theory. Didactic instruction will include when and how to refer clients and families to support services, professional boundaries, issues of transference and countertransference, treatment planning and the development of goals.

HER-T 511 Art Therapy with Families and Adults (3 cr.) This course will explore the complicated and dynamic issues involved in family groups. There will be a brief look into families as a cultural institution as well as cultural differences. The course will explore of the many issues that arise in families and the best practices in art therapy that can be used to help. Students will also delve into the ways parents and children interact including discipline, care giving, behavioral problems, illness, communication, expectations, differentiation, and developmental transitions.

HER-T 600 Art Therapy Internship I (3 cr.) This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy and counseling. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 601 Art Therapy Advanced Internship (3 cr.) This course requires a minimum of 450 hours of supervised experience in an internship, to gain working experience in the professional practice of art therapy. Students will practice and enhance their basic counseling skills, art therapy skills, and ability to complete paperwork. This is a hands-on experience in which students make the transition to working professional. There is an expectation in this course that students will be taking on an increasing amount of responsibility for the care of clients under the guidance of the site supervisor. Students are required to provide appropriate documentation of their performance and attendance in all scheduled activities.

HER-T 602 Professional Issues Capstone (3 cr.) This course features lectures, group discussions, readings, a research paper or project, and examinations that provide the graduate student an in-depth knowledge of the professional practice of art therapy and counseling. The course focus includes standards of practice in art therapy, professional preparation for credentialing, an examination of the function and methodology of research in art therapy, an understanding of the roles of mental health counseling in context of the larger field of mental health services, ways in which a network of services is utilized to help clients and the differences in inpatient, outpatient, individual and group practice settings. Exploration on how to move forward into a practice as a professional will also be discussed. A research thesis or culminating project will be required.

Ceramics

HER-C 501 Ceramics (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-C 502 Ceramics (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor

Drawing

HER-D 501 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-D 502 Drawing (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

Furniture Design

HER-Q 501 Furniture Design (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-Q 502 Furniture Design (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-Q 510 Studio Emphasis I: Materials and Methods in Furniture Design (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of furniture and related objects.

HER-Q 520 Studio Emphasis II: Theory into Practice in Furniture Design (6 cr.) P: Studio Emphasis I: Furniture Design. Study of designing and making studio furniture within the context of professional practice.

HER-Q 560 Studio Emphasis III: Advanced Practices in Furniture Design (6 cr.) P: Studio Emphasis II: Furniture Design. Study of advanced concepts and practices in designing and making furniture and related objects.

Interdisciplinary, Capstone, and Research Courses

HER-J 520 Project Management/Public Art (3 cr.) P: Graduate student or consent of instructor. Examination of trends in public art in the 20th and 21st centuries. Course explores challenges, opportunities, and procedures for artists working in the public sphere.

HER-J 530 University Visual Art Teaching Practicum (3 cr.) P: Graduate student with a B.F.A. in studio art. Introduction to techniques, topics, and goals of teaching studio art courses at the undergraduate level.

HER-R 511 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 512 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 529 Interdisciplinary Collaboration in the Visual Arts (3 cr.) P: M.F.A. student or consent of instructor. A studio-based course designed to foster the cross-fertilization of ideas across media emphasis areas.

HER-R 539 Urban Art Context (3 cr.) P: HER R529 or consent of instructor. Introduction to the challenges, concepts, and techniques for public art and art projects designed for civic engagement.

HER-R 599 Studio Emphasis IV: Thesis Exhibit/Project (6 cr.) P: Studio Emphasis III and in final semester towards M.F.A. Completion and public presentation of a final body of work, showing professional compet-ence, documented by a written thesis statement.

Painting

HER-P 501 Painting (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 502 Painting (3 pr 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 510 Studio Emphasis I: Painting and Drawing (6 cr.) P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in painting, drawing and related objects.

Photography

HER-K 501 Photography (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-K 502 Photography (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-K 510 Studio I: Photography and Intermedia (6 cr.) P: MFA student or consent of instructor. In Studio Emphasis 1: Photography and Intermedia, students will develop their conceptual, historical, and critical knowledge to form the basis for their personal studio research. Students will begin to build their own community through this class via group workshops, critiques, and seminars. Students will investigate and extend the framework of photography and intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this program students will begin to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Throughout this process students will be exposed to a wide array of theoretical and reflective practices. Over the course of the semester the student will develop a graduate-level work ethic and lay the groundwork for intense, research-driven studio practice. Rationale: In the first semester of graduate study the student should establish a highly individual and concentrated studio practice based on adaptability, experimentation, and research. This course is designed to foster individual interests while demanding a high level of intellectual and critical development. Once an intense and flexible graduate practice is developed, the student will be better prepared to face the challenges inherent in the career of a professional artist.

HER-K 520 Studio II: Photography & Intermedia (3 cr.) This class will focus on the reasons, methods, and resources for artistic engagement that liberates art from

the studio and gallery. Studio Emphasis II: Photography and Intermedia continues the studio practice and seminar conversations begun in the first semester's Studio Emphasis I: Photography and Intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this course students will continue to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Professional practices, such as, writing proposals, creation of curriculum vitae, and development grants will be discussed. Rationale: Removing the art making and exhibition process from the traditional studio and gallery setting is a large part of today's contemporary art world. While studio and gallery settings are still perfectly valid, we want to encourage students to take steps to engage outside these arenas. This course continues the individual research begun in K510 while extending the reach into alterative venues and modes of working. Developing skills necessary to be a professional artist is integral to the course.

HER-K 530 Photography and Intermedia Rotating Topics (3 cr.) In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. The topics given in this proposal are the core of topics that current Herron faculty members feel are important for photography and intermedia students to encounter, but this list is not all inclusive and the proposal is for the class as an idea not exclusively these topics. Topics will be added and deleted as their relevancy to current students' need and faculty members' abilities change. Topics: Performance Image and Text Critical Theory Documentary Photography Installation Art Professional Photography Practices Sound Art Advanced Digital Art Rationale: In today's art world, many artists work with various media and many theoretical frameworks. This model seminar allows our faculty to accommodate this variety by focusing solely on one topic for an eight week period.

HER-K 560 Studio III: Photography & Intermedia (3 cr.) This course is designed to build on the experiences and experiments of the previous two semesters, and to allow the student an opportunity to further develop an individual and effective body of work. Students should have developed an original and intensive practice allowing for constant change and exploration, while also providing a useful framework within which to create intermedia art. Over the course of the semester the student will be working independently to develop a professional portfolio of work. Rationale: In order to complete the photography and intermedia program the student must achieve a high level of independence and self-motivation. The body of work created at this level should evidence awareness of contemporary theory as well as a highly individual set of interests, conceptual and formal concerns.

Printmaking

HER-G 501 Printmaking (3 or 6 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 502 Printmaking (3 or 6 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 510 Studio Emphasis I: Materials and Methods in Printmaking (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the exploration of traditional and contemporary materials, methodologies, and concepts used in printmaking.

HER-G 520 Studio Emphasis II: Theory into Practice in Printmaking (6 cr.) P: Studio Emphasis I: Printmaking. Study of the integration of studio practices in printmaking within the context of professional engagement.

HER-G 560 Studio Emphasis III: Advanced Practices in Printmaking (6 cr.) P: Studio Emphasis II: Printmaking. Advanced exploration of printmaking, including studio practices and professional development.

Sculpture

HER-S 501 Sculpture (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 502 Sculpture (3 or 6 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 510 Studio Emphasis I: Materials and Methods in Sculpture (6 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of contemporary sculpture.

HER-S 520 Studio Emphasis II: Theory into Practice in Sculpture (6 cr.) P: Studio Emphasis I: Sculpture. Advanced exploration of sculpture, including studio practices, professional development, and concerns about site and context.

HER-S 560 Studio Emphasis III: Advanced Practices in Sculpture (6 cr.) P: Studio Emphasis II: Sculpture. Study of advanced concepts and practices in designing and making contemporary sculpture.

Illustration

HER-A 311 Illustration I (3 cr.) P: D201or D211. Students receive a broad exposure to basic techniques of pictorial communication common to all phases of illustration.

HER-A 312 Illustration II (3 cr.) P: D201or D211. Students receive a broad exposure to basic techniques of pictorial communication common to all phases of illustration.

HER-A 411 Advanced Illustration (3 cr.) P: A312. Students are exposed to contemporary professional illustration. Students may participate in local and national competitions.

HER-A 412 Advanced Illustration (3 cr.) P: A312. Students are exposed to contemporary professional illustration. Students may participate in local and national competitions.

HER-A 414 Children's Book Illustration (3 cr.) Working with a preexisting children’s text, students will develop a layout and mock-up or “dummy” of a children’s picture book. Each student will then produce three finished

illustrations for interior pages and/or the cover. Issues of page composition, sequential imaging, visual flow, and use of techniques will be covered.

HER-A 415 Independent Study in Illustration (3 cr.) P: A311 and A312. Students will develop individualized projects that will explore a specific aspect of illustration or illustrations that are theoretically linked throughout the semester. All students will be responsible for submitting a written proposal which will outline the content goals and timelines for their projects.

HER-D 211 Communicative Drawing (3 cr.) P: Foundation Program. Emphasis is placed on communicating verbal concepts in a visual manner and developing drawing techniques.

Painting

HER-P 200 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 201 Painting I (3 cr.) P: Foundation Program. Investigation of the figure and landscape in painting. Emphasis on composition, content, and the development of a working knowledge of painting processes.

HER-P 202 Painting II (3 cr.) P: Foundation Program. Investigation of the figure and landscape in painting. Emphasis on composition, content, and the development of a working knowledge of painting processes.

HER-P 205 Alternative Painting Methods (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and color, with respect to the model.

HER-P 209 Alternative Painting Methods (1-3 cr.) Introduction of materials, techniques and use of nonstandard painting media and methods. Course will focus on one or more specified materials or approaches. Students will research philosophy and history and explore methods to integrate the process into contemporary practices. Demonstrations, lectures,and critiques support studio assignments and instruction.

HER-P 210 Portrait Painting (3 cr.) Includes the study of features and basic construction of the head. Exploration of various media. Emphasis on rendering flesh tones, form, and colors with respect to the model.

HER-P 220 Watercolor Painting (3 cr.) Investigation of watercolor processes and techniques. Emphasis on individual creative objectives. Very intense study that will require exploration of watercolor to its fullest potential.

HER-P 222 Advanced Watercolor Painting (3 cr.) P: P220 This is a continuation of P220 watercolor. Students will work independently and be responsible for further investigation of concepts and ideas.

HER-P 300 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 301 Painting III (3 cr.) P: D201-D202, P201-P202. Exploration of traditional and contemporary concepts in painting with emphasis on relationships between form and content.

HER-P 302 Painting IV (3 cr.) P: D201-D202, P201-P202. Exploration of traditional and contemporary concepts in painting with emphasis on relationships between form and content.

HER-P 303 Concepts in Figuration I (3 cr.) This class will explore the discipline of figure and figurative paint in both traditional and conceptual approaches. Emphasis will be placed on sound painting techniques, composition, drawing, color, and concept.

HER-P 304 Concepts in Figuration II (3 cr.) This class will explore the discipline of figure and figurative paint in both traditional and conceptual approaches. Emphasis will be placed on sound painting techniques, composition, drawing, color, and concept.

HER-P 311 Individual Research in Painting (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge around an individual set of problems established by the instructor and the student. This course of study will parallel the traditional goals established in the 16 week semester, but will allow the instructor the opportunity to work with a student in an individual specialized approach.

HER-P 400 Painting (Rotating Topics) (3 cr.) This course will allow Painting students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-P 401 Painting V (3 or 6 cr.) P: P301-P302. Emphasis on personal solutions to form and content in painting. Classroom format features scheduled criticisms and seminars. Special counseling in areas of graduate study, fellowships, assistantships, grants, exhibitions, and professional potential following graduation.

HER-P 402 Painting VI (3 or 6 cr.) P: P301-P302. Emphasis on personal solutions to form and content in painting. Classroom format features scheduled criticisms and seminars. Special counseling in areas of graduate study, fellowships, assistantships, grants, exhibitions, and professional potential following graduation.

HER-P 403 Individual Research in Painting I (3 cr.) Offered in conjunction with P401-P402 only. Research devoted to the student's own projects in painting.

HER-P 404 Individual Research in Painting II (3 cr.) Offered in conjunction with P401-P402 only. Research devoted to the student's own projects in painting.

HER-P 405 Digital Processes for Fine Art I (3 cr.) P: Junior or senior standing in a fine art major or HER A261. Concepts and skills common to several computer graphics software programs will be covered with an emphasis on the use of digital imagery to support the work of students who are doing more traditional studio disciplines. Photography

HER-P 406 Digital Processes for Fine Art II (3 cr.) P: Junior or senior standing in a fine art major or HER A261. Concepts and skills common to several computer graphics software programs will be covered with an emphasis on the use of digital imagery to support the work of students who are doing more traditional studio disciplines.

HER-P 501 Painting (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 502 Painting (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-P 510 Studio Emphasis I: Painting and Drawing (6 cr.) P: MFA student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in painting, drawing and related objects.

HER-P 520 Studio Emphasis II: Theory into Practice in Painting and Drawing (6 cr.) P: MFA student or consent of instructor. This graduate studio course continues the development of the students research and studio practice initiated in Studio I. Students may also engage in class/ group collaborative projects, such as site-specific works and collaborations with local community partners and other institutions. Students will be expected to continue experimentation and exploration of idea and form as they intensify their studio practice. The students? point of view in relation to other contemporary artists will be further refined, as well as the students? ability to realize their ideas and inspiration into creative works of art. While the focus in this course will be on the students? research, they will also be encouraged to seek gallery exhibitions and collaborative projects.

HER-P 560 Studio Emphasis III: Advanced Practices in Painting and Drawing (6 cr.) P: MFA student or consent of instructor. This course is designed to build on the knowledge and experience of the previous two semesters. In this course, students should demonstrate a well-developed understanding of the objectives and direction they will pursue for their thesis exhibition. Students should have developed an original, independent and intensive studio practice. Their work should show a fluent control of technical and formal issues relevant to their approach. A high level of research and experimentation will continue in consultation with their instructors and peers. The students? primary focus is now directed toward building a cohesive, personal and professional body of work.

Photography

HER-K 201 Photography 1 (3 cr.) P: Foundation Program. Introduction to black-and-white photography with an emphasis on the development of creative, personal, and photographic vision. The student must have a camera (standard 35mm or larger format) with an adjustable shutter and diaphragm. Film, paper, and film developer are supplied by the student.

HER-K 202 Photography II (3 cr.) P: Foundation Program. Introduction to black-and-white photography with an emphasis on the development of creative, personal, and photographic vision. The student must have a camera (standard 35mm or larger format) with an adjustable shutter and diaphragm. Film, paper, and film developer are supplied by the student.

HER-K 211 Introduction to Electronic Media (3 cr.) This course serves as an introduction to electronic photo-based media, including digital imaging and video. Students are introduced to both the technical and conceptual aspects of these media, specifically in relation to contemporary photography. This course will cover digital imaging technique through Adobe Photoshop as well as delve into discussions about digital artists, critical thinking, principles of the photographic language, and aesthetics that relate to and affect personal creativity and expression. No prior knowledge of the computer or video is expected.

HER-K 212 Topics in Photography (1-3 cr.) This course covers technical issues related to photography and each course will be specific to a topic. Topics include 4x5, Lighting, Final Cut Pro, Sound Techniques, and Alternative Processes with specifics changing from semester to semester. 4 credits

HER-K 300 Advanced Digital Imaging (3 cr.) P: K211 or permission of instructor. The course will cover time-based digital media techniques as well as delve into discussions about video artists and digital artists, critical thinking, language, and aesthetics as it relates to, and affects personal creativity and expression. This investigation will be accomplished through a combination of producing work, using Adobe Photoshop, Illustrator, After Effects, Premiere, and Macromedia Director; discussing the work of other photographers who work with digital imaging; and historical lectures. Prior knowledge of computer basics and Adobe Photoshop required.

HER-K 301 Photography III (3 cr.) P: K201-K202. Exploration of photography as an expressive visual medium and the relationship of photography to culture. Advanced controls over negative production and printing techniques are taught. Students learn to speak critically of their own work, as well as the work of their peers, and other artists. Alternative methods of presentation, beyond the window mat, are introduced.

HER-K 302 Photography IV (3 cr.) P: K201-K202. Exploration of photography as an expressive visual medium and the relationship of photography to culture. Advanced controls over negative production and printing techniques are taught. Students learn to speak critically of their own work, as well as the work of their peers, and other artists. Alternative methods of presentation, beyond the window mat, are introduced.

HER-K 303 Color Photography (3 cr.) P: K201-K202 or permission of the instructor. Students are introduced to a theoretical basis for color theory and the psychology of color. On a technical level, color balancing and regional color correction are stressed. In individual color darkrooms, students produce their own color-coupler prints, as large as 16 x 20 inches, from our on-site Kreonite processor. As in the department's other photo classes, there is an emphasis on developing good exposure and printing techniques. Students are encouraged to develop material conceptually, understand how work is produced, and speak about it.

HER-K 304 Advanced Color Photography (3 cr.) P: K303. Advanced color photography builds on the skills obtained in K303. Using knowledge gained in color balancing and regional color corrections, students experiment with advanced printing techniques, using materials such as Polaroid and transparency film, as well as alternative processes. Students further their study of significant historic and contemporary photographers and develop an understanding of the relationship of their work to that which has preceded theirs.

HER-K 311 Individual Research Photography (3 cr.) Junior-level course that will provide special arranged instruction within photography. May take form of a field

experience, in which case there will be close collaboration between specialized faculty member and work supervisor, who will jointly evaluate performance.

HER-K 330 Photo and Intermedia Seminar (Rotating Topics) (3 cr.) This course will allow Photo and Intermedia students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-K 401 Advanced Photography (6 cr.) P: K301-K302, K303, photographic portfolio, and permission of the instructor. An advanced course taught as a seminar for graduating photo majors. During the course of the semester, the student produces two professional-quality exhibitions and a photographic portfolio. Within the context of this class, students may produce mixed media, performance, video, time-based work, as well as traditional black-and-white and color photography. Emphasis is placed on individual instruction, preparation for graduate study, and professional exhibition practice.

HER-K 402 Advanced Photography (6 cr.) P: K301-K302, K303, photographic portfolio, and permission of the instructor. An advanced course taught as a seminar for graduating photo majors. During the course of the semester, the student produces two professional-quality exhibitions and a photographic portfolio. Within the context of this class, students may produce mixed media, performance, video, time-based work, as well as traditional black-and-white and color photography. Emphasis is placed on individual instruction, preparation for graduate study, and professional exhibition practice.

HER-K 411 Individual Research in Photography (3 cr.) Senior-level course for students who have already taken K311. Will allow a student additional individualized instruction with a photography faculty member.

HER-K 412 Individual Research in Photography (3 cr.) Senior-level course for students who have already taken K311. Will allow a student additional individualized instruction with a photography faculty member.

HER-K 430 Photography and Intermedia Seminar (3 cr.) In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. Topics can include: Performance, Image and Text, Critical Theory, Documentary Photography, Installation Art, Professional Photography Practices, Sound Art, and Advanced Digital Art.

HER-K 510 Studio I: Photography and Intermedia (6 cr.) P: MFA student or consent of instructor. In Studio Emphasis 1: Photography and Intermedia, students will develop their conceptual, historical, and critical knowledge to form the basis for their personal studio research. Students will begin to build their own community through this class via group workshops, critiques, and seminars. Students will investigate and extend the framework of photography and intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this program students will begin to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Throughout this process students will be exposed to a wide array of theoretical and reflective practices. Over the course of the semester the student will develop a graduate-level work ethic and lay the groundwork for intense, research-driven studio practice. Rationale: In the first semester of graduate study the student should establish a highly individual and concentrated studio practice based on adaptability, experimentation, and research. This course is designed to foster individual interests while demanding a high level of intellectual and critical development. Once an intense and flexible graduate practice is developed, the student will be better prepared to face the challenges inherent in the career of a professional artist.

HER-K 520 Studio II: Photography & Intermedia (3 cr.) This class will focus on the reasons, methods, and resources for artistic engagement that liberates art from the studio and gallery. Studio Emphasis II: Photography and Intermedia continues the studio practice and seminar conversations begun in the first semester's Studio Emphasis I: Photography and Intermedia. Intermedia incorporates theory and practice through integration of new technologies with non-static, time-based, sound, digital technologies, installation, through collaboration with areas of sculpture, ceramics, printmaking, painting, furniture and visual communications. In this course students will continue to examine and integrate connections between creative practice, cultural, scientific, critical and historical discourses as they relate and pertain to other artists, academic departments and community organizations. Professional practices, such as, writing proposals, creation of curriculum vitae, and development grants will be discussed. Rationale: Removing the art making and exhibition process from the traditional studio and gallery setting is a large part of today's contemporary art world. While studio and gallery settings are still perfectly valid, we want to encourage students to take steps to engage outside these arenas. This course continues the individual research begun in K510 while extending the reach into alterative venues and modes of working. Developing skills necessary to be a professional artist is integral to the course.

HER-K 530 Photography and Intermedia Rotating Topics (3 cr.) In Photography and Intermedia Seminar students will develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics. The topics given in this proposal are the core of topics that current Herron faculty members feel are important for photography and intermedia students to encounter, but this list is not all inclusive and the proposal is for the class as an idea not exclusively these topics. Topics will be added and deleted as their relevancy to current students' need and faculty members' abilities change. Topics: Performance, Image and Text, Critical Theory, Documentary Photography, Installation Art, Professional Photography Practices, Sound Art, Advanced Digital Art. Rationale for the course is in today's art world, many artists work with various media and many theoretical frameworks. This model seminar allows our faculty to accommodate this variety by focusing solely on one topic for an eight week period.

HER-K 560 Studio III: Photography & Intermedia (3 cr.) This course is designed to build on the experiences and experiments of the previous two semesters, and to allow the student an opportunity to further develop an individual and effective body of work. Students should have developed an original and intensive practice allowing for constant change and exploration, while also providing a useful framework within which to create intermedia art. Over the course of the semester the student will be working independently to develop a professional portfolio of work. Rationale: In order to complete the photography and intermedia program the student must achieve a high level of independence and self-motivation. The body of work created at this level should evidence awareness of contemporary theory as well as a highly individual set of interests, conceptual and formal concerns.

Printmaking

Book Arts

HER-A 204 The Visual Book (3 cr.) Exploration of the communicative possibilities of the book format through lecture, studio projects, and field trips. Introduction to letterpress, binding, and typographic concerns.

HER-A 261 Introduction to Computer Imagery I (3 cr.) P: Foundation Program. An introductory course providing hands-on learning experiences in using the Macintosh computer and Adobe Photoshop, a pixel-based paint and image-editing software package, to create, scan, and manipulate images. A studio elective open to all Herron degree-seeking students with little or no computer experience who have completed the foundation year.

HER-A 262 INTRO COMPUTER IMAGERY II (3 cr.) P: A261 or permission of instructor. A continuing course that extends the student's abilities in using the Macintosh computer and Adobe Photoshop as a means of creative self-expression. A studio elective for all Herron degree-seeking students with the above prerequisites.

HER-A 291 Bookbinding (3 cr.) A beginning course in bookbinding dealing with traditional bookbinding and box-building techniques. Students are instructed on use of tools and materials. Projects are designed to encourage exploration and experimentation of book structure.

HER-G 206 Bookbinding (3 cr.) Introduction to traditional and non-traditional skills in bookbinding. Non-adhesive, experimental structures will be covered such as accordion, concertina, piano hinge and koptic binding as well as case binding, box making and slip cases. Goal is to develop the binding process as an expressive, visual language with attention to its tradition and contemporary presence as aesthetic medium.

HER-G 209 PAPERMAKING (3 cr.) Introduction to western principles of making paper by hand. Skills in pulp technology, sheet formation, 2D and 3D applications will be developed, such as stenciling, pulp-spraying, casting, and integration into book structures. Goal is to apply skills to expressive, conceptual frameworks with attention to historic and contemporary context of papermaking.

HER-G 310 The Printed Book (3 cr.) Integration of the print medium into the book structure. Development of prints as interactive structures and interdependence of multiple and three- and four-dimensional qualities of books. Skills in letterpress technology, type-high surface construction, bookbinding, and papermaking with attention to history and contemporary context of the book arts.

HER-G 201 Etching I (3 cr.) P: Foundation Program. Beginning course in intaglio printmaking, which introduces students to etching, engraving, and drypoint techniques. Students are instructed in basic printing processes and in use of the presses.

HER-G 202 Lithography I (3 cr.) P: Foundation Program. Beginning course in lithography dealing with basic techniques of black-and-white and color printing. Includes specific lectures in litho technology, materials, and application.

HER-G 203 Silkscreen Printing I (3 cr.) P: Foundation Program. Design and drawing for silkscreen processes, construction of equipment, and methods of making stencils (including photo stencils). Printing in black and white and in color.

HER-G 205 Monotype/Woodcut (3 cr.) P: Foundation Program. Beginning course in monotype and woodcut. Students learn traditional and experimental approaches to relief printmaking. Students are instructed on use of tools and materials and basic printing processes. Printing is in color and black and white.

HER-G 208 LETTERPRESS TYPESETTING (3 cr.) Introduction to setting and printing text by hand on the letterpress. Historic traditions such as setting lead and wooden typed and carved blocks will be combined with contemporary digital text and image appropriation through photo-polymer plates. Goal is to develop typ, print technology, and tradition into expressive visual frameworks.

HER-G 301 Etching II (3 cr.) P: D201, D202, G201, G202. An extensive introduction to color printing processes in etching is provided at the beginning of the course. Students are required to do at least a part of their work in color. Other etching techniques not covered in G201 will also be presented.

HER-G 302 Lithography II (3 cr.) P: D201-D202, G201-G202. Advanced study designed to extend students' ability to use their technical knowledge as a means of expression. Experimental printing in color and black and white.

HER-G 303 Etching III (3 cr.) P: D201, D202, G201, G202. An extensive introduction to color printing processes in etching is provided at the beginning of the course. Students are required to do at least a part of their work in color. Other etching techniques not covered in G201 will also be presented.

HER-G 304 Lithography III (3 cr.) P: D201-D202, G201-G202. Advanced study designed to extend students' ability to use their technical knowledge as a means of expression. Experimental printing in color and black and white.

HER-G 305 Photo Processes for Printmaking I (3 cr.) P: G201-G202, K201-K202, and/or permission of the instructor. C: Enrollment in a 300-, 400-, or 500-level printmaking course. Introduction to the use of light-sensitive materials in printmaking processes. Involvement with nonsilver photographic processes such as kallitype, photoetching, photo-lithography (using halftone and

contact materials), photo silkscreen, and gum printing. Color separation principles for printmaking processes.

HER-G 306 Photo Processes for Printmaking II (3 cr.) P: G201-G202, K201-K202, and/or permission of the instructor. C: Enrollment in a 300-, 400-, or 500-level printmaking course. Introduction to the use of light-sensitive materials in printmaking processes. Involvement with nonsilver photographic processes such as kallitype, photoetching, photo-lithography (using halftone and contact materials), photo silkscreen, and gum printing. Color separation principles for printmaking processes.

HER-G 307 Silkscreen Printing II (3 cr.) P: Foundation Program. The advanced process of silkscreen printing with the incorporation of digital printing processes. Printing in large format with color will be covered. Further Development of ideas and concepts in relation to the screenprinting process will be emphasized in this class.

HER-G 309 Monotype/Woodcut II (3 cr.) P: G205. Advanced study of monotype techniques, both traditional and nontraditional. Emphasis is placed on students gaining control of monotype process in order to accurately express their artistic vision. Students are encouraged to explore their individual goals and research into the various media available.

HER-G 401 Printmaking III Etching (3-6 cr.) A continuation of advanced processes in intaglio printmaking with demonstrations and experimentation with materials and techniques, including computer-assisted approaches. Individual and group critiques and discussions promote ongoing development of images and concepts.

HER-G 402 Printmaking IV Etching (3-6 cr.) A continuation of advanced processes in intaglio printmaking with demonstrations and experimentation with materials and techniques, including computer-assisted approaches. Individual and group critiques and discussions promote ongoing development of images and concepts.

HER-G 403 Individual Research in Printmaking I (3 cr.) Offered in conjunction with G401-G402 only. Research devoted to the student's own projects in printmaking.

HER-G 404 Individual Research in Printmaking II (3 cr.) Offered in conjunction with G401-G402 only. Research devoted to the student's own projects in printmaking.

HER-G 501 Printmaking (3 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 502 Printmaking (3 cr.) P: Graduate-level printmaking. Visual research on a highly individual level with personal criticism by the instructor.

HER-G 510 Studio Emphasis I: Materials and Methods in Printmaking (3 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the exploration of traditional and contemporary materials, methodologies, and concepts used in printmaking.

HER-G 520 Studio Emphasis II: Theory into Practice in Printmaking (3 cr.) P: Studio Emphasis I: Printmaking. Study of the integration of studio practices in printmaking within the context of professional engagement.

HER-G 560 Studio Emphasis III: Advanced Practices in Printmaking (3 cr.) P: Studio Emphasis II: Printmaking. Advanced exploration of printmaking, including studio practices and professional development.

Sculpture

HER-S 201 Sculpture I (3 cr.) P: Foundation Program. Basic consideration of three-dimensional form in sculptural concept. Exposure to various related materials, techniques, and processes.

HER-S 202 Sculpture II (3 cr.) P: Foundation Program. Basic consideration of three-dimensional form in sculptural concept. Exposure to various related materials, techniques, and processes.

HER-S 220 Sculpture Seminar (Rotating Topics) (3 cr.) This course will allow Sculpture students to develop their conceptual, technical, historical, and critical knowledge on a variety of rotating topics.

HER-S 301 Sculpture III (3 and/or 6 cr.) P: D201-D202, S201-S202. Emphasis on creative expression through sculpture. Covers wood and plastic materials, metal casting, and industrial fabricating techniques.

HER-S 302 Sculpture IV (3 and/or 6 cr.) P: D201-D202, S201-S202. Emphasis on creative expression through sculpture. Covers wood and plastic materials, metal casting, and industrial fabricating techniques.

HER-S 401 Sculpture V (3 and/or 6 cr.) P: S301-S302. Concentrated, specialized study of sculpture, with emphasis on extensive research in pursuit of individual direction.

HER-S 402 Sculpture VI (3 and/or 6 cr.) P: S301-S302. Concentrated, specialized study of sculpture, with emphasis on extensive research in pursuit of individual direction.

HER-S 403 Individual Research in Sculpture I (3 cr.) Research devoted to the student's own projects in sculpture.

HER-S 404 Individual Research in Sculpture II (3 cr.) Research devoted to the student's own projects in sculpture.

HER-S 501 Sculpture (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 502 Sculpture (3 cr.) Visual research on a highly individual level with personal criticism by the instructor.

HER-S 510 Studio Emphasis I: Materials and Methods in Sculpture (3 cr.) P: M.F.A. student or consent of instructor. Introductory graduate course in the materials, methodologies, and general concepts used in the designing and making of contemporary sculpture.

HER-S 520 Studio Emphasis II: Theory into Practice in Sculpture (3 cr.) P: Studio Emphasis I: Sculpture. Advanced exploration of sculpture, including studio practices, professional development, and concerns about site and context.

HER-S 560 Studio Emphasis III: Advanced Practices in Sculpture (3 cr.) P: Studio Emphasis II: Sculpture. Study of advanced concepts and practices in designing and making contemporary sculpture.

Seminars

HER-J 400 Practical Concerns for Studio Artists (3 cr.) P: Senior standing. Course devoted to practical aspects of managing a studio and maintaining an artistic career. Subjects include artwork photography, gallery representation, legal and tax issues, and health hazards. This course is required for all fine arts students.

HER-J 410 A Critical Approach to Art: Seminar (3 cr.) P: Senior standing. A capstone seminar-style class in which students define and refine their personal artistic philosophies through analytic comparisons to various historical and contemporary ideas from the realms of philosophy, art history, critical theory, etc. In short weekly papers and open discussions, students address large-scale questions whose answers should help them develop the confidence to chart their conceptual and professional development after graduation.

Visual Communication

Elective Courses in Visual Communication

HER-A 261 Introduction to Computer Imagery I (3 cr.) P: Foundation Program. An introductory course providing hands-on learning experiences in using the Macintosh computer and Adobe Photoshop, a pixel-based paint and image-editing software package, to create, scan, and manipulate images. A studio elective open to all Herron degree-seeking students with little or no computer experience who have completed the foundation year.

HER-A 453 Professional Practice Internship (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Program offers students the opportunity to learn by working with professionals in a design studio or corporate design firm. Students must apply to the IUPUI Professional Practice Program and are required to interview by portfolio review.

HER-A 461 Professional Practice Studio (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Structured like a working design studio. Students are given an opportunity to design projects for clients of the Herron Design Center. Projects span all media from print to interactive multimedia and Web design. Managing time schedules, budget considerations, client/designer relationships, and general work ethics are covered.

Graduate Courses in Visual Communication

HER-A 453 Professional Practice Internship (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Program offers students the opportunity to learn by working with professionals in a design studio or corporate design firm. Students must apply to the IUPUI Professional Practice Program and are required to interview by portfolio review.

HER-A 461 Professional Practice Studio (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Structured like a working design studio. Students are given an opportunity to design projects for clients of the Herron Design Center. Projects span all media from print to interactive multimedia and Web design. Managing time schedules, budget considerations, client/designer relationships, and general work ethics are covered.

HER-V 501 Introduction to Design Thinking (1.5 cr.) Theorizing and evaluating design as a specialized way of thinking. Examining collaborative, cross-disciplinary innovation processes requiring skills for identifying and framing challenges and generating and optimizing solutions. Surveying essential processes and process skills to deploy design thinking for the development of creative solutions to complex systems level challenges.

HER-V 502 Introduction to Human Factors in Design (1.5 cr.) Investigating knowledge and theories to support people-driven innovation as an inclusive co-creative process. Identifying, analyzing synthesizing and evaluating many characteristics of audiences and contexts. These include physical, cognitive, cultural and social human factors as well as the economic, technological and environmental issues that inform and shape design responses.

HER-V 510 Collaborative Action Research in Design I (3 cr.) Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on human-centered design research to support problem finding and fact finding phases of methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translation action research.

HER-V 511 People-Centered Design Research (1.5 cr.) Methods. Foundation in design research. Application and integration of theory, methods, and skills for initiating people-centered (and participatory) design research activities. Performing generative, evaluative, and experimental research to inform designing. Accounting for audiences and contexts including recognition of physical, cognitive, cultural, and social human factors that shape design responses.

HER-V 520 Collaborative Action Research in Design II (3 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on analytical techniques including mapping challenges to support the problem defininf phase of a methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translational action research.

HER-V 521 Methods for Design Analysis (1.5 cr.) Application and integration of theory, methods and skills for design analysis in the context of cross-disciplinary collaborative process for innovation. Identifying patterns and framing insights. Emphasis on defining problems in fuzzy situations. Surveying, performing and evaluating design analysis methodologies from multiple disciplinary perspectives. Techniques include challenge mapping and card sorting.

HER-V 530 COLLABRTV ACTN RSRCH IN DSGN 3 (1.5 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on techniques for synthesizing design research to support the idea finding phase of a methodology for formulating problems/opportunities, formulation solutions and implementing solutions. Team approach to translational action research.

HER-V 531 MMETHODS FOR DESIGN SYNTHESIS (1.5 cr.) Application and integration of theory, methods and skills for design synthesis in the context of a

cross-disciplinary collaborative process for innovation. Emphasizing divergent thinking, active deferral of judgment and ideation. Surveying, performing and evaluation design synthesis methods for exploring and conceiving plans. Techniques include lateral thinking, brainstorming and synetics.

HER-V 540 COCOLLABRTV ACTN RSRCH IN DSGN 4 (1.5 cr.) Studio. Application and integration of theory, methods and skills for designing as a cross-disciplinary collaborative process for innovation. Focusing on techniques for evaluating proposals to support the optimizing and implementing phases of a methodology for formulating problems/opportunities, formulating solutions and implementing solutions. Team approach to translational action research.

HER-V 541 METHODS FOR DESIGN EVALUATION (1.5 cr.) Application and integration of theory, methods, and skills for design evaluation, optimization and implementation in the context of a cross-disciplinary collaborative process for innovation. Emphasizing techniques to support decision-making. Surveying, performing, and comparing desgin evaluation and implementation tools including user studies, criteria grids, paired comparison analysis and action planning.

Required Courses for Visual Communication Majors

HER-A 341 Production for Design I (3 cr.) P: V220, V221, V222 Students learn to prepare graphic design work for commercial printing. Includes field trips, lectures, and discussions on various printing processes, ink and paper selection, proofing methods, and binding. In a final group project, students prepare artwork digitally to be printed on a four-color offset press.

HER-A 415 INDEPENDENT DESIGN PROBLEMS (3 cr.) P A301, A331, A341. For junior- and senior- level students, the course provides an opportunity for the student to choose and become involved in one extensive project. Students are required to write a proposal, establish goals, and obtain an instructor's approval. During the course, student are reviewed on a regular basis by faculty and peers.

HER-A 453 PROFESSIONAL PRACTICE INTRNSHP (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Program offers students the opportunity to learn by working with professionals in a design studio or corporate design firm. Students must apply to the IUPUI Professional Practice Program and are required to interview by portfolio review.

HER-A 453 PROFESSIONAL PRACTICE STUDIO (3 cr.) P: A301, A331 OR V310, V312 and A341. 3.0 GPA, and consent of instructor. Structured like a working design studio. Students are given an opportunity to design projects for clients of the Herron Design Center. Projects span all media from print to interactive multimedia and Web design. Managing time schedules, budget considerations, client/designer relationships, and general work ethics are covered.

HER-V 210 VC 1: Elements (3 cr.) P: Foundation Program. C: V211, V212. Studio course. Introductory skills development for visual communication majors. Exploring varied means of graphic representation utilizing formal elements and principles of visual communication design. Identifying, contrasting, and analyzing techniques for the invention of two-dimensional form with the purpose of communicating information, concepts, and emotions.

HER-V 211 Typography 1: Elements (3 cr.) P: Foundation Program. C: V210, V212. Studio course. Introductory skills development for visual communication majors. Typography as a medium of visual communication. Focusing on the formal properties of letterforms within the roman alphabet and the relationship between visual and verbal forms of language. Terminology, typographic history, and technical issues.

HER-V 212 Image 1: Elements (3 cr.) P: Foundation Program. C: V210, V211. Studio course. Introductory skill development for visual communication majors. Imagery as strategy for visual communication and symbolic representation. Focusing on the production and critical examination of visual forms and formats as indexes of representation. Basic visual semiotics. Using a learner-centered method to examine and find meaning in visual representations.

HER-V 214 A History of Visual Communication Design: 1800 to Present (3 cr.) P: ENG W131 or equivalent. Examining the cultural, social, political, economic comma and technological forces that shape visual communication design solutions. Focusing on the audiences and contexts to which designers must respond. A Western European and American perspective on the period from 1880 to the present.

HER-V 220 VC 2: Design Methodology (3 cr.) P: V210, V211, V212 and V214 C: V221 and V222. Studio course. Application and integration of knowledge and skills for visual communication majors. Defining communication problems; evaluating analytical, synthetic, intuitive approaches to problem solving; creating visual concepts to represent complex messages; and developing critical thinking. Integrating professional service for civic communication with reflection on personal values.

HER-V 221 Typography 2: Making Messages (3 cr.) P: V211. Studio course. Intermediate skills development for visual communication majors. Exploring communication potentials using text type and typographic technology. Focusing on congruency between visual and verbal hierarchies, formats for informational organizational problems, and technical details of typographic specifications and layout.

HER-V 222 Image 2: Narratives (3 cr.) P: V212 C: V220 and V221. Studio course. Intermediate skills for visual communication majors. Imagery as a strategy for visual communication and symbolic representation. Focusing on the production and critical examination of visual narratives within specific cultural contexts. Examining the roles of message makers, media, audiences, and contexts in the production and interpretation of meaning.

HER-V 310 Identifying Problems (3 cr.) P: V220, V221, V222. C: V311, V312. Studio course. Application and integration of knowledge and skills for visual communication majors. Methods of managing complex communication design needs of institutions. Directing inquiries in unstructured situations with undefined problems. Managing expressions and impressions. Integrating professional service for civic communication with reflection on personal values.

HER-V 311 Typography 3: Systems (3 cr.) P: V221 Studio course. Advanced skills development and applied research for visual communication majors. Structuring systems of typographic form according to information hierarchies, user needs, and multiple modalities of visual representation. Applications to the organization of tables, charts, displays, and publications.

HER-V 312 Image 3: Systems (3 cr.) P: V222. Studio course. Advanced skills development for visual communication majors. Focusing on production and critical examination of image making as strategy for persuasion and power within dominant and subcultural discourses. Examining the roles of message makers, media, audiences, and contexts in the manipulation and reinterpretation of meaning.

HER-V 320 VC 4: Facilitating Solutions (6 cr.) P: V310. Studio course. Application and integration of knowledge and skills for visual communication majors. Methods to facilitate solutions to unframed community issues. Exploring social roles of designers as researchers, reporters, and editors in collaborative teams. Integrating professional service for civic communication with reflection on personal values.

HER-V 401 Exhibition Planning and Design I (3 cr.) V401 prepares students to synthesize existing design practice and apply it to exhibition planning and design (EPD). This process is explored through integrated theory and practice. Students learn research methods, exhibit development, design process, and other skills through hands-on exercises. Students create design documents and contribute to the EPD process.

HER-V 402 Exhibition Planning and Design II (6 cr.) V402 builds on the basic skills and application learned in EDP I, with an emphasis on refining and developing greater interpretive capacity. Capacity is developed through exploration of relationships of visual and three-dimensional form, light, and materials. Students contextualize meaning by designing and planning relevant exhibit experiences through applied community-based projects.

HER-V 410 VC 5: Designing for Innovation (6 cr.) P: V320 or permission of instructor. Studio course with cross-disciplinary team collaboration. Application, integration, and synthesis of knowledge and skills for visual communication majors and subject matter experts. Advanced methods for designing for innovation. Discovering and shaping opportunities for socially relevant innovations. Integrating professional service for civic communication with reflection on personal values.

HER-V 420 VC 6: Capstone Portfolio (3 cr.) P: V410. Capstone studio course. Application, integration, synthesis, and evaluation of knowledge and skills for visual communication majors. Applying tools for managing complexity to develop professional career plans. Reflecting on personal, academic, preprofessional experiences. Analyzing and evaluating transferable skills. Developing portfolios that demonstrate depth, breadth, adaptiveness of knowledge, and critical thinking.

HER-V 421 Designing People-Centered Services I (3 cr.) An introduction to Service Design, exploring diverse concepts, theories and cases in service design, students will understand the difference between designing objects and designing experiences. In addition to a general understanding of service design, the course includes individual/group projects, which students identify opportunities to enhance human experience in various contexts.

HER-V 422 Designing People-Centered Services II (6 cr.) Built on the prerequisite course (HER-V 421), this course focuses on developing service offerings and customer experiences based on a systems-aware, holistic, and people-centered relationship model. Key concepts including: methods and process in co-designing, experience prototyping, design synthesis, optimization, and evaluations.

Visual Research

HER-R 201 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 202 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 311 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 312 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 411 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 412 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 511 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly

evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 512 Visual Research (Variable Title) (3 cr.) Specially arranged instruction within specialized subject area. May take form of field experience, in which case there will be close collaboration between specialized faculty member and the work supervisor, who will jointly evaluate performance. May be taken with approval of dean, who will confer with appropriate faculty.

HER-R 599 Studio Emphasis IV: Thesis Exhibit/Project (3 cr.) P: Studio Emphasis III and in final semester towards M.F.A. Completion and public presentation of a final body of work, showing professional compet-ence, documented by a written thesis statement.

IU Kelley School of Business

Welcome to the Kelley School of Business!

Message from the Associate Dean, Kelley School of Business

Thank you very much for your interest in the undergraduate program of the Kelley School of Business. The school's history can be traced to the early 1920's, when a select group of students and faculty had the foresight to undertake a program of study that has become known throughout the world as one of the finest of its kind. From both the Indianapolis and Bloomington campuses, the Kelley School of Business conducts operations across the globe.

The joint resources of Indiana University-Purdue University Indianapolis (IUPUI) and IU Bloomington allow us to offer outstanding programs in business administration to a significant percentage of Indiana's population.

IUPUI is Indiana University's capital-city campus. As Indiana's state capital and a major metropolitan area, Indianapolis is an ideal place to study business. Within city blocks of the Kelley School is the highest concentration of corporations, government offices and agencies, small businesses, health care providers, professional practices, and not-for-profit organizations in the state. The campus affords a unique and dynamic environment for learning, conducting research, teaching, and collaborating with businesses. It is difficult to imagine a richer context in which students of all ages can enhance their knowledge and leadership skills while maximizing their personal development.

The curriculum of the undergraduate program is based on a solid foundation of study in the liberal arts and sciences that develops strong interpersonal, communications, and decision-making skills. To this can be added specialized education in the fields of accounting, computer information systems, finance, management, human resource management, marketing, or supply chain management. But, in today's global environment, training in business functions alone is insufficient. For this reason, students broaden their programs of study with learning relevant to international business affairs. This requirement may be fulfilled in any of the following ways: language study, international business and economics courses, participation in an approved overseas study program, or approved liberal arts course work with an international focus. Our intent is to help prepare students for the global economic environment of the future.

The entire program is offered in a convenient, accessible way to both full and part-time students. High-tech delivery systems, joint programs with other schools at IUPUI, a challenging Honors Program, student organizations, and alumni activities make the Kelley School of Business an exciting place to be. Participation in the undergraduate program involves more than merely taking courses. We offer a comprehensive educational experience that prepares you to join the growing number of IU graduates providing leadership in business organizations around the world.

Philip L. Cochran
Associate Dean for Indianapolis Programs

Contact Information

Kelley School of Business

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Indianapolis, IN 46202
(317) 274-2147

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(317) 274-2147
Fax: (317) 274-2483

Admissions
IUPUI Undergraduate: (317) 274-4591
Bachelor Degree: (317) 274-2147
Master of Science in Accounting: (317) 278-3885
Kelley Evening M.B.A.: (317) 274-4895

Student Services-Business
(317) 274-2147

Updated 02/02/12

Kelley's History

Today, the IU Kelley School of Business operates as one school on two campuses, Bloomington and Indianapolis. Business education at Indiana University began in Bloomington more than a century ago. The first Indiana University catalog (1830-31) included a course on political economy in the curriculum. From this first course developed a Department of Political Economy, which was later renamed the Department of Economics and Social Science. Early courses in these areas grew into what is now referred to as the "core program" of study in the Kelley School of Business.

In 1902, several business courses were introduced and listed in the university catalog. A two-year "commercial course," which required two years of precommerce work in liberal arts, was established. In 1904, the first business catalog, referred to by the commercial course number, was published. These commerce courses constituted the last years of a four-year course of study leading to a baccalaureate degree. The first two years were a precommerce requirement and included all the required courses of the liberal arts curriculum of that period.

Thus was established more than a century ago the pattern of building a program of professional education for business upon a liberal arts base-a pattern maintained throughout the years and currently emphasized in the education of U.S. business professionals. In 1920, a separate School of Commerce and Finance was organized. The school became a member of the American Assembly of Collegiate Schools of Business in 1921, and in 1933, was renamed the School of Business Administration and placed under the direct control of its own faculty. In 1938, the name of the school was shortened to the School of Business.

The Junior Division (now the University College) of the university was established in 1942 for all first-year

students. From that time until 1994, enrollment in the School of Business did not include freshmen. Graduate work in business administration, first authorized in 1936, expanded rapidly after World War II. Programs for the Master of Business Administration and Doctor of Business Administration degrees were instituted in 1947. In 1961, the designation of the area of study formerly referred to as the Graduate Division of the School of Business was changed to the Graduate School of Business. With the reorganization of the university in November 1974, the School of Business began operating at the Bloomington and Indianapolis campuses.

Although business courses were offered as early as 1916 on the Indianapolis campus, the bachelor's degree in business was not available at the Indianapolis campus until the 1969 merger with Purdue University. Beginning in 1969, divisional structure emerged in Indianapolis with an assistant chairperson at its head. In 1969-70, a complete undergraduate degree program for four major areas in business was offered, as well as three two-year certificate programs.

The terms "Graduate School of Business" and "undergraduate program" are used in this bulletin on appropriate occasions to designate the level of study concerned. When the term "Kelley School of Business" is used, reference is being made to the entire school, including both the Graduate School of Business and the undergraduate program on both campuses.

Updated 1-17-12

Overview

Mission

The Indiana University Kelley School of Business fosters learning about the creation, management, and continuing adaptation of organizations and enterprises in an ever-changing environment. This basic purpose requires that the school engage in:

- The generation and documentation of knowledge and the sharing of that knowledge with the academic community
- The organization and preservation of knowledge
- The transmission of knowledge to a broad mix of students and practicing executives
- The application of knowledge to benefit our many constituencies.

Responsibilities

The school will realize this vision to the extent that it succeeds in addressing the needs of its various constituencies, which have specific and often widely differing expectations. To meet these obligations, the school must balance its efforts along several dimensions.

- As an academic institution, the school is responsible for the quality and quantity of its research, for the preparation of new researchers, and for service to the university system and wider academic community.
- As a public institution, the school is responsible for the quality of the graduates from its programs and for sharing both its information and its expertise with the community at large.
- As a professional school, the school is responsible for serving the diverse segments of the business community in Indiana, across the nation, and around the world.
- As a state-assisted institution, the school has a continuing responsibility to serve the people of the state of Indiana.

Shared Values

Critical to the school's success is its distinctive culture. Certain key values and widely shared beliefs shape the essential character of the school and thereby become important criteria for basic decisions.

Quality Emphasis The school seeks to meet its goals with distinction and to do so consistently. This principle requires insight into its areas of competence, the aspirations of the faculty and staff, and the availability of resources.

Proactive Change Change in any organization is driven ultimately by the long-term forces that shape the body of constituencies it was created to serve. Business organizations constantly undergo change. The rate of change may vary, but the environment is always dynamic. The school is committed not only to responding to change via its research variety and curriculum emphases, but to anticipating basic changes as well.

Integrative Programs The school attracts faculty who have a broad understanding of business enterprises and a capacity for configuring and interrelating business functions. This capacity is demonstrated in the school's academic programs, which emphasize the interdependence of business functions, provide a solid grounding in the liberal arts, and recognize the importance of breadth of understanding to overall organizational success.

Programmatic Approach to Education The school's degree programs are more than just a set of requirements. Every step of the degree sequence comprises a carefully planned and coordinated set of activities. Support activities such as admissions and placement counseling, extracurricular activities, overseas study opportunities, and faculty involvement in student activities enrich the student's course work.

Balance and Diversity The school conscientiously seeks to achieve breadth in its research focus, curriculum, pedagogy, and faculty and student composition. Diversity of viewpoint and background is encouraged, and heterogeneity is nurtured. The school recognizes the need to provide students and faculty with a rich, balanced context for the study of business as well as a learning environment that is conducive to the lively exchange of ideas and intellectual stimulation necessary for productive, independent scholarship.

Citizenship Good citizenship is valued strongly in the school. Citizenship involves more than fulfilling formal academic requirements. It encompasses participation in multiple roles, a willingness to serve, and a commitment to perform activities that sustain the broader life of the school as an institution. Citizenship is manifested in both respect

for individual rights and acknowledgment of individual responsibilities to the institution.

Collegiality A spirit of collegiality is a hallmark of the school. It is grounded in the faculty's inherent respect for each other and for students as individuals. The goal is to maximize development of the specific abilities and potential each student brings to the institution. The school sustains this spirit through mutual trust and demonstrates it through the encouragement of student-faculty interaction and student consultation through organizations and advisory groups.

Undergraduate Principles On May 7, 1998, the IUPUI Faculty Council approved the adoption of the following six principles of undergraduate learning: core communication and quantitative skills; critical thinking; integration and application of knowledge; intellectual depth, breadth, and adaptiveness; understanding society and culture; and values and ethics. These principles provide the conceptual framework for the general-education component of the undergraduate curriculum at the Kelley School of Business.

Last updated 1-17-12

Organization of the School

The school's resident faculty of approximately 200 members is its basic governing body. The various programs and curricula, as well as all major policy considerations, are reviewed and approved periodically at meetings of the entire resident faculty. Administrative support for the school is provided by the Office of the Dean, by a chair in each of the school's eight academic departments, and by a chair of each academic program.

The Academic Council administers Kelley School of Business policy. The council is made up of those administrators mentioned above, with the addition of two elected faculty representatives. Additionally, a number of committees appointed by the dean recommend to the faculty various academic and operating policies. At times, these committees are also assigned specific administrative responsibilities.

The school's administration manages its programs on both the Bloomington and Indianapolis campuses. The Office of the Dean consists of the dean, the associate dean for academic programs on the Bloomington campus, the associate dean for Indianapolis operations, the associate dean of faculty and research in Bloomington, the associate dean of information technology in Bloomington, and the associate dean for Indianapolis research and programs.

It is assisted by various chairs and directors. Administrative support for instructional programs is provided by five organizational units: the Kelley School of Business Academic Programs Office in Indianapolis (Undergraduate, Evening M.B.A. Program, M.S.A. and M.S.T. Programs), the Kelley School of Business Undergraduate Program Office (Bloomington), the M.B.A. Office (Bloomington), the Doctoral Program (Bloomington), and Kelley Executive Partners. Admissions, student counseling and advising, and degree certification are provided by professional staff members assigned to each of these organizational units. (See "Graduate Programs" in this bulletin.)

Departmental and Curricular Structure The faculty of the Kelley School of Business is organized into nine academic departments. Most of the school's course offerings are provided by faculty in the organizational units. As indicated in the descriptions of the school's curriculum in this bulletin, a department may be responsible for several areas of specialization.

Although recognition is given to the importance of departmental units, the Kelley School of Business follows the general principle of flexibility in organization. Thus, some members of the faculty may have responsibilities in two or more departments, programs, or areas of specialization. As well as being responsible for a specific division of the school's operation, the chairs of the departments are considered to be general officers of the school.

Research Centers and Institutes In recent years, the Kelley School of Business has put new emphasis on the establishment and promotion of research centers and institutes. These organizational units are distinct from the traditional academic departments, and therein lies their strength. The centers have research and outreach to the business community as their primary objectives. This focus serves to make them more interdisciplinary in nature and more visible both inside and outside the university. The Kelley School of Business currently supports seven research centers, each with a specific mission and a natural constituency in the business world:

- Indiana Business Research Center (IBRC)
- Center for Education and Research in Retailing
- Center for Real Estate Studies
- Johnson Center for Entrepreneurship and Innovation
- Indiana Center for Econometric Model Research
- Center for International Business Education and Research (CIBER)
- Randall L. Tobias Center for Leadership Excellence

Publications The Kelley School of Business assists the faculty in preparing research results and other publications for communication to various audiences. In addition to periodic monographs and discussion papers, the school regularly distributes two publications, both appearing six times a year.

- *Indiana Business Review (IBR)*- This publication contains articles based on research analysis of the economic environment of the state and its regions, counties, and cities. Because of its importance to planners in both the public and private sectors, *IBR* is provided without charge to those who request it.
- *Business Horizons*- Since 1957, the Kelley School of Business has published a journal of analysis and commentary on subjects of professional interest to business executives and students of business. *Business Horizons* is managed by an editorial board drawn from the school's faculty. It publishes articles by many outside contributors as well as by the school's own faculty and students and is sent to a national and international audience on a subscription basis.

Executive Education The director of Kelley Executive Partners is responsible for coordinating all non-degree educational programs, notable custom-designed programs

for client companies, and special programs for company consortia.

Last updated March 2010

Student Services and Campus Resources

Advising and Counseling

Our professional advising staff members are devoted to assisting students in making informed program and career choices. All undergraduates in the Kelley School of Business choose a major, such as accounting or finance. (See Departments and Majors in this bulletin.) Academic advisors who hold master's degrees are available to help students understand and plan for meeting major requirements.

Academic advisors for the Kelley School of Business are available in the Business/SPEA Building Rm. 3024, 801 W. Michigan Street. Please call (317) 274-2147 to schedule an appointment with an advisor. Students may also take advantage of our limited walk-in hours or our online advising. Students may also obtain counseling from the Kelley Career Placement Office, the Office of International Affairs, or the University College (UC).

International Affairs

International students may continue to seek general or personal support services through the Office of International Affairs after admission to the Kelley School of Business.

Undergraduates in the Kelley School of Business are eligible to participate in foreign study programs established by Indiana University. These programs offer undergraduates the opportunity to do part of their academic work abroad. Students can participate in summer programs in Finland, Germany, or the Netherlands; semester programs in Chile, France, the Netherlands, and Singapore; and regular academic year programs, as well as programs offered through the Center on Southeast Asia.

Students also may apply for overseas internships. Advanced standing, high scholarship, and strong language skills are required. In addition, IUPUI administers a number of short-term programs of interest to business students.

International students for whom English is a second language and who seek information about language tests or about academic assistance should contact the coordinator of English as a Second Language, Cavanaugh Hall, 425 University Boulevard, (317)274-2188.

On-campus housing is available for international students. (See Housing in this bulletin.)

For more information, contact the Office of International Affairs, ES 2126; phone (317) 274-7000.

Last Updated 1-17-12

Admission

Requirements

Admission to the Kelley School of Business is competitive and based on a combination of factors. The primary factor is academic performance or GPA. Students are eligible to apply for admission provided they meet the minimum requirements. The minimum requirements do not guarantee admission.

Admission to IU's Kelley School of Business at Indianapolis is possible at several different points in a student's academic career. Procedures and requirements for each option are described below.

Please note that all applications for admission to the university are submitted through the IUPUI Office of Undergraduate Admissions, Campus Center Rm. 255, 420 University Boulevard, Indianapolis, IN 46202-5140; phone: (317) 274-4591. Beginning students normally enter the University College (UC), where they are advised on enrolling in required general-education and prebusiness courses.

Dual Admission

Upon recommendation of the Office of Admissions, high school students who have been admitted to IUPUI for summer 2011 and after may be considered for admission into the Kelley School of Business as freshmen if they have meet the following criteria:

1. SAT (critical reading and math) score 1100 or higher (ACT composite score of 24 or higher)
2. SAT (math) score of 500 or higher (ACT math score of 21 or higher)
3. High School GPA of 3.2 or higher

If these students are admitted to the Kelley School of Business, they are dually admitted to both the School of Business and the University College. Students will retain early admission status as long as they are making satisfactory progress in their academic program, including business prerequisite courses. This option offers students special access to Kelley School of Business advisors and opportunities for early involvement in Kelley School of Business organizations and activities.

Updated 1/17/12

Option I Admission Criteria

The minimum requirements to be eligible to apply for admission under Option I admission standards are:

1. Complete at least 26 credit hours of college-level course work that count toward graduation. This course work may be taken at Indiana University or at another accredited institution offering a comparable program. (Students with more than 26 credit hours who apply for admission to the Kelley School of Business for the first time may do so using the Option I admission standards. This also applies to transfer students.)

2. Successfully complete the following courses with an average GPA of 2.7 or higher and a minimum grade of "C" or higher in each course. Must also have cumulative IU GPA of 2.7 or higher:

- BUS-A 100 Business Accounting Skills
- BUS-K 201 The Computer in Business

Note: BUS K201 or any equivalent course, is only good for five years before a student is admitted to Kelley

- BUS-X 100 Business Administration: Introduction
- BUS-X 103 Business Learning Community **or** BUS-X 203 Independent Study in Service Learning
- ENG-W 131 Elementary Composition I or equivalent
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus

3. Submit an application by the required deadline.

Fall Admission: January 15 through March 1

Spring Admission: August 15 through October 1

Applications are available online through the Kelley School of Business Web site at kelley.iupui.edu.

4. Students may apply only one time under Option I criteria.

Note: All students admitted under Option I must complete all Option II requirements before taking the Integrative Core (I-Core).

Updated 1-17-12

Option II Admission Criteria

Students who have been denied admission based upon Option I admission standards or have 56 or more credit hours may apply for Option II admission. Students are eligible to apply for admission provided they meet the minimum requirements. The minimum requirements do not guarantee admission. The minimum requirements to be eligible to apply for admission under Option II admission standards are:

1. Complete 56 credit hours of college-level course work that count toward graduation, with an overall cumulative GPA of 2.0 or higher. This course work may be taken at Indiana University or at another accredited institution offering a comparable program.

2. Successfully complete the following nine prerequisite courses, with an average GPA of 2.0 or higher:

- BUS-A 100 Business Accounting Skills
- BUS-A 201 Introduction to Financial Accounting
- BUS-A 202 Introduction to Managerial Accounting
- BUS-L 203 Commercial Law I
- ECON-E 201 Introduction to Microeconomics
- ECON-E 202 Introduction to Macroeconomics
- ECON-E 270 Introduction to Statistical Theory in Economics and Business
- MATH-M 118 Finite Mathematics
- MATH-M 119 Brief Survey of Calculus I

3. Complete the following courses with a grade of "C" or higher in each course:

- ENG-W 131 Elementary Composition I or equivalent
- BUS-K 201 The Computer in Business

Note: BUS K201 or any equivalent course, is only good for five years before a student is admitted to Kelley.

- BUS-X 100 Business Administration: Introduction
- BUS-X 103 Business Learning Community **or** BUS-X 203 Independent Study in Service Learning
- BUS-X 204 Business Communications
- COMM-R 110 Fundamentals of Speech Communication

4. File an application by the appropriate deadline for fall or spring admission. See details under "Option I Admission Criteria" in this section.

For additional information about admission to the Kelley School of Business, contact the program office at Business/SPEA Building 3024, 801 W. Michigan Street, Indianapolis, IN, 46202-5151; phone: (317) 274-2147.

Updated 1-17-12

Undergraduate Programs

The Undergraduate Program of the Kelley School of Business provides opportunities for breadth of education as well as for a reasonable amount of specialization. As a member of the Association to Advance Collegiate Schools of Business (AACSB), 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 professional areas of business to specialize in those fields.

Integrative Core

All undergraduate study programs also include courses that ensure the development of a basic understanding of the principles and practices involved in the management of business firms in the dynamic economic, social, and political environment of the world today. At IUPUI, three interrelated, rigorous junior-level courses in the management of finance, marketing, and operations, known collectively as the Integrative Core, are required of all business majors.

Integrative Core studies emphasize the trends likely to shape the pattern of the world in the years ahead. Beyond these basic requirements, students are given an opportunity to pursue studies from a wide variety of subject areas.

Honors Courses

Honors courses are available to students with eligible records. A number of internship programs, industry studies, and overseas study programs are also available to students with specialized professional interests.

Leadership and Social Responsibility

To develop leadership skills and a sense of social responsibility, students are strongly encouraged to participate in one or more of the student organizations at IUPUI. Special emphasis is placed on volunteerism and the personal benefits derived from participating in community service. The Kelley School of Business Learning Community course, BUS-X103, involves freshmen in a service project in the local community. This course is an entrance requirement for admission to the school. The course BUS-X401 Community Service Learning offers students an opportunity to earn course credit for participation in a specific volunteer project.

Senior Standing

Upon attaining senior standing, students enjoy a broader range of elective courses and special opportunities for discussion and counseling with senior members of the faculty. Courses at the senior level ensure

widespread participation by students in the solution of case studies, projects, and special problems drawn from the contemporary business scene. Also, seniors typically hold offices in professional student organizations, which gives them exceptional extracurricular experience. The course BUS-X320 Business Career Planning and Placement prepares students for the transition to the world of business. This course also helps students locate and select employment opportunities that hold the greatest promise for them.

Program Objectives

Graduates of the undergraduate program of the Indiana University Kelley School of Business should:

1. Have a general knowledge and appreciation of human accomplishments in the physical sciences, arts, humanities, and social sciences
2. Possess a broad-based knowledge of business and the business firm, and the role business plays in our society
3. Understand the national, international, political, social, and economic environment that affects a firm's operations
4. Be able to articulate their thoughts orally and in writing and be computer literate
5. Have a sensitivity to and appreciation of ethical issues
6. Possess an appreciation of the opportunities and problems of managing complex organizations
7. Have the skills and ability to work effectively with others in the completion of joint tasks
8. Possess the ability to find and formulate problems, think analytically, and recommend solutions to problems

The undergraduate curriculum is designed to provide students with the above attributes. Graduates should have acquired an education that will serve them throughout their careers in business, not just prepare them for an entry-level position.

Honor Code

The Indiana University *Code of Student Rights, Responsibilities, and Conduct* is outlined and defined in an August 15, 1997 publication. This code exists as a guide for students, faculty, and staff and is available from the Program Office, or from the Office of the Dean of Students to assist students in the conduct of their affairs. In addition, the Indiana University Kelley School of Business has developed the following Honor Code to clarify and codify student conduct in the Undergraduate program. Students admitted to the program or taking undergraduate courses are bound by this code:

On my honor, as an Indiana University Kelley School of Business Indianapolis student, applicant, or student taking Kelley School of Business classes, I will conduct myself honestly with faculty, staff and fellow students. I promise my academic activities will support original and class specific work as defined in the IUPUI Code of Student Rights, Responsibilities and Conduct. I will report any knowledge of academic dishonesty to the appropriate person.

I promise to maintain a respectful attitude toward others as reflected by my conversations, written correspondence and classroom behavior. Furthermore, I will represent the Kelley School of Business with a high level of integrity and in a positive manner and I will require the same of others.

As a student of the Kelley School of Business, I promise to adhere to all elements of its Honor Code and understand that I will be held accountable for my actions and/or inactions.

The Kelley School may discipline a student for academic misconduct, 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 activities specifically prohibited above, interference with another person's right to learn, violation of course rules, and facilitating academic dishonesty. The school may also discipline a student for acts of personal misconduct that occur on university property, or in connection with university business. Such acts include, but are not limited to falsifying emergency warnings, release of access codes for university resources,lewd, indecent, or obscene conduct, unauthorized entry, damage to university or property belonging to others, sexual and racial harassment, verbal abuse, harassment or threats, and all other acts of personal misconduct as defined by the *Code of Student Rights, Responsibilities, and Conduct*.

Updated 2-2-2012

Awards, Recognition and Scholarships

Scholarships available through the Kelley School of Business are based on academic achievement and/or financial need. Eligible candidates must be certified as students in the Kelley School of Business. Ordinarily, a student transferring from another institution must complete at least 26 credit hours of study at IUPUI to be considered for a scholarship.

The following is a partial list of awards made to IUPUI students in the Kelley School of Business:

- Ginny Marzke Memorial Scholarship
- John W. Berry Memorial Scholarship
- Chancellor's Scholar Award
- Delta Sigma Pi Award
- Irwin Katz Accounting Excellence Award
- J. Dwight Peterson Key Award
- Outstanding Underclassmen Honors Awards
- Hazel P. Chattaway Scholarship
- Roger Jerman Scholarship
- American United Life Scholarship
- Bank One Outstanding Finance Student Scholarship
- United Parcel Service Scholarships
- Ralph L. Swingley Scholarship
- Data Processing Services, Inc., Scholarship
- Gordon C. Miller Scholarship
- Hoosier Warehousing Scholarship
- Indianapolis Traffic Club Scholarship
- Magnum Logistics Scholarship
- Vitran Express Marketing Distribution Scholarship
- Indiana Motor Truck Association Gold Club Scholarship
- HGI-Landacq Corporation Award

- KSBI Finance Award
- Klapper Scholarship
- First Indiana Bank Scholarships
- Tax Executives Institute Scholarship
- Slattery and Holman Scholarship
- Rolls-Royce Scholarships
- Key Bank Scholarship
- Hub Group Academic Scholarship
- Elliot and Estelle Nelson Family Scholarships
- William F. Buchanan Scholarship
- Women in Management Scholarship
- L. L. Waters Transportation Awards.

In addition, scholarships and awards are generally given to outstanding students in each major.

Academic Distinction

Academic distinction for excellence in scholarship is awarded at Commencement to a limited number of students graduating with the Bachelor of Science in Business degree. The number of students so honored will not exceed 10 percent of the graduating class in the school for that year.

Students whose grade point averages are in the highest 1 percent and who complete at least 60 credit hours at Indiana University graduate with "highest distinction." Those whose grade point averages are in the next highest 4 percent and who complete at least 60 credit hours at Indiana University graduate "with high distinction"; and the remaining 5 percent who complete at least 60 credit hours at Indiana University will graduate "with distinction."

The grade point averages necessary to achieve these levels of distinction vary depending on class statistics. Graduates receiving these honors have them so noted on their diplomas and in the Commencement program and are eligible to wear cream and crimson fourragères at Commencement.

Dean's Honor List

All undergraduate students in the Kelley School of Business who are taking at least 6 credit hours during a fall or spring semester and who have a semester grade point average of 3.5 or higher are placed on the Dean's Honor List. These honor students receive letters from the dean recognizing their meritorious efforts.

Updated 2-18-2010

Degree Programs

Department of Accounting and Information Systems

- Bachelor of Science in Business - Accounting

Department of Finance

- Bachelor of Science in Business - Finance

Department of Management

- Bachelor of Science in Business - Human Resource Management
- Bachelor of Science in Business - International Studies
- Bachelor of Science in Business - Management

Department of Marketing

- Bachelor of Science in Business - Marketing

Department of Operations

- Bachelor of Science in Business - Supply Chain Management

Department of Accounting and Information Systems

Accounting Major

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

Beginning in the fall of 2006, the general-education requirement for accounting majors was reduced to 47 credit hours. This limit applies only to accounting majors. Nine additional credit hours are required for the nonaccounting concentration.

Accounting graduates who meet the requirements of the State Board of Public Accountancy of Indiana are eligible to sit for the Uniform CPA Examination in Indiana. Most accounting graduates will need to engage in further study to be eligible to sit for the exam. Those who wish to engage in public accounting practice in Indiana as certified public accountants should familiarize themselves with the rules and regulations issued by the Indiana State Board of Accountancy, Indiana Professional Licensing Agency, 302 W. Washington Street, Rm. E034, Indianapolis, IN 46204-2724; phone (317) 232-2980. Students planning practice outside Indiana should consult the CPA board in their state of residence. Call 1-800-CPA-EXAM for additional information.

Internships in business or government are available on a selective basis during the fall, spring, or summer. Fall is the ideal time to apply for an accounting internship, as the majority of public accounting internships are spring-semester positions. For further information about internships, contact the Kelley Career Placement Office, Business/SPEA Building 4090; phone (317) 278-7842.

Major Requirements

Junior and Senior Years

- BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 337, BUS-A 424, and BUS-A302
- Two accounting electives from the following: BUS-A 375, BUS-A 335, BUS-A 339, BUS-A 380, BUS-A 422, BUS-A 439, BUS-A 460, BUS-A 490, or another approved accounting or systems course.
- Nonaccounting concentration (9 cr.): Students must use these hours to build a three-course sequence that comprises a concentration. The concentration creates an expertise that is typically in a nonaccounting business area (e.g., international business or finance). However, a concentration that includes non-business courses (e.g., courses in criminal justice or computer technology) may be acceptable. This concentration might be obtained in a number of ways. For example, students might construct a three-course sequence in a particular area such as finance, computer information systems, or something similar. Information about

preapproved concentrations may be obtained from the Kelley School of Business advisors. Students may construct their own concentration, but all proposed concentrations must have approval from an accounting or systems faculty member. Students also are encouraged to use this flexibility to double major in a business area or to earn an outside minor.

- One minor that is available to accounting students is the Criminal Justice Accounting minor offered through the School of Public and Environmental Affairs. Three of the courses for the minor will be used for the non-accounting concentration. Then students take only two more classes to complete the Criminal Justice Accounting minor. There is a PDF checksheet that will list all the courses required for the minor.

CPA Exam Preparation

Two accounting electives are required for the accounting degree. However, the accounting faculty strongly recommends that students who are interested in professional accounting careers and becoming a Certified Public Accountant (CPA) should take the following three elective courses:

- BUS-A 422 (Advanced Financial Accounting)
- BUS-A 339 (Advanced Income Tax)
- BUS-A 335 (Fund Accounting)

Additionally, the following course would be helpful in preparing for the CPA Exam.

- BUS-A 439 (Advanced Auditing)
- BUS-A 460 (Information Systems Security Assurance)

Internal Auditing Focus

Students who do not choose to pursue a career as a CPA, but who want to pursue a career in internal auditing, should select the following two electives.

- BUS-A 344 (Internal Auditing, Entrprise Risk Management and Assurance)
- BUS-A 469 (Information Systems Security Assurance)

Note: Most states (including Indiana) require accounting professionals who wish to be licensed as certified public accountants to complete 150 credit hours of education with an accounting major. Students must choose among three alternatives. Students who plan to forego CPA licensure may begin their careers after four years with a bachelor's degree. Students interested in licensure may either apply to the Master of Professional Accountancy program and continue for a fifth year to earn a master's degree (fulfilling the 150-hour requirement) or enter the workforce after four years (with the bachelor's degree) and continue to work toward the master's as part-time or returning students.

The Department of Accounting has created a Master of Professional Accountancy Program for students wishing to pursue licensure.

Updated 2-2-2012

Department of Finance

The finance undergraduate curriculum provides a high degree of flexibility while offering the basic preparation needed to deal with the complexities of the modern financial environment.

All students in the major must take a common core of three courses: BUS-A 310, BUS-F 303, and BUS-F 305. These three courses provide a basic grounding in financial accounting systems, the capital and money markets, and corporate financial decision making. An understanding of these areas is necessary for someone who is planning a career in finance.

Finance Major

The undergraduate curriculum in this major is designed to provide familiarity with the instruments and institutions of finance and with a financial approach for structuring and analyzing management decisions.
Course offerings are designed to integrate various aspects of the environment—such as the state of the economy, taxes, and legal considerations—into the decision-making process.

Study in finance, along with appropriate electives, provides academic preparation for careers in corporate financial management; commercial banking, savings and credit institutions; investment analysis; and the selling of financial instruments and services.

Candidates are encouraged to select electives in accordance with career objectives.

Major Requirements
Junior and Senior Years

A: Finance core requirements:

- BUS-A 310
- BUS-F 303
- BUS-F 305

B: Select two of the following:

- BUS-F 402
- BUS-F 420
- BUS-F 446
- BUS-F 494

C: Select three of the following:

- BUS-A 312
- BUS-A 325
- BUS-A 328
- BUS-R 305
- BUS-R 440
- BUS-R 443
- ECON-E 305
- ECON-E 470
    - May also choose from the following courses but cannot use courses chosen for B: to count for C:

- BUS-F 402
- BUS-F 420
- BUS-F 446
- BUS-F 494

NOTE: Double majors in finance and accounting may take any accounting course other than BUS-A 100, BUS-A 201, and BUS-A 202 as a Section C elective. In addition, double majors must take BUS-A 311 in lieu of BUS-A 310.

Updated 1-26-12

Department of Management

The Department of Management encompasses the areas of management, human resource management, organizational behavior, business policy, management of nonprofit organizations, entrepreneurship, and international business. The curriculum is designed to offer students either a broad-based background preparing them for entrance into managerial positions or specialized training in an area of concentration.

At the undergraduate level, the department offers a major in management, nonprofit management, or human resource management, as well as the option to pursue a second major in international studies.

Management Major

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 devoted to improving this understanding through the study of individual and group behavior, organizational theory, and human resource development.

The undergraduate courses offered in this major focus not only on the broad aspects of management and organization, but also on developing skills for dealing with problems of motivation, organization design, and the increasingly complex problems of human resource allocations in our interdependent society.

This major provides the flexibility to accommodate students whose interests include preparation for corporate management training positions, application of behavioral science to management, personnel function in both line and staff capacities, and managing the small business.

Major Requirements
Junior and Senior Years

- BUS-W 430 and BUS-Z 340
- *Select four of the following (a minimum of two must be business courses):*
  - BUS-D 301, BUS-D 302, BUS-J 404, BUS-W 311, BUS-Z 494, BUS-Z 404, and BUS-Z 441
  - ECON-E 304
  - OLS 378
  - POLS-Y 302
  - PSY-B 370, PSY-B 374, and PSY-B 424
  - SOC-R 317 and SOC-R 478
  - SPEA-V 432
  - Any 400-level Kelley School of Business course approved by a business advisor

Entrepreneurship Emphasis

Within the management major there is a special emphasis in entrepreneurship and small business.

The image of business in the United States is often one of mammoth national and multinational corporations. Too often the role of the entrepreneur and the importance of small businesses in the economy are overlooked. A vital cornerstone in sustaining the free-enterprise system is the continual birth of new enterprises and the identification, encouragement, and nurturing of entrepreneurial aspirations.

The Indiana University Kelley School of Business, recognizing the contributions of entrepreneurs and the interest shown by students in creating and entering small businesses, has developed an entrepreneurship and small business emphasis within the management major. This emphasis focuses the requirements of a student concentrating in management toward small business.

Students interested in the entrepreneurship emphasis may satisfy the requirements by taking BUS-W 311, BUS-W 406, and an approved elective from the list of management major electives. (Note: BUS-W 490 requires the consent of the instructor and the department chairperson.)

Human Resource Management Major

This program is designed for students whose career objectives lie in the field of personnel management. From its early beginnings as a staff function involving the maintenance of records and the administration of benefit programs, personnel administration has grown to encompass the total development and deployment of human resources in organizations.

While company titles may vary from vice president of industrial relations to vice president for organization planning and development, few firms of any size or consequence today do not have a human resource management specialist reporting directly to the company's highest level. This practice reflects the awareness that the people who work in an organization are its greatest asset.

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

The objectives at the undergraduate level are to provide students with the broad spectrum of knowledge they need for a career in organizational leadership, to prepare them for a career in human resource management, and to encourage and develop interest in further study and research in this area.

Major Requirements
Junior and Senior Years

- BUS-Z 340, BUS-Z 441, BUS-Z 443, and BUS-Z 445
- *Select two of the following:*
  - BUS-W 430, BUS-Z 404, and BUS-X 480
  - OLS 331

International Studies Major

In response to new and dynamic patterns of international business, U.S. business firms have progressed far

beyond the comparatively simple stage of import-export operations. Many companies are becoming multinational, with production units in numerous foreign countries. Private enterprise in the United States has become more intimately concerned with the economic, political, and social trends of foreign nations. The Kelley School of Business has recognized these developments in its global business programs.

All students may elect two courses dealing with the general problems involved in international business: BUS-D 301 and BUS-D 302. They also may participate in overseas programs, which offer an opportunity to see firsthand the problems treated in the course of study, as well as the opportunity to enhance their language facility.

Students who wish to continue studies in the international area may choose, as a second major, the international studies major.

The international studies major is a second major only. It cannot be listed as a first major.

The international studies major consists of 9 credit hours of course work taken in addition to the international dimension requirement. These 9 credit hours can be selected from the four options used for the international dimension requirement. (See the “General-Education Requirements” section of this bulletin.)

See a business advisor to discuss the possible combinations for fulfilling this major’s requirements.

Updated 1-26-12

Department of Marketing

Marketing Major

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

Major Requirements

Junior Year

- BUS-M 303

Junior and Senior Years

Select four courses from the list below:

- BUS-M 401
- BUS-M 402
- BUS-M 405
- BUS-M 407
- BUS-M 412
- BUS-M 415
- BUS-M 419
- BUS-M 426
- BUS-P 320

Senior Year

- BUS-M 450

NOTE: If a student chooses to take BUS-P 320 and BUS-M 412 along with BUS-P 421, BUS-P 429 and two fo the following; BUS-M 401, M 402, M 407, M 419, the student completes requirements for the Marketing major as well as the Supply Chain Management major. This qualifies the student for certification from the American Society for Training and Logisitics (AST&L).

Updated 2/2/2012

Department of Operations

The Operations Department is responsible for the Supply Chain Management major. Over the years, the Operations Department has maintained a tradition of excellence that continues to evolve as the dynamic field of operations management continues to advance.

Supply Chain Management

Many of today’s most admired businesses—companies like FEDEX, Toyota, and Wal-Mart—dominate the competition using supply chains as competitive weapons. Supply chain management includes all the activities involved in planning, sourcing, making, and delivering goods and services between suppliers, manufacturers, intermediaries, and customers.

Its major areas of study revolve around products, information, and cash flows between supply chain partners as well as balancing supply and demand, managing supplier and customer relations, improving processes, fulfilling orders, developing logistics and transportation networks, and controlling returns.

Our curriculum not only provides students with the knowledge and skills to successfully launch a career in supply chain management, but also prepares graduates for advancement in terms of promotion and responsibilities. While some students concentrate on supply chain management, many others combine it with their interests in finance, marketing, information technologies, entrepreneurship, accounting, and international business as part of a double major. In most of today’s fast-paced, complex, and increasingly global businesses, a fundamental understanding of supply chain management is often crucial to success.

Major Requirements

Junior and Senior Years

- BUS-M 412, BUS-P 320, BUS-P 421, and BUS-P 429
- *Select three (3) of the following:*
  - BUS-M 303
  - BUS-M 401
  - BUS-M 402
  - BUS-M 407
  - BUS-M 419
  - BUS-W 311
  - BUS-Z 404

- BUS-D 301
- BUS-A 325
- BUS-A 337
- BUS-A 310 or BUS-A 460
- BUS-F 305
- BUS-F 494

Updated 1-26-12

General Requirements

To be awarded the Bachelor of Science in Business degree, students must meet the following requirements.

Complete a minimum of 124 credit hours of college-level work. Of this number, at least 48 credit hours must be in business and economics courses, and a minimum of 56 credit hours must be in courses other than business and economics. A maximum of 9 credit hours of economics will be counted as general-education credits in meeting this requirement. (For special requirements for accounting majors, see "Departments and Majors" later in this bulletin.)

1. Complete the specific degree requirements of the Kelley School of Business as listed below.
2. Complete the last 30 credit hours of the degree program at IUPUI.
3. Complete a minimum of 50 percent of the major requirements on the IUPUI campus. This requirement applies to all courses listed for each curricular major.
4. Maintain a level of scholarship necessary to meet graduation GPA requirements.

Students in the Kelley School of Business are responsible for understanding and for meeting the degree requirements. Approval for any exceptions or modifications in the degree requirements must be requested in writing and may be granted only by the Petitions Committee in consultation with the dean of the Kelley School of Business, the undergraduate program chairperson, the chairperson of the student's major, or the chairperson's administrative representative.

Students who would like assistance in planning an academic program or clarification of degree requirements may consult an academic advisor in the Kelley School of Business by calling (317) 274-2147 to schedule an appointment. Students are strongly urged to meet with a Kelley academic advisor at least once each year.

The undergraduate curriculum for the Bachelor of Science in Business degree consists essentially of three parts: (1) general-education courses, (2) basic business and economics courses, and (3) business majors courses.

General-Education Requirements (Minimum of 56 cr.)

Foundation Courses (12 cr.)[1]

- COMM-R 110 Fundamentals of Speech Communication (3 cr.)[2]
- ENG-W 131 Elementary Composition I (3 cr.)[2]
- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Brief Survey of Calculus (3 cr.)

Arts and Humanities (Minimum of 6 credit hours)

3 credit hours must be any History (HIST) course except from Indiana History

- Afro-American Studies (AFRO)
- Art (HER-H)
- Classical Studies (CLAS-C)
- Communications (COMM-T limit of 3 credit hours in COMM-T100)
- English Literature (ENG-L)
- Film Studies (FILM-C)
- Folklore (FOLK)
- History (HIST)
- Labor Studies (LSTU)
- Music (MUS-Z, excluding MUS-Z100)
- Philosophy (PHIL)
- Religious Studies (REL)
- Women's Studies (WOST)

Social Sciences (Minimum of 6 credit hours)

- Anthropology (ANTH)
- Geography (GEOG)
- Military Science (MIL) (Only 200-level or higher)
- Political Science (POLS)
- Psychology (PSY; except practicum)
- Public and Environmental Affairs (SPEA-J; & SPEA-V 160, 161, 221, 264, 272, & 376)
- Public Health (PBHL)
- Sociology (SOC)

Natural Sciences and Mathematics (Minimum of 5 credit hours)

- Astronomy (AST)
- Biology (BIOL)
- Chemistry (CHEM)
- Forensic and Investigative Science (FIS)
- Geology (GEOL)
- Mathematics (MATH 15300, 15400, 16400, & 20000-level or above)
- Physics (PHYS)

General-Education Electives

General-education courses are chosen from departments and schools throughout the university, excluding courses from the Kelley School of Business and the Department of Economics. The number of credit hours required in this category depends upon the manner in which the above requirements are met. At least 56 credit hours in general-education courses are required. (For special rules for accounting majors, see "Departments and Majors" in this bulletin.)

Note: The following courses do not count for credit toward any degree program in the Kelley School of Business: ENG-W 001 Fundamentals of English, ENG-W 130 Principles of Composition, MATH M001 Introduction to Algebra, MATH 00100 Introduction to Algebra, MATH 11000 Fundamentals of Algebra, and MATH 11100 Algebra. As a general rule, preparatory courses do not count for credit toward any degree program in the Kelley School of Business. Consult an advisor for specific information.

International Dimension Requirements

The international dimension requirement can be fulfilled in any combination of the following four ways. The requirement is 6 credit hours.

- Language courses: These courses must be at the 200 level or above in a language other than English or American Sign Language.
- International business and economics courses: Students can take BUS-D 301 The International Business Environment, BUS-D 302 International Business: Operation of International Enterprises,BUS-F 494 International Financial Management, BUS-L 411 International Law, BUS-M 401 International Marketing, ECON-E 303 International Economics, ECON-E 325 Comparative Economic Systems, ECON-E 430 Introduction to International Economics, and ECON-E 495 Economic Development.
- Overseas study: Students can participate in approved overseas study programs. Participation in non-IU programs may be possible, but students must have prior approval from the Kelley School of Business.
- International focus: Several international courses are offered in various disciplines, such as geography, history, and political science. See the Kelley School of Business Program Office in BS 3024 for a current list of approved international courses.

Kelley School of Business students from other countries will generally be considered to have fulfilled this requirement. To apply for this waiver, contact the Program Office, Business/SPEA Building 3024.

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[1] Equivalent or approved substitute courses may be used to fulfill these course requirements. (See "Admission Requirements.")

[2] Must be completed with a minimum grade of C before admission to the Integrative Core (BUS-F 301, BUS-M 301, and BUS-P 301).

[3] BUS-F 301, BUS-M 301, and BUS-P 301 must be taken together as the Integrative Core. BUS-X 390 Integrative Experience (1 cr.) is required of transfer students who have completed all three courses of the Integrative Core at a campus other than IUPUI, IUPUC, or IU Bloomington. All prerequisites must be completed before beginning the Integrative Core. See an advisor if you have questions.

Basic Business and Economics Requirements

Freshman and Sophomore Years

- BUS-A 100 Basic Accounting Skills (1 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)[2]
  - completed BUS K201 or its equivalent within 5 years of being admitted to Kelley.
- BUS-L 203 Commercial Law I (3 cr.)
- BUS-X 100 Business Administration: Introduction (3 cr.)[2]
- BUS-X 103 Business Learning Community (1 cr.)
- BUS-X 204 Business Communications (3 cr.)[2]
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.)

Junior Year

- BUS-F 301 Financial Management (3 cr.)[3]
- BUS-M 301 Introduction to Marketing Management (3 cr.)[3]
- BUS-P 301 Operations Management (3 cr.)[3]
- BUS-X 320 Business Career Planning and Placement (2 cr.)
- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- BUS-Z 311 Leadership and Ethics in the Business Environment (1.5)
- BUS-Z 312 Human Resources and Negotiations (1.5) (depends on major)

Senior Year

- BUS-J 401 Administrative Policy (3 cr.)
- BUS-J 411 Analysis of Business Decisions (3 cr.)

For information about Kelley School of Business departments and areas of study, see "Departments and Majors" and "Course Descriptions."

Typical Program for Full-Time Students

A typical Kelley School of Business program for a full-time Indianapolis student (minimum total of 124 credit hours of college-level work) follows:

First Year (29-31 Total Credits)

Semester I:

- BUS-X 100 Basic Accounting Skills (3 cr.)
- BUS-X 103/203 Business Learning Community (1 cr.)
- MATH-M 119 (3 cr.)
- ENG-W 131 (3 cr.)
- HISTORY (3 cr.)

Semester II:

- BUS-A 100 Basic Accounting Skills (1 cr.)
- BUS-X 204 Business Communications (3 cr.)
- MATH-M 118 (3 cr.)
- COMM-R 110 (3 cr.)
- Social Science (3 cr.)
- Science (3-5 cr.)

Second Year (31-33 Total Credits)

Semester I:

- BUS-A 201 Introduction to Financial Accounting (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 203 Commercial Law I (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.)
- Humanities (3 cr.)

Semester II:

- BUS-A 202 Introduction to Managerial Accounting (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- Social Science (1-3 cr.)
- General Education
- Requirement (6-7 cr.)

Third Year (30-31 Total Credits)

Semester I:

- BUS-F 301 Financial Management (3 cr.)
- BUS-M 301 Introduction to Marketing Management (3 cr.)
- BUS-P 301 Operations Management (3 cr.)
- BUS-X 320 Business Career Planning and Placement (2 cr.)
- BUS-Z 311* Leadership and Ethics in the Business Environment (1.5)
- BUS-Z 312* Human Resources and Negotiations (1.5) (depends on major)

Semester II:

- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)
- International Dimension (3 cr.)
- Major/General Education/Free Electives** (10-11 cr.)

Fourth Year (30-32 Total Credits)

Semester I:

- BUS-J 401 Administrative Policy (3 cr.)
- International Dimension (3 cr.)
- Major/General Education/Free Electives** (9-11 cr.)

Semester II:

- BUS-J 411* Analysis of Business Decisions (3 cr.)
- Major/General Education/Free Electives** (12 cr.)

*Students admitted to the Kelley School of Business prior to Fall 2006 are not required to take BUS-Z 311, BUS-Z 312 or BUS-J 411.
**Students are required to complete a minimum of 124 credit hours. The number of electives and genearl education electives can vary by major.

Updated 1-26-12

Special Opportunities

Business Foundations Certificate Program

This program is designed for students who want to acquire a foundation of the fundamental business knowledge needed to improve the conduct of their personal business affairs, aid in their career development, or enhance their employability.

With careful planning, the certificate may be earned entirely via distance-learning technologies. Please note that students enrolling in the certificate program need access to, and proficiency in, computer and Internet resources.

In general, any student admitted to IUPUI is eligible to enroll in the certificate program; there are no prerequisites for required certificate courses.

For more information, see an advisor in the Kelley School of Business Undergraduate Office, 801 W. Michigan Street, BS 3024, Indianapolis, IN 46202-5151; phone (317) 274-2147. Information may also be obtained at http://kelley.iupui.edu/executive/certificate/certificate.cfm.

Honors Program

Timothy D. Bennett, *Director of Honors Program*

A Kelley student already knows the benefits of studying at one of the nation's premier business schools. Taking the advantages of a Kelley education steps further, the Honors Program offers a way for high-achieving students to capitalize on their academic experience.

Smaller classes, more opportunities for lively classroom discussion, and the chance to work in strategic partnership with a local company are just some of the exclusive benefits of enrolling in the Kelley Honors Program. More advantages include:

- Studying with other motivated honors students
- Professors experienced in teaching honors courses
- A unique Integrative Core case project developed specifically for honors-level students
- Increased interaction with Kelley faculty
- A special Kelley academic advisor dedicated to honors students
- An honors notation on college transcript
- Noteworthy achievements for resumes, job applications, and interviews
- Recognition as an honors program participant during graduation
- A value-added Kelly education at no additional cost

Although Kelley honors students cover the same course material as other students, classroom discussion builds upon what students learn independently when reading the text. This culminates in an engaging and insightful Integrative Core case project in which students work alongside an executive from a local company to tackle a pressing business issue.

Honors students are required to complete six Kelley honors-level sections of the standard courses all business students must take in order to graduate. In addition, honors students must complete 6 credit hours of Honors electives; maintain a GPA of 3.5 within their Honors courses, and maintain a cumulative GPA of 3.3 or above.

Students interested in applying for the Kelley Honors Program must:

- Have a minimum GPA of 3.3
- Have completed 26 credit hours
- Be admitted to or intend to apply for admission to Kelley

Applications can be completed online through the Kelley Indianapolis Web site.

For additional information, please contact:

Emily Murphy
Assistant Director, Career Planning Office
Indiana University, Kelley School of Business
801 West Michigan Street, BS4090
Indianapolis, IN 46202
317.278.7842 phone

317.278.6126 fax

murphyem@iupui.edu
www.kelley.iupui.edu/cpo

Internships and Experiential Learning

Kelley Indianapolis students are encouraged to participate in internships within their fields of study and/or career interests. The Career Placement Office helps students locate and apply for internship positions and maintains an online job and internship database-KelleyCareers-that is available exclusively to Kelley Indianapolis students, year-round and around the clock.

All Kelley Indianapolis students, whether they are able to complete an internship or not, engage in experiential learning through their Integrative Core (I-Core) courses. Students work in a group with a local company and apply what they have learned in the classroom to a real business issue. Students who successfully complete all aspects of the Integrative Core curriculum will receive an experiential learning notation attached to these courses on their official transcripts.

Kelley Indianapolis students have the option to obtain credit for approved internship opportunities through the For-Credit Internship Program. In order to qualify for the program, students must have accepted an internship related to their major, completed and passed the Integrative Core, and maintained a 2.5 GPA. Students work with the internship coordinator and faulty advisor to complete all course work and receive a grade for the course.

For additional information, please contact:

Emily Murphy
Assistant Director, Career Planning Office
Indiana University, Kelley School of Business
801 West Michigan Street, BS4090
Indianapolis, IN 46202
317.278.7842 phone
317.278.6126 fax

murphyem@iupui.edu
www.kelley.iupui.edu/cpo

International Internships For information about overseas internships, contact the Office of International Affairs, ES 2126; phone (317) 274-7000.

Minor in Business

A minor in business has been established with a number of schools at IUPUI. Students are required to meet course prerequisites and entrance requirements with a GPA of 2.0 or higher. Students must take four of the seven required courses on the IUPUI campus (F300, M300, and P300 are strongly recommended). Minor requirements include completion of the following courses or equivalents:

- BUS-A 200 Foundations of Accounting
- BUS-F 300 Introduction to Financial Management
- BUS-K 201 The Computer in Business (with a C or higher)
- BUS-L 203 Commercial Law I
- BUS-M 300 Introduction to Marketing
- BUS-P 300 Introduction to Operations Management
- Either BUS-D 301 International Business Environment, BUS-Z 302 Managing and Behavior in Organziations, or BUS-Z 311 Leadership and Ethics in the Business Environment and BUS-Z 312 Human Resources and Negotiations.

Applications are available in the undergraduate office, Business/SPEA Building 3024; call (317) 274-2147 if you have questions.

Outside Minors for Business Students

Business students may complete the requirements for a minor through the other schools and departments that offer approved minors, which currently include the Schools of Liberal Arts, Science, and Journalism. The department offering the minor will define the requirements for completing the minor. Students will be required to follow the departmental rules regarding grades, IUPUI credit hours, and course requirements. Students must consult with an advisor in the department offering the minor. The minor will appear on the student's official transcript. No more than two minors may appear on the transcript.

Overseas Study Programs

The Kelley School of Business offers students the opportunity to study overseas for one semester so that they may gain exposure to other cultures and to international business and economic institutions. A study tour is incorporated into the program, enabling students to visit government and political institutions. Multinational firms are visited throughout the semester.

Qualified students may participate in programs in Australia, Chile, Finland, France, Germany, Japan, the Netherlands, and Singapore, among others. Additional information is available in the undergraduate office, Business/SPEA Building 3024.

The overseas study program will fulfill the international dimension requirement. (See the "Undergraduate Curriculum" section of this bulletin.)

Second Bachelor's Degree

Normally, the holder of a bachelor's degree who wishes to pursue further education is encouraged to seek admission to a graduate program. For example, students interested in taking the additional courses necessary to sit for the C.P.A. exam are encouraged to apply to the Master of Science in Accounting Program. In certain cases, however, the undergraduate program of the Kelley School of Business may admit students who have already earned a bachelor's degree in an area other than business. In such cases, candidates must earn at least 30 additional credit hours in residence and meet the requirements of the Kelley School of Business and of their selected majors. The candidate will, of course, be exempt from any requirements already fulfilled in acquiring the first bachelor's degree.

Students who have already earned a bachelor's degree in business are not eligible to earn a second bachelor's degree in business.

Updated 1-26-12

Student Learning Outcomes

The Kelley School of Business has adopted and supports these Principles of Undergraduate Business Learning. These principles are tailored and prioritized to the needs of a business education and reflect the intellectual

competence and cultural and ethical awareness that every Kelley School of Business graduate should attain.

Faculty members in each discipline have been charged with determining which of the principles will be taught and assessed in each of their courses – and what graduates in that major will know and be able to do to illustrate competence in each of the four areas addressed by these principles.

Instructors must distribute the principles to students with descriptions of how the principles are enacted in the course. These Student Learning Outcomes apply to all undergraduate degree programs.

1. **Critical Thinking**
   The ability to synthesize and analyze information and ideas from multiple sources and perspectives:
   1. to arrive at reasoned conclusions and informed decisions
   2. and to solve challenging problems
   3. by evaluating the logic, validity, and relevance of data
   4. and using knowledge in order to generate and explore questions.

2 **Management, Leadership, and Ethics**
   The ability to make judgments with respect to individual and organizational conduct concerning citizenship, ethics, and the value of diversity in business:
   1. in order to make informed and principled choices regarding conflicting situations in personal, business, and public lives
   2. and to foresee the consequences of those choices.

3 **Communication**
   1. *Written Communication*
      The ability to analyze, interpret, and comprehend information sources and technology:
      - to effectively express ideas and facts
      - in a variet of written and visual formats.

   2. *Collaboration and Oral Communication*
      The ability to engage in active and professional communications and dialogue in business and the community:
      - to encourage, examine, and comprehend the viewpoints of others
      - by being effective in one-on-one and in group settings
      - in order to operate with civility and cooperation in a complex, diverse, and global business and social world.

4 **Professional Skills and Competencies**
   The ability to obtain substantial knowledge and understanding in at least one field of study while gaining exposure and knowledge in other related disciplines:
   1. to meet professional standards and demonstrate important skills and competencies, and
   2. to make efficient use of information and technology resources for intellectual, professional, community and personal needs.

Awards, Recognition and Scholarships

Scholarships available through the Kelley School of Business are based on academic achievement and/or financial need. Eligible candidates must be certified as students in the Kelley School of Business. Ordinarily, a student transferring from another institution must complete at least 26 credit hours of study at IUPUI to be considered for a scholarship.

The following is a partial list of awards made to IUPUI students in the Kelley School of Business:

- Ginny Marzke Memorial Scholarship
- John W. Berry Memorial Scholarship
- Chancellor's Scholar Award
- Delta Sigma Pi Award
- Irwin Katz Accounting Excellence Award
- J. Dwight Peterson Key Award
- Outstanding Underclassmen Honors Awards
- Hazel P. Chattaway Scholarship
- Roger Jerman Scholarship
- American United Life Scholarship
- Bank One Outstanding Finance Student Scholarship
- United Parcel Service Scholarships
- Ralph L. Swingley Scholarship
- Data Processing Services, Inc., Scholarship
- Gordon C. Miller Scholarship
- Hoosier Warehousing Scholarship
- Indianapolis Traffic Club Scholarship
- Magnum Logistics Scholarship
- Vitran Express Marketing Distribution Scholarship
- Indiana Motor Truck Association Gold Club Scholarship
- HGI-Landacq Corporation Award
- KSBI Finance Award
- Klapper Scholarship
- First Indiana Bank Scholarships
- Tax Executives Institute Scholarship
- Slattery and Holman Scholarship
- Rolls-Royce Scholarships
- Key Bank Scholarship
- Hub Group Academic Scholarship
- Elliot and Estelle Nelson Family Scholarships
- William F. Buchanan Scholarship
- Women in Management Scholarship
- L. L. Waters Transportation Awards

In addition, scholarships and awards are generally given to outstanding students in each major.

Academic Distinction

Academic distinction for excellence in scholarship is awarded at Commencement to a limited number of students graduating with the Bachelor of Science in Business degree. The number of students so honored will not exceed 10 percent of the graduating class in the school for that year.

Students whose grade point averages are in the highest 1 percent and who complete at least 60 credit hours at

Indiana University graduate with "highest distinction"; those whose grade point averages are in the next highest 4 percent and who complete at least 60 credit hours at Indiana University graduate "with high distinction"; and the remaining 5 percent who complete at least 60 credit hours at Indiana University will graduate "with distinction."

The grade point averages necessary to achieve these levels of distinction vary depending on class statistics. Graduates receiving these honors have them so noted on their diplomas and in the Commencement program and are eligible to wear cream and crimson fourragres at Commencement.

Dean's Honor List

All undergraduate students in the Kelley School of Business who are taking at least 6 credit hours during a fall or spring semester and who have a semester grade point average of 3.5 or higher are placed on the Dean's Honor List. These honor students receive letters from the dean recognizing their meritorious efforts.

Updated 2-18-2010

Admissions

Evening M.B.A. Program

Whether you have previously applied as a Kelley non-degree student or you are applying for the first time, you should submit the following items by the appropriate deadline for the Evening M.B.A. program [April 1 for August admission and November 1 for January admission]:

1. Kelley Evening M.B.A. Application
2. IUPUI Graduate Application
3. Official GMAT scores (submitted from Pearson VUE; site code for the MBA program in Indianapolis: GKS-8M-27)
4. Official transcripts from all universities attended (You will not be required to send transcripts from any Indiana University institution.)
5. Two letters of recommendation
6. Resume
7. Essay (Question may be found on the Kelley Evening M.B.A. Application)

Submit your official transcripts from all college and/or universities attended and two letters of recommendation to the following address:

Kelley School of Business School
Evening MBA Program
801 West Michigan Street, BS 3024
Indianapolis, IN 46202-5151

For specific information about the Evening MBA admission process visit kelley.iupui.edu/evemba/Admissions/index.cfm.

M.S.A. Program

M.S.A. applications are now being accepted on a rolling basis.

1. M.S.A. Online Application
2. Indiana University Graduate School Online Application
3. Resume
4. GMAT Results (submitted from Pearson VUE; Kelley School of Business GMAT code: GKS-8M-02)
5. Official college and/or university transcripts from all institutions attended
6. Two letters of recommendation

Submit your official transcripts from all college and/or universities attended (except for Indiana University) and two letters of recommendation to the following address:

Kelley School of Business
MSA Program
801 West Michigan Street, BS 3024
Indianapolis, IN 46202-5151

For specific information about Kelley M.S.A. admissions visit kelley.iupui.edu/msa/admissions/index.cfm.

M.S.T. Program

Students may apply to the program after completing a bachelor's degree from an accredited college or university or during their senior year of college or have completed a law degree. An undergraduate major in accounting is not a requirement, however, applicants must have taken A201 Principles of Financial Accounting or the equivalent.

The evaluation of an admission application is primarily an appraisal of an applicant's capability to pursue graduate work at Indiana University. This appraisal involves both a quantitative and qualitative assessment. In the qualitative phase, letters of reference, any work experience and other elements of the applicant's resume are reviewed. The quantitative component assesses the applicant's academic credentials as based on his or her GPA and score on the Graduate Management Admissions Test (GMAT) or LSAT for lawyers or students enrolled in law school.

Online Application

Submit the M.S.A. Online Application and the IUPUI Graduate Application.

- Within the Kelley application, for the *Plan* choose **Taxation MS**.
- Within the University Application, for *Academic Program* choose **Kelley School of Business Master of Accounting** and for the *Major* choose **Taxation MS**.

Letters of Recommendation

The format for the Letters of Recommendation can either be a personal letter or completion of the M.S.A. form .

Transcripts, resume, and letters of recommendation should be sent to the address below:

Kelley School of Business Indianapolis
M.S.A./M.S.T. Program Office
801 West Michigan Street, BS 3024
Indianapolis, Indiana 46202-5151
For more information about the M.S.T. program visit kelley.iupui.edu/mst.

Updated 1-26-12

Contact Information

For academic advisement, student services, or general information contact:

Business/SPEA 3024

801 West Michigan Street

Indianapolis, IN 46202
Phone: (317) 274-2147

For graduate admission information you can also call:

Master of Science in Accounting: (317) 278-3885

Updated 1-26-12

Master of Business Administration

The Indiana University M.B.A. Program is recognized as one of the top graduate business programs in the country. It offers three programs that lead to the Master of Business Administration degree.

Admission to any of the programs is selective and is based on the evaluation of several factors, including results from the Graduate Management Admissions Test, undergraduate performance, essays, recommendations, work experience, leadership, and other indicators of potential for success in a rigorous program of study and in a business career.

Bound by a common body of knowledge and philosophy, each program is designed to meet the diverse needs of students at different levels of career development and responsibility. For further information on the curriculum, format, prerequisites, and admission requirements for each program, contact the specific program of interest.

Evening M.B.A. Program, Indianapolis Campus

Candidates for the Evening M.B.A. degree program in Indianapolis come from diverse academic backgrounds and represent many businesses and industries. The program incorporates a wide range of business issues and integrates business disciplines to provide a strong program experience. Study teams and networking play an integral part in the evening program. Skill building in the areas of leadership, collaborative decision-making, teamwork, and communications are integral aspects of the total program experience.

Modules of study generally span one semester with class meetings two nights per week. A streamlined 32-month, 51-credit-hour program allows for maximum planning and integration with career and personal commitments.

Qualified people from all academic backgrounds who represent any business or industry and who are motivated to study in a challenging graduate business program are encouraged to apply for admission to graduate programs in the Kelley School of Business at Indiana University in Indianapolis. Application materials are due in the M.B.A. office by April 15 for August entry and by November 1 for January entry. For information, contact:

The cohort structure: each entering group of newly admitted M.B.A.'s forms a student cohort that moves through the MBA core courses together. Within each cohort there are smaller study groups that may work together on projects and study teams. Cohorts elect representatives during the first semester who becomes their voice for the Evening M.B.A. Association (the student advisory board) and with the M.B.A. staff and faculty.

M.B.A. students may take a variety of the electives for the 19.5 hour requirement or focus 10.5 or more in one area for a major. Majors are:

- Accounting
- Finance
- General administration
- Marketing
- Entrepreneurship
- Supply Chain Management

International opportunities: from the small business to the international corporation, every business interaction, product, and service has the potential to have a global impact. From our internationally experienced faculty to our course offerings, we will prepare you to thrive in that environment. One example is the China in Transition summer course, which provides M.B.A. students a hands on opportunity to gain international and consulting experience.

Students do background preparation in the first part of the semester and then travel to mainland China. There, they partner with students from City University of Hong Kong in a weeklong consulting assignment that culminates in a presentation to the Chinese host company.

Business enterprises: enriching education with practical experience often means extending learning beyond the classroom. The evening M.B.A. enterprise program engages Kelley M.B.A. students in strategic assignments with Central Indiana companies, offering a unique opportunity for all involved to benefit. Through a competitive selection process, the enterprise program is open to second- and third-year Kelley M.B.A. students. Three enterprises are currently available:

- Discovery, Innovation and Ventures Enterprise (DIVE)
- Finance Development Enterprise (FIND)
- Global Supply Chain Innovation Enterprise (gSCIE)

Benefits: membership in an enterprise benefits a student in the following ways:

- Enterprise projects enable you to experiment with a new career identity with little risk but potentially great reward. As a first-year M.B.A. student you will attend a series of lectures by local business leaders from a variety of fields, designed to give you a look inside new career options and networking opportunities. At the same time, you will complete a series of career self assessment tools and attend seminars on professional development culminating in the creation of a career strategy memo. Project completion will provide a useful focus for job interview discussions, especially if you are interested in changing a career track. During your second year of M.B.A. study, you will have the opportunity to apply for a more intensive real world experience.
- The breadth of a student's professional opportunity is only as big as your network of professional contacts. Enterprise directors will purposefully generate opportunities for you to talk with individuals in the Central Indiana business community who can offer targeted professional guidance. The relationship with an enterprise director enables you to receive

customized coaching that is available nowhere else in the M.B.A. curriculum.
- Each enterprise is a community of M.B.A. students with similar interests. This enhances the process of peer or learning within the program. Enterprise directors will offer opportunities for social engagement that strengthen personal ties between enterprise members.

Evening M.B.A. Office

Kelley School of Business

Business/SPEA 3024

801 W. Michigan Street

Indianapolis, IN 46202-5151

Phone: (317) 274-4895

Fax: (317) 274-2483

Web site: kelley.iupui.edu
E-mail: mbaindy@iupui.edu

M.B.A. Program, Bloomington Campus

Bloomington's program is a full-time, two-year residential program taught during the day for students who plan to take a leave from their careers while they pursue graduate education. For information, contact:

Director of Admissions and Financial Aid, Graduate Programs

Kelley School of Business

Indiana University

1309 E. Tenth Street

Bloomington, IN 47405-1701
Phone: (812) 855-8006

Kelley Direct Online M.B.A. Program

The Kelley Direct Online M.B.A. Program is designed for professionals who wish to continue their employment while earning their M.B.A. The Kelley Direct Program is the only such graduate management program offered by a top-20 business school that is almost exclusively delivered entirely over the Web.

Among the tools used are discussion and debate forums, online testing, audio streaming and video streaming, and simulations for case-based learning. Course materials, including audio and video presentations and virtual tours, may be accessed directly from the Web. The class interaction is asynchronous with some synchronous elements, allowing students the flexibility to balance family and career demands. For information, contact:

Kelley Direct Admissions

Kelley School of Business

777 Indiana Avenue, Suite 200

Indianapolis, IN 46202

Phone: (317) 278-1566

Fax: (317) 274-7301
Web site: www.kd.iu.edu

Doctoral Programs, Bloomington Campus

Indiana University offers two doctoral programs in business: the Doctor of Philosophy (Ph.D.) and the Doctor of Business Administration (D.B.A.). The Ph.D. is awarded through the University Graduate School, and the D.B.A. is awarded through the Kelley School of Business. The D.B.A. has been offered since February 1954; the Ph.D. in business since October 1, 1982.

The Office of Doctoral Programs in the Kelley School of Business administers both programs. Students may select either degree designation at the time of application. It is possible to switch from one degree program to the other, provided all the requirements of the new degree are met. While the objectives and requirements for both degrees are quite similar, there are some differences. Applicants should decide which degree best fits their career and intellectual objectives. For more information, contact:

Chair, Doctoral Programs

Kelley School of Business

Indiana University

1309 E. Tenth Street

Bloomington, IN 47405-1701

Phone: (812) 855-3476
Website: kelley.iu.edu/doctoral

For more information regarding the IU Kelley School of Businesss Graduate Programs please refer to http://kelley.iupui.edu/degrees/index.cfm

Majors

In our part-time MBA program, students may complete a general administration degree or choose among five majors.

Accounting

1. MBA Core classes (30 hours)
2. Required Accounting courses (12 hours)
   - BUS-A510 Financial Accounting Theory & Practice I - 3 hrs.
   - BUS-A511 Financial Accounting Theory & Practice II - 3 hrs.
   - BUS-A514 Auditing Theory & Practice or A562 - 3hrs.
   - BUS-A515 Federal Income Taxes - 3hrs.
3. MBA electives (9 hours)

Students with undergraduate majors in Accouting or Finance should inquire with the Graduate Accounting Office regarding requirements for the Accounting Major.
Total: 51 hours

Entrepreneurship

1. MBA Core classes
2. Required Business Plan Foundations (3 hours)
   - BUS-W511 Venture Strategy - 3 hrs.
3. Required New Venture Business Functions (3 hours minimum) - choose from below:
   - BUS-M503 Applied Market Research - 3 hrs.
   - BUS-F517 Venture Capital - 1.5 hrs.
   - BUS-M506 Marketing Engineering - 1.5 hrs.
4. Field Experience (1.5 hours) - choose from below:

- BUS-X524 Enterprise Experience 2 - 1.5 hrs.*
- BUS-W525 Venture Club & Community - 1.5 hrs.
- BUS-D546 China in transition - 3 hrs.

5. If total credits in previous Entrepreneurship requirements are less than 10.5 hours, then choose from the following list so that total credit hours equal 10.5:
   - BUS-M511 Marketing Performance & Productivity Analysis
   - BUS-P552 Project Management - 1.5 hrs.
   - BUS-W520 Turnaround Management - 1.5 hrs.
   - **BUS-D594 International Competitive Strategies
   - **BUS-D 595 International Management
6. MBA electives (10.5 hours)

*BUS-X523 Enterprise Experience 1 may not be applied towards the major
**(Cannont count both D594 and D 595)

Total: 51 hours

Finance

1. MBA Core classes (30 hours)
2. Required Finance courses (3 hours)
   - BUS-F520 Asset Valuation & Strategy -1.5 hrs.
   - BUS-F540 The Firm in the Capital Market - 1.5 hrs.
3. Advanced Finance electives (7.5 hours) - choose from below:
   - BUS-F509 Advanced Capital Budgeting - 1.5 hrs.
   - BUS-F517 Venture Capital & Entrepreneurial Finance - 1.5 hrs.
   - BUS-F525 Corporate Financial Risk Management - 1.5 hrs.
   - BUS-F526 Derivative Securities - 1.5 hrs.
   - BUS-F528 Fixed Income Investments - 1.5 hrs.
   - BUS-F529 Equity Markets - 1.5 hrs.
   - BUS-F548 Corporate Governance & Restructuring - 1.5 hrs.
   - BUS-F570 International Financial Markets - 1.5 hrs.
   - BUS-F571 International Corporate Finance - 1.5 hrs.
4. MBA electives (10.5 hours)

Total: 51 hours

General Administration

1. MBA Core classes (30 hours)
2. MBA electives (21 hours)

Total: 51 hours

Marketing

1. MBA Core classes (30 hours)
2. Required Marketing courses beyond the Core (3 hours)
   - BUS-M503 Applied Marketing Research - 3hrs.
3. Choose 3 hours from below:
   - BUS-M506 Marketing Engineering - 1.5 hrs.
   - BUS-M595 Market Tests and Experiments - 1.5 hrs.
   - BUS-M513 Marketing Strategy Simulation - 1.5 hrs.
   - BUS-M511 Marketing Performance and Productivity Analysis - 1.5 hrs.
4. Choose additional 4.5 hoursof advance Marketing classes
5. MBA electives (10.5)

Total: 51 Hours

Supply Chain Management

1. MBA Core classes (30 hours)
2. Required Courses (6 hours)
   - *Supply Chain Foundations - 1.5 hours each*
     Bus-P561 Global Supply Chain Management - Fall
     Bus-P509 Supply Chain Operations – Fall
   - *Supply Chain Projects & Processes – 1.5 hours each*
     Bus-P552 Project Management – Fall
     Bus-P527 Ops Process I – Spring
3. Field Project (1.5 hours) - choose from below:
   - BUS-P528 Ops Process II – Spring, 1.5 hrs.
   - BUS-X524 Enterprise Project – Summer, 1.5 hrs.
   - BUS-P590 Independent Study in Operations (requires faculty approval)
4. Supply Chain Electives (3 hours) - choose from the following:
   - BUS-M550 Customer-Oriented Strategies - 1.5 hrs.
   - BUS-W519 Knowledge Management - 3 hrs.
   - BUS-F509 Financial Analysis for Corporate Decisions - 1.5 hrs.
   - BUS-K510 Advanced Decision Models - 1.5 hrs.
   - BUS-P590 Independent Study in Operations Management (requires faculty approval)
   - BUS-W550 Management Consulting and Strategy - 3hrs.
   - BUS-F571 International Corporate Finance - 1.5 hrs.
   - BUS-P510 Service Operations - 1.5 hrs.
   - BUS-M594 International Marketing - 1.5 hrs.
   - BUS-A511 Financial Accounting Theory and Practice II - 3 hrs.
   - BUS-K516 Quantitative Decision Models - 1.5 hrs.
   - BUS-M503 Applied Marketing Research - 3 hrs.
   - BUS-W516 Organizational Development and Change - 3 hrs.
   - BUS-A560 Auditing Information Technology - 3 hrs.
   - BUS-P527 Process Improvement I - 1.5 hrs.
   - BUS-P528 Process Improvement II - 1.5 hrs.
   - BUS-M595 Special Topics in Marketing - 1.5 hrs.
   - BUS-D546 China in Transition - 3 hrs.*

- **BUS-D594 International Competitive Strategies
- **BUS-D595 International Management

5. MBA electives (10.5 hours)

*There is a 1.5 hour section of this course that does not include the trip to China
**(Cannot count both D594 and D595)

Total: 51 hours

For more information regarding the IU Kelley School of Business Graduate Programs please refer to http://kelley.iupui.edu/degrees/index.cfm

Updated 1-26-12

Degree Programs

The Kelley School of Business offers the following graduate degrees:

Master of Business Administration (M.B.A.)

- Accounting
- General Administration
- Entrepreneurship
- Finance
- Marketing
- Supply Chain Management

Master of Science in Accounting (M.S.A.)

Master of Science in Taxation (M.S.T.)

For more information regarding the IU Kelley School of Business graduate programs please vist our website (kelley.iupui.edu).

Master of Science in Accounting

The Master of Science in Accounting program (M.S.A.) is devoted to teaching the skills required of today's accountant. The plan of study ensures that students are not only well versed in the technical aspects of their chosen specialty but also the nontechnical skills that are required for them to become true leaders in industry and government.

M.S. in Accounting Program, Indianapolis Campus

Students may apply to the M.S. in Accounting program with or without academic background in business or accounting. Those students entering the program with a bachelor's degree in business normally must complete a minimum of 30 credit hours of course work. Those with backgrounds in other fields may be required to do additional work to develop expertise in the core areas of business.

Students may apply to the program after completing a bachelor's degree. Admission selection is based on the evaluation of several factors, including results from the Graduate Management Admissions Test (GMAT), undergraduate performance, recommendations, and work experience.

Prerequisites

1 BUS-F301 Financial Management
1 BUS-M301 Intro to Marketing Management
1 BUS-P301 Operations Management
1 ECON-E201 Intro to Microeconomics
1 ECON-E270 Statistics
1 BUS-L203 Commercial Law I
1 BUS-A201 Intro to Financial Accounting*
1 BUS-A311 Intermediate Accounting I
1 BUS-A325 Cost Accounting

*A201 is the only prerequisite course for MST students

M.S.A. Degree Requirements:

1. M.S.A. Core Classes (16.5 credit hours)

- BUPA-A 511 Financial Accounting Theory & Practice II 3 cr. hr.
- BUPA-A 515/A 328 Federal Income Taxes 3 cr. hr.
- BUPA-A 551 Tax Research (concurrent with A 515 1.5 cr. hr.
- BUPA-A 514/A424 Auditing Theory & Practice 3 cr. hr.
- BUPA-A 523 Business Information Systems 3 cr. hr.
- BUPA-L 503 Advanced Business Law 3 cr. hr.

2. Accounting Electives (6 credit hours)

- Choose from any BUPA-A XXX classes except for A 529 LIPE (counts as non-accounting elective)

3. Accounting/Non-Accounting/Business/Other Elective (7.5 credit hours)

Students who have had equivalent undergraduate courses may not retake, but must replace. A total of 15 credit hours of accounting course work must be completed toward the M.S. degree in Accounting.

Total: 30 hours

For further information on the curriculum format, prerequisites, and admission requirements, contact:

M.S.A. Program

Kelley School of Business

Business/SPEA 3024

801 W. Michigan Street

Indianapolis, IN 46202-5151

Phone: (317) 278-3885
Web site: kelley.iupui.edu

For more information regarding the IU Kelley School of Businesss Graduate Programs please refer to http://kelley.iupui.edu/degrees/index.cfm.

Updated 1-26-12

Master of Science in Taxation

The Master of Science in Taxation (M.S.T.) is a 30.0 credit hour degree program designed to (1) to prepare graduates for entry level positions in public and private accounting in taxation and (2) provide graduate-level education for tax professionals who desire to enhance their specialized tax knowledge.

The M.S.T. is a specialized degree program aimed to equip students with the highly technical and demanding skills required to provide tax and business advice in the

private sector as well as administer the tax laws in the public sector of the economy.

Students may apply to the program after completing a bachelor's degree from an accredited college or university or during their senior year of college or have completed a law degree. An undergraduate major in accounting is not a requirement, however, applicants must have taken A201 Principles of Financial Accounting or the equivalent.

M.S.T. Degree Requirements:

1. M.S.T. Core Classes (18 credit hours)

- BUPA-A 515/A 328 Federal Income Taxes 3 cr. hrs.
- BUPA-A 551 Tax Research (concurrent with A 515) 1.5 cr. hrs.
- BUPA-A 539 Corporate Tax I 3 cr. hrs.
- BUPA-A 538 Corporate Tax II 3 cr. hrs.
- BUPA-A 556 Periods & Methods 3 cr. hrs.
- BUPA-A 522 Partnerships 3 cr. hrs.
- BUPA-A 555 S Corps 3 cr. hrs.

2. Electives (12 credit hours)

Students who have had equivalent undergraduate courses may not retake, bu must replace.

Total: 30 hours

For further information on the curriculum format, prerequisites, and admission requirements, contact:

M.S.A. Program

Kelley School of Business

Business/SPEA 3024

801 W. Michigan Street

Indianapolis, IN 46202-5151

Phone: (317) 278-3885
Web site: kelley.iupui.edu

For more information regarding the IU Kelley School of Businesss Graduate Programs please refer to http://kelley.iupui.edu/degrees/index.cfm

Student Learning Outcomes

- Master of Business Administration-Evening
- Master of Science in Accounting
- Master of Science in Taxation

Evening - Master of Business Administration (M.B.A.)

Student who earn the M.B.A. will achieve the following program goals:

1. **Critical Analysis and Problem Solving**
   Students who earn the M.B.A. degree will be able to identify, integrate and apply the appropriate tools and techniques of business, drawing on knowledge of the major functions (accounting, economics, finance, quantitative methods, marketing, operations management, and strategy) to critically understand, analyze and solve complex business problems that may arise in both the domestic and the global arenas.

2 **An Integrative and Global Perspective**
Students who earn the M.B.A. degree will demonstrate a thorough understanding of how various external forces in the global economy (e.g., economic, political, regulatory, competitive, environmental and cultural) shape management alternatives, strategies and operational decisions and to foresee the potential business outcomes.

3 **Leadership and Effective Team Collaboration**
Students who earn the M.B.A. degree will demonstrate the leadership and teamwork skills necessary for productive and effective management and decision-making. Encouraging, examining, and comprehending the diverse views of others across different cultural, ethnic, and economic groups and stakeholders will be an important aspect of this learning goal.

4 **Ethical Decision-Making**
Students who earn the M.B.A. degree will demonstrate an ability to recognize ethical and related legal issues that arise in domestic and international environments and will be able to formulate, articulate and defend alternative solutions.

5 **Effective Communication**
Students who earn the M.B.A. degree will demonstrate an ability to effectively express ideas and facts in a variety of oral, written and visual communications.

6 **Professional Skills and Personal Development**
Students who earn the M.B.A. degree will develop an actionable plan for individual career and professional skills development that encompasses reflective self-assessment, the setting of personal and professional goals and the acknowledgement of tradeoffs which must be made to attain those goals, and the consideration of their future contributions to business and the community as alumni of the Kelley School of Business.

Master of Science in Accounting (M.S.A.)

Student who earn the M.S.A. will achieve the following program goals:

1. **Accounting Knowledge**
   The overriding goal of the M.S.A. Program is to ensure that its graduates will be well grounded in fundamental accounting principles relating to financial statement preparation and analysis, management decision making, internal controls and security, risk assessment, business processes, auditing and assurance and principles of federal income taxation. All M.S.A. graduates will have sufficient awareness of the concepts of accounting and tax to recognize problems and concerns that may require further research.

2 **Accounting Research**
Graduates will be competent in researching the accounting, tax, and business related research sources as well as other financial literature

independently to solve problems that are beyond the scope of fundamental accounting and tax knowledge. They will have access to major accounting and tax data services and training in their use. Graduates will develop the research skills that will enable them to be successful in their professional career as well as become lifetime learners.

3 **Critical Thinking**
Graduates will have the ability to analyze, integrate and communicate complex accounting, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations. Graduates will achieve disciplinary competence in specialized areas.

4 **Communication Skills**
Graduates will be able to communicate in a clear, concise and effective manner in both written and oral form.

5 **Professional Responsibilities**
Graduates will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting, tax and financial reporting regulatory environments. They will understand the roles of accountants in society in providing and ensuring the integrity of financial and other information.

6 **Professional Development**
Graduates will appreciate the need to set career goals. They will understand the importance of networking, developing professional relationships and becoming involved in professional organizations. They will understand the nature of leadership and the importance of volunteering. They will not only be able to work independently but also will have a better understanding of how to work with others and function in a team setting.

Master of Science in Taxation (M.S.T.)

Student who earn the M.S.T. will achieve the following program goals:

1. **Taxation Knowledge and Skills**
Graduates should possess advanced knowledge of the tax laws as they affect individuals, business entities and nonprofit organizations (e.g., corporations, partnerships, trusts, estates, and tax-exempt organizations). Their knowledge should include exposure to not only federal tax concerns but also those relating to state, local and international taxation. Graduates should understand the practical tax implications surrounding common situations and be capable of effectively analyzing tax issues and formulating solutions.

2 **Tax Research**
Graduates should be capable of formulating defensibly correct solutions to tax problems based on analysis of the relevant tax authority, including the law and administrative and judicial interpretation of the law.

3 **Written and Oral Communication Skills**
Students should be able to communicate effectively verbally and should be able to effectively communicate tax research findings and advocate positions in writing.

4 **Taxation in a Global Context**
Students should understand the role of taxation as it relates to accounting, finance, business, economics, government and politics.

5 **Critical Thinking**
Graduates will have the ability to analyze, integrate and communicate complex, tax and financial information to arrive at reasoned conclusions and make informed decisions. They will be able to solve challenging problems by evaluating the logic, validity, and relevance of data. They will be able to recognize issues and raise concerns regarding potential problem situations.

6 **Social and Interpersonal Interaction Skills**
Students should be able to work effectively and efficiently within a team.

Graduate Programs

The Kelley School of Business offers the following graduate degrees:

Master of Business Administration (M.B.A.)

- Accounting
- General Administration
- Entrepreneurship
- Finance
- Marketing
- Supply Chain Management

Master of Science in Accounting (M.S.A.)

Master of Science in Taxation (M.S.T.)

For more information regarding the IU Kelley School of Business graduate programs please vist our website (kelley.iupui.edu).

Departments & Majors

In addition to the general-education and general business curricula discussed previously, students pursuing a B. S. in Business degree must select a major within the business program. The major, along with the curriculum for working toward that major, are presented by department in this section and are summarized below.

- Department of Accounting and Information Systems
- Department of Business Law
- Department of Finance
- Department of Management
- Department of Marketing

- Department of Operations

Major requirements are subject to change during the two years covered by this bulletin. Students are expected to stay informed of major changes by seeing a business academic advisor on a regular basis.

Department of Accounting and Information Systems

Accounting Major

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

Beginning in the fall of 2006, the general-education requirement for accounting majors was reduced to 47 credit hours. This limit applies only to accounting majors. Nine additional credit hours are required for the nonaccounting concentration. Accounting graduates who meet the requirements of the State Board of Public Accountancy of Indiana are eligible to sit for the Uniform C.P.A. Examination in Indiana. Most accounting graduates will need to engage in further study to be eligible to sit for the exam.

Those who wish to engage in public accounting practice in Indiana as certified public accountants should familiarize themselves with the rules and regulations issued by the Indiana State Board of Accountancy, Indiana Professional Licensing Agency, 302 W. Washington Street, Rm. E034, Indianapolis, IN 46204-2724; phone (317) 232-2980. Students planning practice outside Indiana should consult the C.P.A. board in their state of residence. Call 1-800-CPA-EXAM for additional information.

Internships in business or government are available on a selective basis during the fall, spring, or summer. Fall is the ideal time to apply for an accounting internship, as the majority of public accounting internships are spring-semester positions. For further information about internships, contact the Kelley Career Placement Office, Business/SPEA Building 4090; phone (317) 278-7842.

Major Requirements

Junior and Senior Years:

- BUS-A 311, BUS-A 312, BUS-A 325, BUS-A 328, BUS-A 337, BUS-A 424, and BUS-A302
- Two accounting electives from the following: BUS-A 375, BUS-A 335, BUS-A 339, BUS-A 380, BUS-A 422, BUS-A 439, BUS-A 460, BUS-A 490, or another approved accounting or systems course.

Nonaccounting concentration (9 cr.): Students must use these hours to build a three-course sequence that comprises a concentration. The concentration creates an expertise that is typically in a nonaccounting business area (e.g., international business or finance). However, a concentration that includes non-business courses (e.g., courses in criminal justice or computer technology) may be acceptable.

This concentration might be obtained in a number of ways. For example, students might construct a three-course sequence in a particular area such as finance, computer information systems, or something similar. Information about preapproved concentrations may be obtained from the Kelley School of Business advisors. Students may construct their own concentration, but all proposed concentrations must have approval from an accounting or systems faculty member. Students also are encouraged to use this flexibility to double major in a business area or to earn an outside minor.

One minor that students can pursue that is for Accounting students only is the Criminal Justice Accounting Minor. This is offered through the School of Public and Environmental Affairs. Three courses from the minor can be used as the non-accounting concentration and then two more courses are needed for the minor. There is also a PDF check sheet that lists the classes for the Criminal Justice Accounting Minor.

CPA Exam Preparation

Two accounting electives are required for the accounting degree. However, the accounting faculty strongly recommends that students who are interested in professional accounting careers and becoming a Certified Public Accountant (CPA) should take the following three elective courses:

- BUS-A 422 (Advanced Financial Accounting)
- BUS-A 339 (Advanced Income Tax)
- BUS-A 335 (Fund Accounting)

Additionally, the following course would be helpful in preparing for the CPA Exam.

- BUS-A 439 (Advanced Auditing)
- BUS-A 460 (Information Systems Security Assurance)

Internal Auditing Focus

Students who do not choose to pursue a career as a CPA but who want to pursue a career in internal auditing, should select the following two electives.

- BUS-A 344 (Internal Auditing, Entrprise Risk Management and Assurance)
- BUS-A 469 (Information Systems Security Assurance)

Note: Most states (including Indiana) require accounting professionals who wish to be licensed as certified public accountants to complete 150 credit hours of education with an accounting major. Students must choose among three alternatives. Students who plan to forego C.P.A. licensure may begin their careers after four years with a bachelor's degree. Students interested in licensure may either apply to the Master of Professional Accountancy program and continue for a fifth year to earn a master's degree (fulfilling the 150-hour requirement) or enter the workforce after four years (with the bachelor's degree) and continue to work toward the master's as part-time or returning students.

The Department of Accounting has created a Master of Professional Accountancy Program for students wishing to pursue licensure.

Updated 1-30-12

Department of Business Law

The business law department's course offerings acquaint students with a critical external factor affecting business operations: the law. The courses provide students with an understanding of the nature, functions, and practical operations of the legal system.

They also provide considerable information about the most important legal rules restricting—and facilitating—business operations. Finally, they help develop both critical-reasoning skills and an appreciation of the social, ethical, and economic forces that help make the law what it is.

Although a major in business law is not currently available on the Indianapolis campus, courses in this department may be elected to enhance most other business majors.

Department of Finance

The finance undergraduate curriculum provides a high degree of flexibility while offering the basic preparation needed to deal with the complexities of the modern financial environment.

All students in the major must take a common core of three courses: BUS-A 310, BUS-F 303, and BUS-F 305. These three courses provide a basic grounding in financial accounting systems, the capital and money markets, and corporate financial decision making. An understanding of these areas is necessary for someone who is planning a career in finance.

Finance Major

The undergraduate curriculum in this major is designed to provide familiarity with the instruments and institutions of finance and with a financial approach for structuring and analyzing management decisions. Course offerings are designed to integrate various aspects of the environment—such as the state of the economy, taxes, and legal considerations—into the decision-making process.

Study in finance, along with appropriate electives, provides academic preparation for careers in corporate financial management; commercial banking, savings and credit institutions; investment analysis; and the selling of financial instruments and services.

Candidates are encouraged to select electives in accordance with career objectives.

Major Requirements

Junior and Senior Years:

Finance core requirements:

- BUS-A 310
- BUS-F 303
- BUS-F 305

Students select two of the following:

- BUS-F 402
- BUS-F 420
- BUS-F 446
- BUS-F 494

Students select three of the following:

- BUS-A 312
- BUS-A 325
- BUS-A 328
- BUS-R 305
- BUS-R 440
- BUS-R 443
- ECON-E 305
- ECON-E 470
    - May choose from the following. Courses chosen for section above may not be counted here
- BUS-F 402
- BUS-F 420
- BUS-F 446
- BUS-F 494

Note: Double majors in finance and accounting may take any accounting course other than BUS-A 100, BUS-A 201, and BUS-A 202 as a Section C elective. In addition, double majors must take BUS-A 311 in lieu of BUS-A 310.

Updated 1-17-12

Department of Management

The Department of Management encompasses the areas of management, human resource management, organizational behavior, business policy, and international business. The curriculum is designed to offer students either a broad-based background preparing them for entrance into managerial positions or specialized training in an area of concentration.

At the undergraduate level, the department offers a major in management or human resource management, as well as the option to pursue a second major in international studies.

Management Major

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 devoted to improving this understanding through the study of individual and group behavior, organizational theory, and human resource development.

The undergraduate courses offered in this major focus not only on the broad aspects of management and organization, but also on developing skills for dealing with problems of motivation, organization design, and the increasingly complex problems of human resource allocations in our interdependent society.

This major provides the flexibility to accommodate students whose interests include preparation for corporate management training positions, application of behavioral science to management, personnel function in both line and staff capacities, and managing the small business.

Major Requirements

Junior and Senior Years:

- BUS-W 430 and BUS-Z 340
- Four of the following (a minimum of two must be business courses):
    - BUS-D 301, BUS-D 302, BUS-J 404, BUS-W 406, BUS-W 311, BUS-Z 494, BUS-Z 404, and BUS-Z 441

- ECON-E 304
- OLS 378
- PSY-B 370 and PSY-B 424
- SOC-R 317 and SOC-R 478
- Any 400-level Kelley School of Business course approved by a business advisor
    - Internships do not count toward the management elective

Human Resource Management Major

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

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

The objectives at the undergraduate level are to provide students with the broad spectrum of knowledge they need for a career in organizational leadership, to prepare them for a career in human resource management, and to encourage and develop interest in further study and research in this area.

Major Requirements

Junior and Senior Years:

- BUS-Z 340, BUS-Z 441, BUS-Z 443, and BUS-Z 445
- Two of the following:
    - BUS-W 430, BUS-Z 404, and BUS-X 480
    - OLS 331

International Studies Major

In response to new and dynamic patterns of international business, U.S. business firms have progressed far beyond the comparatively simple stage of import-export operations. Many companies are becoming multinational, with production units in numerous foreign countries. Private enterprise in the United States has become more intimately concerned with the economic, political, and social trends of foreign nations. The Kelley School of Business has recognized these developments in its global business programs. All students may elect two courses dealing with the general problems involved in international business: BUS-D 301 and BUS-D 302. They also may participate in overseas programs, which offer an opportunity to see firsthand the problems treated in the course of study, as well as the opportunity to enhance their language facility. Students who wish to continue studies in the international area may choose, as a second major, the international studies major. The international studies major is a second major only. It cannot be listed as a first major. The international studies major consists of 9 credit hours of course work taken in addition to the international dimension requirement. These 9 credit hours can be selected from the four options used for the international dimension requirement. (See the "General-Education Requirements" section of this bulletin.) See a business advisor to discuss the possible combinations for fulfilling this major's requirements.

Updated 3-30-12

Department of Marketing

Marketing Major

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 graduates who can approach problems with a clear understanding both of marketing and of the interrelationships between marketing and other functions of the firm.

Students planning careers in marketing management, advertising, sales, sales management, retailing, wholesaling, marketing research, or distribution normally major in marketing and then may pursue within the curriculum a modest degree of specialization in the area of their vocational interest.

Major Requirements

Junior Year

- BUS-M 303

Junior and Senior Years

Select four courses from the list below:

- BUS-M 401
- BUS-M 402
- BUS-M 405
- BUS-M 407
- BUS-M 412
- BUS-M 415
- BUS-M 419
- BUS-M 426
- BUS-P 320

Senior Year

- BUS-M 450

NOTE: If a student chooses to take BUS-P 320 and BUS-M 412 along with BUS-P 421, BUS-P 429 and two of the following: BUS-M 401, BUS-M 402, BUS-M 407, BUS-M 419, the student completes requirements for the Marketing major as well as the Supply Chain Management major. This qualifies the student for certification from the American Society for Training and Logistics (AST&L). For information go to http://www.astl.org/i4a/pages/index.cfm?pageid-3313.

Updated 1-26-12

Department of Operations

The Operations Department is responsible for the Supply Chain Management major. Over the years, the Operations Department has maintained a tradition of excellence that continues to evolve as the dynamic field of operations management continues to advance.

Supply Chain Management

Many of today's most admired businesses—companies like FEDEX, Toyota, and Wal-Mart—dominate the competition using supply chains as competitive weapons. Supply chain management includes all the activities involved in planning, sourcing, making, and delivering goods and services between suppliers, manufacturers, intermediaries, and customers.

Its major areas of study revolve around products, information, and cash flows between supply chain partners as well as balancing supply and demand, managing supplier and customer relations, improving processes, fulfilling orders, developing logistics and transportation networks, and controlling returns.

Our curriculum not only provides students with the knowledge and skills to successfully launch a career in supply chain management, but also prepares graduates for advancement in terms of promotion and responsibilities. While some students concentrate on supply chain management, many others combine it with their interests in finance, marketing, information technologies, entrepreneurship, accounting, and international business as part of a double major. In most of today's fast-paced, complex, and increasingly global businesses, a fundamental understanding of supply chain management is often crucial to success.

Major Requirements

Junior and Senior Years

- BUS-M 412, BUS-P 320, BUS-P 421, and BUS-P 429
- Three of the following:
  - BUS-M 303
  - BUS-M 401
  - BUS-M 402
  - BUS-M 407
  - BUS-M 419
  - BUS-W 406
  - BUS-W 311
  - BUS-Z 404
  - BUS-D 301
  - BUS-A 325
  - BUS-A 337
  - BUS-A 310 or BUS-A 460
  - BUS-F 305
  - BUS-F 494

Updated 1-26-12

Policies and Procedures

Undergraduate Policies

Academic Regulations and Scholastic Standards

Under the General Scholarship Rule, any student who does not possess the necessary preliminary training or who lacks other qualifications may be required by the Committee on Admissions and Probation to enroll in courses as the committee may designate or to take other corrective action as is necessary or desirable. The committee may review a student's record at any time and may take whatever action seems necessary for the student's best interest or for the best interest of the school.

Upon the recommendation of the appropriate school committee and with the approval of the dean of the Kelley School of Business, any student whose work is unsatisfactory or whose conduct is unethical may be dismissed from the Kelley School of Business.

Academic Misconduct Indiana University and the Kelley School of Business expect that students will follow the fundamental principles of academic integrity in the pursuit of learning. Academic integrity requires that students take credit only for their own work and ideas. Violation of these principles is considered an act of academic misconduct.

The Kelley School of Business strictly follows the guidelines listed in the *Code of Student Rights, Responsibilities, and Conduct* and the Kelley School of Business Honor Code. In addition, the school's policy regarding the appropriate penalty for any degree of academic misconduct permits the removal of the student from the course involved, with a grade of F.

Academic Standing Those students who consistently maintain a minimum grade point average of 2.0 (C) or higher in their cumulative records are considered to be in good standing.

Auditing Courses Students are not permitted to audit undergraduate business courses or M.B.A. courses. See the Master of Professional Accountancy program chair for the current policy regarding audit of M.P.A. classes.

Columbus Students Transferring to IUPUI Students who matriculate to Indiana University-Purdue University Columbus (IUPUC) and who wish to earn a Kelley School of Business Bachelor of Science in Business degree must meet senior residency requirements and complete the last 30 credit hours and half of the major courses on the IUPUI campus. Students cannot take any of the final course work in Columbus to receive the Kelley School of Business degree. The eight-year statute of limitations (see "Graduation Requirements") mandates that students complete their degree requirements within eight years in order to earn a Kelley degree. IUPUC students who wish to earn a Kelley degree must apply for admission to the Kelley School of Business in Indianapolis by the stated deadlines and meet all Indianapolis program requirements. Students must also apply to graduate from the Kelley School of Business in Indianapolis.

Integrative Core Prerequisites The prerequisites for the Integrative Core are strictly enforced: a total of 56 credit hours or more of college-level work; overall cumulative GPA of 2.0 or higher; the following courses with a grade of C or higher:

- BUS-K 201
  - K201 or any equivalent course is only good for five years before a student is admitted to Kelley
- BUS-X 100
- BUS-X 103 or BUS-X 203
- BUS-X 204
- COMM-R 110 and
- ENG-W 131

and the following courses successfully completed with a passing grade and a grade point average of 2.0 or higher:

- BUS-A 100
- BUS-A 201
- BUS-A 202
- BUS-L 203
- ECON-E 201
- ECON-E 202
- ECON-E 270
- MATH-M 118 and
- MATH-M 119

Option 1 admission to the Kelley School of Business in Indianapolis does not guarantee admission into the Integrative Core.

Maximum Semester Credit-Hour Load A typical academic load for full-time students is 12 to 15 credit hours. A student expecting to carry more than 18 credit hours during a regular semester or 7 credit hours in a summer session should have a minimum cumulative grade point average of 3.0 (B) or have earned a 3.0 (B) grade point average in the previous full semester. Note: Summer is not considered for this purpose.

Military-Related Credit Both Army and Air Force ROTC programs are available at Indianapolis. Completion of either program leads to a commission as a second lieutenant. Programs are available to both men and women. Courses are pursued in conjunction with an academic curriculum and receive academic credit as electives.

Placement credit is available to veterans and students with high school ROTC backgrounds. Veterans of military service are also eligible for academic credit as a result of their military training and experience. The Kelley School of Business follows the provisions of the "Guide to the Evaluation of Education Experiences in the Armed Services" issued by the American Council on Education (ACE) in granting credit. Credit in business subjects is evaluated as "undistributed" and is subject to oral or written examination for specific equivalency. Credit hours may be limited by university policy.

Physical Education Courses Students may elect a maximum of 4 credits of elective physical education courses (HPER-E courses). Physical education courses carry regular credit, count toward minimum degree requirements, and are included in the cumulative grade point average.

Probation, Dismissal, and Readmission Students are sent a warning following any regular semester or summer session in which they fail to attain a semester grade point average of 2.0 (C). They are placed on critical probation whenever their cumulative grade point average is below a 2.0 (C). At the discretion of the Committee on Admissions and Probation, a student whose cumulative grade point average falls significantly below a 2.0 (C) or whose grade point average continues to decline may be dismissed from the school.

The Committee on Admissions and Probation considers readmission petitions from students who have been dismissed if the appropriate waiting-out period has been observed. In such cases, petitions must be submitted at least 30 days prior to the semester or summer session in which the student wishes to be readmitted. Students who are readmitted to the Kelley School of Business must follow the current academic policies, curriculum requirements, and graduation requirements in effect at the time they are readmitted.

Upper-Level Business Courses Kelley School of Business students must have senior standing and have completed the Integrative Core to enroll in 400-level business courses. Enrollment in business courses numbered 301-499 is limited to the following:
1. Kelley School of Business students.
2. Non-business students who are registered for the minor in business.
3. Non-business students who are registered for degree programs requiring specific business courses. Such programs include engineering, health administration, journalism, and telecommunications. (Enrollment will be permitted only in the required business courses using this priority category.)
4. Other students with specific permission of the department offering the course. Departments may choose to declare certain courses "open enrollment" courses.
5. Graduate continuing nondegree students may take upper-level business courses with permission.

Unless students are registered in an official program, as identified in items (2) and (3) above, a maximum of 12 credit hours of upper-level business courses may be taken. In addition, for students enrolled in these specific programs, upper-level business courses may comprise no more than 25 percent of their programs.

To enroll in an upper-level business course (301 or higher), a non-business student must meet course prerequisites and have a minimum cumulative grade point average of 2.5 (on a 4.0 scale).

Credit Earned Externally or Transferred to IU

CLEP and DANTES Credit The Kelley School of Business does not accept CLEP or DANTES credit for business courses; however, the school will accept CLEP or DANTES credit awarded by other IUPUI academic units for non-business courses.

Credit for Independent Study by Correspondence The Kelley School of Business accepts a maximum of two courses (6 credit hours) taken by corresponce to satisfy degree requirements. However, because of their basic

importance in the degree program, the following courses or their equivalents may not be taken by correspondence to satisfy admission or degree requirements:

- Business or economics courses;
- Prerequisites (for both business and non-business courses);
- Courses required for a major (for both business and non-business courses).

Any exceptions to the above policy must have the written approval of the executive director of academic programs, Indianapolis. Note: Correspondence courses cannot be taken during the last 30 credit hours of study without petitioning for waiver of senior residency.

Credit for Self-Acquired Competency The Kelley School of Business does not award credit on the basis of self-acquired competency (for example, work experience). However, the school will give waiver examinations for specific courses when the chair of the department offering the course feels a student's experience gives that student a reasonable chance of passing the examination. To be eligible to take a waiver examination, the student must be regularly registered at IUPUI.

The school will not accept the transfer of credit from other institutions for business courses if the credit was awarded on the basis of self-acquired competency.

For non-business courses, the school will accept course-specific credit awarded on the basis of self-acquired competency by other baccalaureate-granting divisions/ schools of Indiana University and by other institutions accredited by the North Central Association of Colleges or comparable regional associations.

The school will not accept general (non-course-specific) self-acquired competency credit awarded by other divisions or schools of Indiana University or by other institutions.

Transfer of Credit

1. Transfer of Credit from Other Colleges and Universities

Acceptance of credit from other institutions, including Purdue University, will be determined by the IUPUI Office of Admissions. The applicability of credit toward degree requirements in the Kelley School of Business will be determined by the school. Credits in business courses at the lower-division level (100- and 200-level courses) that are accepted for transfer are usually accepted for specific course equivalency.

Courses in upper-division business subjects (300- and 400-level courses) may be accepted for specific equivalency if the course work is taken in the junior or senior year at a four-year institution that is accredited by the Association to Advance Collegiate Schools of Business (AACSB). If the institution is not so accredited, credit in upper-division courses accepted for transfer will be accepted as "undistributed" credit subject to oral or written examination for equivalency.

Upper-division business courses taken in the freshman or sophomore year at four-year institutions may be accepted as "undistributed" credit subject to oral or written examinations for specific equivalency.

Upper-division business courses taken at two-year institutions may be accepted as "undistributed" credit that will count only as business electives. No more than 94 credit hours may be accepted for transfer from a four-year institution. Course grades from other institutions are not transferred; only credit hours earned in a course are recorded. Evaluation of credit is completed after a student is admitted to the university.

2. Transfer of Credit from Junior and Community Colleges

No more than 64 credit hours earned at junior or community colleges may be applied to an Indiana University Kelley School of Business degree.

3. Transfer of Credit from Other Indiana University Campuses

Four-year degree programs in certain major areas may be completed at Indiana University East, Indiana University-Purdue University Fort Wayne, Indiana University Kokomo, Indiana University Northwest, Indiana University South Bend, Indiana University Southeast, and Indiana University-Purdue University Columbus, as well as at the Bloomington and Indianapolis campuses. Admission and degree requirements will vary among campuses.

Students wishing to transfer to the Kelley School of Business in Indianapolis are required to meet the same admission requirements to the school as do all other students, both internal and external, at the Indianapolis campus. Students who expect to graduate from the IU Kelley School of Business in Indianapolis must complete the last 30 credit hours of the degree program and one-half of their major requirements at the Indianapolis campus and complete an application to the school.

Ordinarily, such students must complete the Integrative Core (BUS-F 301, BUS-M 301, and BUS-P 301) on the Bloomington or Indianapolis campus. Transfer students who have completed all three courses of the Integrative Core before starting classes on the Indianapolis campus are required to enroll in BUS-X 390 The Integrative Experience (1 cr.) during their first semester of admission to the Kelley School of Business. A minimum grade of C- is required in the course. This course requirement applies to all students transferring credit for BUS-F 301, BUS-M 301, and BUS-P 301 from other institutions or another Indiana University campus. Students who are unclear about this requirement should see an academic advisor in the Kelley School of Business.

Grading System

Incomplete Courses A temporary grade of Incomplete (I) on the transcript indicates that the work completed is satisfactory but that the entire course has not been completed. A grade of I may be assigned only if the student is not in attendance during the last 25 percent of a semester or summer session and the instructor has reason to believe that the absence was beyond the student's control. Otherwise, the instructor shall assign a grade of F.

It is the instructor's responsibility to specify the work to be done to remove the Incomplete as well as the period of time allowed for completion. However, it is the student's responsibility to contact the instructor to verify that all requirements have been completed. If the Incomplete is not removed within one calendar year of

the date of the recording of the Incomplete grade, the registrar will automatically change the I to an F grade. The instructor may, however, require the Incomplete to be removed after a period that is less than one year. Upon satisfactory completion of the work within the time allowed, the Incomplete will be removed and the earned grade recorded. In special circumstances, the dean may authorize that a grade of I be changed to a grade of W (Withdraw).

Students do not reenroll in a course in which they have a grade of I.

Pass/Fail Option Business students may elect to take 3 credit hours each semester with a grade of P (Pass) or F (Fail), with a maximum of 6 credit hours each school year, including summer sessions. The election of this option must be exercised by the student within the first three weeks of the semester or equivalent time period in a summer session. Limitations on use of the Pass/Fail option are as follows: Kelley School of Business students may not take any business course Pass/Fail; and the Pass/Fail option cannot be used for courses that satisfy the general-education requirement or any course that would fulfill a major requirement. In short, the option can be used only for courses that are pure electives taken outside the Kelley School of Business. A grade of P is not counted in the cumulative grade point average, but a grade of F is included. A grade of P cannot be changed subsequently to a grade of A, B, C, or D.

Withdrawals A grade of W (Withdraw) is given automatically on the date of withdrawal to a student who withdraws during the first seven weeks of a regular semester or during the first three weeks of a summer session.

After the automatic withdrawal deadline, instructors have the option of assigning a grade of W (if the student is passing on the date of withdrawal) or F (if the student is failing on the date of withdrawal).

Any student wishing to withdraw from a business course in the final quarter of the semester (after the final drop date published in the *Schedule of Classes*) will be required to submit a petition describing the reason for the request. If the instructor of the course supports the student's request, the instructor must sign the petition and a drop/add slip. The Appeals Committee will review these petitions. Approval for a student to withdraw with a grade of W will be granted only in cases of illness or emergency.

Graduation Requirements

Though the school makes every attempt to provide students with ample advising and counseling help, *students in the Kelley School of Business are responsible for planning their own programs and for meeting degree requirements*. It is the student's responsibility to understand fully and comply with all the provisions of this bulletin. Requests for deviation from department, program, or school requirements may be petitioned in writing through the Program Office in BS3024. Such petitions will be reviewed by the Petitions Committee and granted only in consultation with the respective chair, director, or dean, or their respective administrative representatives.

Credit Deadline All course work except work from the current semester must be completed and recorded on the degree candidate's Indiana University transcript at least one month prior to the date of graduation.

Credit Hours and GPA Requirements A minimum of 124 credit hours of college-level work must be successfully completed in courses meeting the various requirements stated in this bulletin to earn the Bachelor of Science in Business degree. Of this number, at least 48 credit hours must be in business and economics courses and at least 56 credit hours must be in courses other than business and economics. For special rules concerning the accounting major, see "Departments and Majors" in this bulletin. A minimum cumulative GPA of 2.0 (C) is required for graduation. In addition, for students admitted or readmitted in the fall of 2002 or later, students must achieve a minimum GPA of 2.0 (C) in business and economics courses not counted toward general education, and a minimum GPA of 2.0 (C) in their major requirements to graduate from the Kelley School of Business. Students with outstanding cumulative GPAs may graduate with honors. (See "Academic Distinction" in the "Special Opportunities" section.)

Senior Residence Requirement Students who expect to receive the B.S. in Business degree from the Indiana University Kelley School of Business Indianapolis must complete the last 30 credit hours of work toward the degree program and one-half of their major requirements on the Indianapolis campus.

Permission to take up to 6 credit hours of the last 30 credit hours at another institution or by correspondence may be requested by petitioning the executive director of academic programs, Business/SPEA 3024, 801 W. Michigan Street, Indianapolis, IN 46202-5151; phone (317) 274-2147.

Degree Applications Candidates for the B.S. in Business degree must file an Intent to Graduate form with the Recorder's Office, Kelley School of Business, Business/SPEA Building 3024. Application deadlines are April 1 for December graduation, November 1 for May graduation, and January 15 for August graduation. Kelley School of Business transcripts may reflect from one to three majors and zero to two minors. Majors and minors do not show on the diploma.

Statute of Limitations Candidates for the B.S. in Business degree have the right to complete the degree requirements specified by the bulletin in effect at the time they were admitted or readmitted to Indiana University, as long as the required courses are available and no more than eight calendar years have elapsed since the date of admission or readmission and providing the student has not had an interruption in enrollment of two years or more. In the event that the required courses are not available or more than eight years have elapsed, students are required to meet the degree requirements currently in effect. Students who are unclear about this requirement should see a Kelley School of Business advisor.

Updated 1-26-12

Graduate and Professional Policies

For complete information regarding Graduate Policies for the IU Kelley School of Business, please refer the M.B.A. Handbook on the IUPUI Kelley website.

Student Organizations & Services

The faculty of the Kelley School of Business recognizes that student organizations contribute greatly to the programs of the school. Some of these are honorary organizations facilitating recognition of outstanding performance. Others enable students to develop their interests in various fields through extracurricular programs. More information about the organizations and names of individuals to contact is available in the Program Office, Business/SPEA Building 3024; phone (317) 274-2147.

Accounting Association The Accounting Club maintains a close relationship with IUPUI accounting students, alumni, accounting faculty, and practicing accountants. Members provide numerous services to the community and university, including free help with income tax issues, tutoring in accounting subjects, auditing of student organizations, and the arrangement of scholarships for accounting students. Members meet for discussions and panel presentations and to hear speakers from prominent businesses and accounting firms. Membership is open to all students.

Capital Investment Club The Capital Investment Club is a professional organization and the premier club of the IU Kelley School of Business. Founded in 2011, CIC provides unique learning, networking, and experiential opportunities to its members in Indianapolis, IN

Delta Sigma Pi This national professional fraternity for students enrolled in schools of business fosters the study of business in universities, encourages scholarship, promotes closer affiliation between the business world and business students, and furthers the development of high standards of business ethics. Public outreach via guest speakers, corporate tours, and volunteer community service is an important part of Delta Sigma Pi's activities.

Entrepreneurship Club The Entrepreneurship Club is an organization through the Kelley School of Business, Indianapolis. Although affiliated with the Kelley School, the club is open to all majors and disciplines on the IUPUI campus. On the whole, the EC promotes entrepreneurship through the use of guest speakers, networking events, and simulations. Each event is intended to teach, but also attempts to illustrate the fun and excitement that entrepreneurship can generate.

IUI Finance Association

International Business Club Open to all students, the IBC is designed to address the international aspects of business enterprise. The IBC sponsors company visits, serves as a liaison with other international groups, and distributes information on international opportunities. Representatives from multinational firms are frequent guests.

Kelley Indianapolis Cares (KIC) Kelley Indianapolis Cares (KIC) is here to bring you service learning opportunities and help you develop both strong social responsibility awareness and practices for any level of atmosphere you may encounter - whether personal or work.

Marketing Club All students concentrating in the field of marketing are eligible to join this organization, which is affiliated with the American Marketing Association. Its objectives are to further the individual welfare of its members; acquaint its members with practical situations in the marketing field; foster marketing research in the fields of advertising, retailing, and sales; and promote fellowship among marketing students and faculty. Outside speakers frequently address the club.

Society for Human Resource Management - Our mission is to provide students with the opportunity to gain knowledge and insight into the effective management of personnel in the field of Human Resource Management through affiliation with the IndySHRM and National SHRM organizations.

Kelley School of Business Indianapolis Student Government Kelley School of Business Indianapolis Student Government (KSBISG) is the governing body over Kelley Clubs and Organizations. KSBISG is also a liaison to University Student Government to allow Kelley students' voices be heard regarding campus decisions and issues.
Mission Statement:
Enhancing, guiding, and promoting student organizations for further academic and professional development of students at the Indiana Universit of Kelley School of Business Indianapolis (KSBISG). The purposes of KSBISG are:

1. To represent and act in the best interest of the KSBISG student body.
2. To communicate concerns of the students to the KSBISG administration as well as the Undergraduate Student Government.
3. To promote student involvement in organizations.
4. To coordinate activities among organizations within the School.
5. To encourage the establishment of student organizations related to the fields of business.
6. To allocate the activity fee among organizations in the KSBISG as described in the IUPUI Student Activity Fee Guidelines.

Contact info
Club Advisor: Angie Meyer, angjmeye@iupui.edu and Carly Grennes, crstamey@iupui.edu
Website: www.ksbisg.org

Operations & Supply Chain Management Club (OSCM)
As a positive influence, representing the Kelley School of Business Indianapolis, the Operations and Supply Chain Management Student Organization (OSCM) will strive to offer opportunities for both members and businesses through service learning as well as educate its members on the varying disciplines within the supply chain management field.

Women in Business (WIB) Women in Business (WIB) is an undergraduate student organization dedicated to advancing the success of women within the Kelley School of Business Indianapolis. Women in Business is intended to help guide women attending the Kelley School of Business Indianapolis in a better direction. The main objective is to inform members of the different career opportunities, current trends, and attitutdes that women may experience in the business world. We do this by

providing experiences through which members can mature and evolve as professional women.

Updated 1-26-12

Faculty

Kelley School of Business Administrators and Faculty, Bloomington and Indianapolis

The faculty of the Indiana University Kelley School of Business at Bloomington and Indianapolis are identified below. In addition to these full-time faculty, a dedicated group of individuals who work elsewhere full-time also teach classes for the school. Although some of these people are new each semester, many have made long-term commitments to the Kelley School of Business. We gratefully acknowledge their contributions to the strength of the faculty and the school.

Administrative Officers

- Daniel C. Smith, Ph.D., *Dean*
- Idalene Kesner, Ph.D., *Associate Dean of Faculty and Research*
- M.A. Venkataramanan, Ph.D., *Associate Dean of Academic Programs*
- Ash Soni, Ph.D., *Associate Dean - Information Technology*
- Philip Cochran, Ph.D., *Associate Dean for Indianapolis Operations*
- Kenneth Carow, Ph.D., *Associate Dean for Indianapolis Research and Programs*
- Teresa Kase, *Assistant Dean of Finance and Operations*
- Richard Dupree, *Assistant Dean - Development and Alumni Relations*

Administrative Offices

- Philip L. Cochran, Ph.D. (University of Washington, 1973), *Associate Dean for Indianapolis Operations*
- Kenneth A. Carow, Ph.D. (Purdue University, 1995), *Associate Dean for Indianapolis Research and Programs*

Academic Advisors

- Maureen Kinney, M.S. Ed. *(Indiana University, 2003) Assistant Director of Undergraduate Program*
- Jane McDonald, M.S. Ed. *(Indiana University, 1993) Assistant Director of Student Services*
- Megan Applegate, M.S. Ed. *(Indiana University, 2011)*
- Carly Stamey Grennes, M.S. *(Miami University, 2008)*
- W. Eric Raider, M.S. Ed. *(Indiana University, 2007)*

Administrative Recorder

- Deborah K. Moore, B.S.W. *(Indiana University, 1997)*

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Faculty

- Acito, Franklin, Ph.D. *(State University of New York at Buffalo, 1976), Professor of Marketing, Director of the Kelley Institute for Business Analytics, and Max Barney Faculty Fellow*
- Aguinis, Herman, Ph.D. *(State University of New York at Albany, 1993), Professor of Management and Entrepreneurship, Director of the Institute for Global Organizational Effectiveness, and Dean's Research Professor*
- Akaiwa, Frank, M.B.A. *(Indiana University, 1994), Senior Lecturer in Operations and Decision Technologies*
- Anderson, Kyle, Ph.D. *(Indiana University, 2006), Clinical Assistant Professor*
- Andrew-Mohr, Joelle, M.S. *(Indiana University, 1999), Program Director, Kelley Direct*
- Andrews, Jonlee, Ph.D. *(University of Wisconsin-Madison, 1992), Clinical Professor of Marketing, Director of the Center for Brand Leadership, Associate Chair of MBA Program, and Nestle Faculty Fellow*
- Arif, Salman, Ph.D. *(Stanford University, 2012), Assistant Professor of Accounting*
- Aydin, Goker, Ph.D. *(Stanford University, 2003), Associate Professor of Operations and Decision Technologies*
- Bailey-Hughes, Brenda, M.A. *(Ball State University, 1991), Senior Lecturer in Communication, Professional, and Computer Skills*
- Bala, Hillol, Ph.D., (University of Arkansas, 2008), *Assistant Professor of Operations and Decision Technologies*
- Baldwin, Timothy T., Ph.D. *(Michigan State University, 1987), Professor of Management and Entrepreneurship, and Eveleigh Professor in Business Leadership*
- Banks, Karen, M.S. *(Indiana University, 1995), Senior Lecturer in Communication, Professional, and Computer Skills*
- Bastianelli, Ann L. M.B.A. *(Indiana University, 1982), Senior Lecturer in Marketing*
- Baye, Michael R., Ph.D. *(Purdue University, 1983), Bert Elwert Professor in Business, Professor of Business Economics and Public Policy, and Adjunct Professor Economics (College of Arts and Sciences)*
- Beneish, Messod Daniel, Ph.D. *(University of Chicago, 1987), Professor of Accounting and Sam Frumer Professor*
- Bennett, Timothy, M.S. *(Indiana University, 2007), Lecturer*
- Ben-Rephael, Azi, Ph.D. *(Tel Aviv University, 2011), Assistant Professor of Finance*
- Bhattachrarya, Utpal, Ph.D. *(Columbia University, 1990), Associate Professor of Finance*
- Billett, Matthew, Ph.D. *(University of Florida, 1993), Professor of Finance and Dean's Faculty Fellow*
- Birr, Martin J., M.B.A. *(Indiana University, 1987), Trustee Lecturer of Accounting*
- Blocher, James D., Ph.D. *(Purdue University, 1991), Chairperson and Associate Professor of Operations and Decision Technologies and Weimer Faculty Fellow*
- Bonser-Neal, Catherine, Ph.D. *(University of Chicago, 1988), Associate Professor of Finance and Chairperson, Evening MBA Program*

- Bowers, Thomas, J.D. *(New York University, 1977), Associate Professor of Business Law and Ethics*
- Bretthauer, Kurt M., Ph.D. *(Indiana University, 1990), Chairperson of Doctoral Program, Professor of Operations and Decision Technologies, and Kimball Faculty Fellow*
- Briggs, Carl M., Ph.D. *(Indiana University, 1992), Clinical Associate Professor of Operations and Decision Technologies*
- Brimm, David, J.D. *(Indiana University Purdue University Indianapolis, 2003), Lecturer of Communication, Professional and Computer Skills*
- Brown, Darrell E., Ph.D. *(Union Institute, 2001), Associate Professor of Business Administration*
- Brown, Eve, J.D. *(University of California-Davis, 2005), Senior Lecturer in Business Law and Ethics*
- Brown, Jason, Ph.D. *(University of Pittsburgh, 2009), Assistant Professor of Accounting and Eli Lilly and Co. Faculty Fellow*
- Buchholz, Laura, M.B.A. *(Indiana University, 1992), Senior Lecturer in Marketing*
- Burke, Raymond R., Ph.D. *(University of Florida, 1985), Chairperson and Professor of Marketing and E. W. Kelley Chair of Business Administration*
- Byrer, Joyce Kay, Ph.D. *(Indiana University, 1991), Senior Lecturer in Operations and Decision Technologies*
- Cady, John, Ph.D. *(State University of New York at Buffalo, 1975), Clinical Professor of Marketing and Executive Director of the Kelley Executive Education Foundation*
- Cakirer, Kerem, Ph.D. *(University of Texas at Austin, 2007), Lecturer in Business Economics and Public Policy*
- Campbell, Terry, D.B.A. *(Indiana University, 1979), Clinical Professor of Accounting*
- Canada, Richard B., M.S. *(Indiana University, 1969), Senior Lecturer in Marketing*
- Carow, Kenneth A., Ph.D. *(Purdue University, 1993), Associate Professor of Finance and* Associate *Dean for Indianapolis Research and Programs*
- Cattani, Kyle, Ph.D. *(Stanford University, 1997), Associate Professor of Management and Entrepreneurship and W.W. Granger Inc. Faculty Fellow*
- Chandukala, Sandeep, Ph.D. *(The Ohio State University, 2008), Assistant Professor of Marketing and 3M Junior Faculty Fellow*
- Chappell, Mary E., M.B.A. *(Indiana University, 1994), Director of External Affairs-Indianapolis and Adjunct Lecturer*
- Clark, Paige, M.B.A. *(Ball State University, 2006), Lecturer in Communication, Professional and Computer Skills*
- Clayton, Matthew, Ph.D. *(Northwestern University, 1996), Associate Professor of Finance and Eli Lilly and Co. Faculty Fellow*
- Cochran, Philip L., Ph.D. *(University of Washington, 1973), Thomas Binford Chair in Corporate Citizenship and Professor of Management and Associate Dean for Indianapolis Operations*
- Colon, Carlos, Ed.D. *(Indiana University, 2004), Lecturer in Communication, Professional, and Computer Skills*
- Cornaggia, Jess, Ph.D. *(University of Texas at Dallas, 2009), Assistant Professor of Finance*
- Covin, Jeffrey G., Ph.D. *(University of Pittsburgh, 1985), Samuel and Pauline Glaubinger Professor of Entrepreneurship and Professor of Management and Entrepreneurship*
- Cox, Anthony D., Ph.D. *(Indiana University, 1984), Professor of Marketing and Dean's Faculty Fellow*
- Cox, Dena S., Ph.D. *(University of Houston, 1984), Professor of Marketing*
- Craig, Byron, M.A. *(Indiana University, 2003), Lecturer in Communication, Professional and Comp*uter Skills
- Crawley, Michael, Ph.D. *(University of Texas at Austin, 2010), Assistant Professor of Accounting*
- Cutshall, Rex, M.B.A. *(University of Evansville, 1988), Senior Lecturer in Operations and Decision Technologies and Arcelor Mittal Distinguished Lecturer*
- Dalton, Catherine M., Ph.D. *(Indiana University, 1991), Professor of Strategic Management and David H. Jacobs Chair of Strategic Management*
- Dayton, Keith, M.B.A. *(Indiana Wesleyan, 1983), Senior Lecturer in Communication, Professional and Computer Skills*
- De Los Santos, Babus, Ph.D. *(University of Chicago, 2008), Assistant Professor of Business Economics and Public Policy*
- Denekamp, Johannes, Ph.D. *(Ohio State University, 1988), Senior Lecturer in Management and Entrepreneurship*
- Dennis, Alan, Ph.D. *(University of Arizona, 1991), John T. Chambers Chair of Internet Systems and Professor of Operations and Decision Technologies*
- Dhanaraj, Charles, Ph.D. *(University of Western Ontario, 1999), Associate Professor of Management*
- Dingman, Diana, M.B.A. *(Webster University, 1999), Lecturer in Marketing and Director of the Center for Global Sales Leadership*
- Dobos, Scott, M.B.A. *(University of Connecticut, 1996), Lecturer in Operations and Decision Technologies*
- Dollinger, Marc J., Ph.D. *(Lehigh University, 1983), Professor of Management and Entrepreneurship and Editor of Business Horizons*
- Donahue, Kimberly A., M.B.A. *(Wright State University, 1988), Senior Lecturer in Marketing*
- Duhachek, Adam, Ph.D. *(Northwestern University, 2004), Associate Professor of Marketing and Nestle-Hustad Professor*
- Dunn-Jensen, Linda, Ph.D. *(New York University, 2006), Clinical Assistant Professor of Management and Entrepreneurship*
- Easton, Anna L., M.S. *(Indiana University, 1976), Senior Lecturer in Communication, Professional, and Computer Skills*
- Ellul, Andrew, Ph.D. *(London School of Economics, 2001), Associate Professor of Finance and Fred T. Greene Chair*
- Evans, Mark, Ph.D. *(Duke University, 2009), Assistant Professor of Accounting*
- Evans Groth, Nicole, M.I.S. *(Indiana University, 2004), Lecturer in Communication, Professional, and Computer Skills*

- Fedorikhin, Alexander, Ph.D., *(University of Iowa, 1998), Associate Professor of Marketing*
- Fella, Sheri, M.B.A. *(Indiana University, 1992), Lecturer in Management and Entrepreneurship*
- Fisher, Joseph G., Ph.D. *(Ohio State University, 1987), Professor of Accounting and Harry Sauvain Chair*
- Fletcher, Kathy J., Ph.D. *(Indiana University, 1986), Senior Lecturer in Communication, Professional, and Computer Skills*
- Flynn, Barbara L., DBA *(Indiana University, 1984), Professor of Operations Management*
- Flynn, E. James, Ph.D. *(Indiana University, 1985), Clinical Professor of Management*
- Frohlich, Markham T., D.B.A. *(Boston University, 1998), Associate Professor of Operations Management*
- Garcia, P. Roberto, Ph.D. *(University of Michigan, 1996), Clinical Professor of Management and Entrepreneurship*
- Gerth, Anthony, M.B.A. *(Ashland College, 1983), Clinical Associate Professor of Operations and Decision Technologies*
- Glass, Katherine, M.B.A. *(Indiana University, 1984), Lecturer in Accounting*
- Goddin, Jeffrey K., M.A. *(Indiana University, 1974), Senior Lecturer in Communication, Professional and Computer Skills*
- Goldman, Eitan, Ph.D. *(University of Pennsylvania at Wharton, 2000), Associate Professor of Finance and FedEx Faculty Fellow*
- Grandorf, James N., M.B.A. *(Indiana University, 1964), Clinical Professor of Accounting*
- Greene, David E., J.D. *(Indiana University, 1974), Clinical Professor of Accounting*
- Greiner, Daniel, M.S. *(Virginia Polytechnic Institute and State University, 1986), Clinical Associate Professor of Finance*
- Grimm, Robert, Ed.D. *(George Washington University, 1990), Clinical Associate Professor of General Business*
- Gupta, Nandini, Ph.D. *(University of Pittsburgh, 2000), Associate Professor of Finance and Koenig Faculty Fellow*
- Haeberle, David, M.B.A., J.D. *(Indiana University, 1986), Clinical Associate Professor of Finance and J. Dwight Peterson Faculty Fellow*
- Harbaugh, Richmond, Ph.D. *(University of Pittsburgh, 1997), Associate Professor of Business Economics and Public Policy and Weimer Faculty Fellow*
- Hassell, John M., Ph.D. *(Indiana University, 1983), Professor of Accounting and OneAmerica Professor of Accounting*
- Hauskrecht, Andreas, Ph.D. *(Freie University, 1995), Clinical Associate Professor of Business Economics and Public Policy*
- Hayford, Stephen L., J.D. *(Indiana University, 1987), Professor of Business Law and Ethics*
- Hays, Gerry, J.D. *(Indiana University, 1997), Lecturer in Finance*
- Head, Julie S., B.S. *(Indiana University, 1982), Senior Lecturer in Accounting*
- Heese, Hans Sebastian, Ph.D. *(University of North Carolina, 2004), Associate Professor of Communication, Professional, and Computer Skills*
- Heidwald, Jeanette, L., M.A.T. *(Indiana University, 1998), Senior Lecturer in Communication, Professional, and Computer Skills*
- Heltsley, April, M.A. *(Indiana University, 1990), Senior Lecturer in Communication, Professional, and Computer Skills*
- Heron, Randall A., Ph.D. *(Purdue University, 1995), Associate Professor of Finance and Schmenner Faculty Fellow*
- Hewitt, Max, Ph.D. *(University of Washington, 2007), Assistant Professor of Accounting*
- Hillier, Janet, Ph.D. *(Indiana University, 1990), Clinical Assistant Professor of Management and Entrepreneurship*
- Hite, Peggy A., Ph.D. *(University of Colorado, 1986), Professor of Accounting and Monroe Shine Faculty Fellow*
- Hodder, Leslie Davis, Ph.D. *(University of Texas at Austin, 2001), Associate Professor of Accounting and Ernst & Young Faculty Fellow*
- Holden, Craig W., Ph.D. *(University of California, Los Angeles, 1990), Professor of Finance*
- Hopkins, Patrick E., Ph.D. *(University of Texas, 1995), Professor of Accounting and Deloitte Foundation Accounting Faculty Fellow*
- Hu, Shanshan, Ph.D. *(University of Michigan, 2009), Assistant Professor of Operations and Decision Technologies*
- Hu, Xinxin, Ph.D. *(University of Michigan, 2005), Assistant Professor of Operations and Decision Technologies*
- Ippolito, Mark E., M.B.A. *(Seton Hall University, 1976), Senior Lecturer in Operations and Decision Technologies*
- Israelsen, Ryan, Ph.D. *(University of Michigan, 2009), Assistant Professor of Finance*
- Jacobs, F. Robert, Ph.D. *(Ohio State University, 1979), Professor of Operations and Decision Technologies and Chase Faculty Fellow*
- James, Jerry, M.B.A. *(University of Chicago, 1975), Senior Lecturer in Finance*
- Jamison, Robert W., Ph.D. *(University of Texas at Austin, 1980), Professor of Accounting*
- Jennings, Robert H., Ph.D. *(University of Texas at Austin, 1981), Professor of Finance and Gregg T. and Judith Summerville Chair*
- Jensen, Anna, M.B.A., *(Ball State University, 2000), Lecturer in Accounting*
- Jerden, Jonathan, M.B.A. *(Butler University, 1990), Graduate Program Coordinator*
- Johnson, Kari, B.M. *(Belmont University, 1997), Lecturer in Operations and Decision Technologies*
- Jones, Steven L., Ph.D. *(Purdue University, 1988), Chairperson and Associate Professor of Finance*
- Kamma, Sreenivas, Ph.D. *(State University of New York at Buffalo, 1987), Chairperson and Associate Professor of Finance*
- Kanning, Myron, M.B.A. *(Xavier University, 1975), Senior Lecturer in Management and Entrepreneurship*

- Keller, J. Howard, M.B.A., *(Indiana University, 1978), Trustee Lecturer of Accounting*
- Kelmer, Michele, M.A. *(Florida State University, 1996), Lecturer in Communication, Professional and Computer Skills*
- Kennedy, Thomas G., J.D. *(Indiana University, 1971), Clinical Associate Professor of Accounting*
- Kesner, Idalene F., Ph.D. *(Indiana University, 1983), Associate Dean of Faculty and Research, Frank P. Popoff Professor of Strategic Management, and Professor of Management and Entrepreneurship*
- Khatri, Vijay, Ph.D. *(University of Arizona, 2002), Associate Professor of Operations and Decision Technologies, Director of the Kelley Institute for Business Analytics, and Weimer Faculty Fellow*
- Kinser, Amy, J.D. *(Indiana University, 2001), Co-Director and Senior Lecturer of Communication, Professional, and Computer Skills*
- Kinser, J. Eric, M.S. *(Indiana University, 2001), Lecturer in Operations and Decision Technologies*
- Kitzmiller, Greg, M.B.A. *(Indiana University, 1981), Senior Lecturer in Marketing and Arcelor Mittal Distinguished Lecturer*
- Kolovou, Tatiana, B.S. *(Indiana University, 1989), Senior Lecturer in Communication, Professional and Computer Skills*
- Kreft, Steven Francis, Ph.D. *(West Virginia University, 2003), Clinical Assistant Professor of Business Economics and Public Policy*
- Krishnan, H. Shanker, Ph.D. *(University of Arizona, 1991), Professor of Marketing and Whirlpool Faculty Fellow*
- Kulsrud, William N., Ph.D. *(University of Texas at Austin, 1980), Associate Professor of Accounting and Chairperson of the Master of Science in Accounting Program, Indianapolis*
- Kuratko, Donald F., D.B.A. *(Southeastern Nova University, 1984), Executive Director of the Johnson Center for Entrepreneurship and Innovation, Jack M. Gill Chair in Entrepreneurship, and Professor of Management and Entrepreneurship*
- Langvardt, Arlen W., J.D. *(University of Nebraska, 1981),Professor of Business Law and Ethics*
- Langvardt, Kyle, J.D. *(University of Chicago, 2007), Lecturer in Business Law and Ethics*
- Larsen, Glen A., Jr., D.B.A. *(Indiana University, 1989), Professor of Finance*
- *Lee, Peggy Daniels, Ph.D. (The George Washington University), Chairperson and Clinical Assistant Professor of Operations and Supply Chain Management*
- Lemper, Timothy, J.D. *(Harvard University, 2001), Clinical Associate Professor of Business Law and Ethics*
- Lenz, R. Thomas, D.B.A. *(Indiana University, 1978), Professor of Business Management and Entrepreneurship and Lawrence D. Glaubinger Chair of Business Administration and Chairperson of the Undergraduate Program*
- Li, Dan, Ph.D. *(Texas A&M University, 2005), Assistant Professor of Management and Entrepreneurship*
- Li, Shibo, Ph.D. *(Mellon University, 2003), Associate Professor of Marketing and Weimer Faculty Fellow*
- Lin, Haizhen, Ph.D. *(Boston University, 2008), Assistant Professor of Business Economics and Public Policy*
- Long, Mark, M.S. *(Florida State University, 1982), Lecturer in Management and Entrepreneurship*
- Lopes, Alexandre, Ph.D. *(University of Pittsburgh, 2002), Clinical Associate Professor of Operations and Decision Technologies*
- Lubensky, Dmitry, Ph.D. *(University of Michigan, 2011), Assistant Professor of Business Economics and Public Policy*
- Lummus, Rhonda, D.B.A. *(University of Iowa, 1992), Clinical Professor of Operations and Decision Technologies and Co-Director of the Supply Chain Affiliates*
- Lyles, Marjorie M., Ph.D. *(University of Pittsburgh, 1977), Professor of International Strategic Management*
- Lynch, Andrew, M.S. *(Columbia University, 1980), Clinical Professor of Management*
- MacKenzie, Scott B., Ph.D. *(University of California, Los Angeles, 1983), Professor of Marketing and Neal Gilliatt Chair*
- Mafi-Kreft, Elham, Ph.D. *(West Virginia University, 2003), Clinical Assistant Professor of Business Economics and Public Policy*
- Magid, Julie M., J.D. *(University of Michigan, 1993), Associate Professor of Business Law*
- Magjuka, Richard J., Ph.D. *(University of Chicago, 1986), Associate Professor of Business Administration, Director of Distance Education*
- Maines, Laureen A., Ph.D. *(University of Chicago, 1990), Chairperson and Professor of Accounting and KPMG Professor*
- Major, David, Ph.D. *(University of Maryland, 2009), Assistant Professor of Management and Entrepreneurship and Eli Lilly and Co. Faculty Fellow*
- Malatestinic, Elizabeth, M.S. *(Indiana University, Northwest, 1979), Senior Lecturer in Management*
- Mallapragada, Girish, Ph.D. *(Pennsylvania State University, 2008), Assistant Professor of Marketing*
- Mallor, Jane P., J.D. *(Indiana University, 1976), Chairperson and Professor of Business Law and Ethics*
- Massey, Anne P., Ph.D. *(Rensselaer Polytechnic Institute, 1991), Associate Vice Provost, Professor of Operations and Decision Technologies, Dean's Research Professor, and Executive Director of Information Management Affiliates*
- Masson, Dubos, J., Ph.D. *(Indiana University, 1983), Clinical Assistant Professor of Finance*
- Maxwell, John W., Ph.D. *(Queen's University, Canada, 1992), Chairperson and Professor of Business Economics and Public Policy and W. George Pinnell Professor*
- Mayer, J. Mark, Ph.D. *(The University of Georgia, 2011), Assistant Professor of Marketing*
- McAllister, Susan, M.B.A. *(Indiana University, 1980), Lecturer in Management and Entrepreneurship*
- McCoy, Doug, M.B.A. *(Indiana University, 1988), Lecturer in Finance and Director of the Benecki Center for Real Estate Studies*
- McCrory, Martin A., J.D. *(Indiana University, 1983), Associate Professor of Business Law and Ethics,*

Chair of the Honors Undergraduate Program, and Arcelor Mittal USA Undergraduate Faculty Fellow

- McDougall, Patricia P., Ph.D. *(University of South Carolina, 1987), Professor of Management and Entrepreneurship, Director of the Institute for International Business, and William L. Haeberle Professor in Entrepreneurship*
- McMullen, Jeffery, Ph.D. *(University of Colorado, 2003), Assistant Professor of Management and Entrepreneurship*
- Meunier, John, M.A. *(Indiana University, 1998), Lecturer in Communication, Professional, and Computer Skills*
- Miller, Brian, Ph.D. *(Pennsylvania State University, 2008), Assistant Professor of Accounting and Weimer Faculty Fellow*
- Miller, Toyah, Ph.D. *(Texas A&M University, 2008) Assistant Professor of Management and Entrepreneurship and Eli Lilly and Co. Faculty Fellow*
- Monaco, Susan, Ph.D. *(Duke University, 1995), Senior Lecturer of Finance*
- Mora, Juliane, M.A. *(California State University, 2005), Lecturer in Communication, Professional, and Computer Skills*
- Morgan, Neil A., Ph.D. *(University of Wales, 1996), Associate Professor of Marketing and PetSmart Chair in Marketing*
- Moriarity, Brant, B.A. *(Indiana University, 2002), Lecturer in Communication, Professional, and Computer Skills*
- Morrone, Michael, J.D. *(Southern Methodist University, 1993), Senior Lecturer in Communication, Professional, and Computer Skills*
- Muhlhofer, Tobias, Ph.D. *(London School of Economics, 2005), Assistant Professor of Finance*
- Neal, Robert, Ph.D. *(University of Chicago, 1987), Associate Professor of Finance*
- Near, Janet P., Ph.D. *(State University of New York at Buffalo, 1977), Chairperson and Professor of Management and Entrepreneurship and Dale M. Coleman Chair of Management*
- Neher, Darryl R., Ph.D. *(Indiana University, 1998), Senior Lecturer in Communication, Professional, and Computer Skills*
- Nemeth, Melissa K., M.S. Ed. *(Indiana University, 1994), Senior Lecturer of Operations and Decision Technology*
- New, Dawn, M.A. *(Ball State University, 2006), Lecturer in Communication, Professional, and Computer Skills*
- Newquist, Jay D., M.B.A. *(Indiana University, 1997), Senior Lecturer in Operations and Decision Technologies*
- Owen, Sandra H., M.B.A. *(University of Kentucky, 1986), Senior Lecturer in Accounting*
- Parry, Robert W., Jr., Ph.D. *(Lehigh University, 1979), Professor of Accounting*
- Patterson, Evelyn R., Ph.D. *(University of Texas at Austin, 1987), Associate Professor of Accounting*
- Patterson, Richard, Ph.D. *(Michigan State University, 1995), Lecturer in Finance*
- Pedraza Martinez, Alfonso, Ph.D. *(INSEAD, 2010), Assistant Professor of Operations and Decision Technologies*
- Perreault, Peter, P., Ph.D. *(Indiana University, 1992), Senior Lecturer in Marketing*
- Perry, Aaron, M.S. *(Indiana University, 2008), Lecturer in Operations and Decision Technologies*
- Perry, Joshua, J.D. (Vanderbilt University, 2002), Assistant Professor of Business Law and Ethics
- Perry, Tod, Ph.D. *(University of North Carolina, 1999), Assistant Professor of Finance*
- Phillabaum, Melinda, M.S. *(Indiana University, 1979), Senior Lecturer in Business Communications*
- Plaskoff, Joshua, Ph.D. *(Indiana University, 2008), Lecturer in Management*
- Podsakoff, Philip M., D.B.A. *(Indiana University, 1980), John F. Mee Chair of Management and Professor of Management and Entrepreneurship*
- Pollard, Randle, J.D. *(Georgetown University Law Center, 1988), Visiting Assistant Professor*
- Pool, Veronika Krepely, Ph.D. *(Vanderbilt University, 2006), Assistant Professor of Finance*
- Powell, Philip T., Ph.D. *(Vanderbilt University, 1995), Clinical Associate Professor of Business Economics and Public Policy*
- Prabhakar, Bipin, D.B.A. *(Mississippi State University, 1999), Clinical Associate Professor of Operations and Decision Technologies*
- Pratt, Jamie H., D.B.A. *(Indiana University, 1977), Professor of Accounting and Alva L. Prickett Chair*
- Prenkert, Jamie Darin, J.D. *(Harvard Law School, 1998), Associate Professor of Business Law and Ethics and Weimer Faculty Fellow*
- Prince, Jeff, Ph.D. *(Northwestern University, 2004), Associate Professor of Business Economics and Public Policy*
- Rasmusen, Eric B., Ph.D. *(Massachusetts Institute of Technology, 1984), Professor of Business Economics and Public Policy, Dan R. and Catherine M. Dalton Professor, and Adjunct Professor of Economics (College of Arts and Sciences)*
- Rauh, Michael, Ph.D. *(John Hopkins University, 1997), Associate Professor of Business Economics and Public Policy*
- Raymond, Anjanette, J.D. (*Loyola University at New Orleans), Assistant Professor of Business Law and Ethics*
- Rearick, Thomas R., B.A. *(Indiana University, 1987), Senior Lecturer in Accounting*
- Rego, Lopo, Ph.D. *(University of Michigan, 2000), Associate Professor of Marketing*
- Rego, Sonja, Ph.D. *(University of Michigan, 1999), Associate Professor of Accounting and Dean's Faculty Fellow*
- Richards, Eric L., J.D. *(Indiana University, 1976), Professor of Business Law and Ethics and Chair of Kelley Direct Public Programs*
- Robbins, Christopher, M.S.I.S. *(Indiana University, 2010), Lecturer in Operations and Decision Technologies*
- Roberson, W. Todd, M.S.M. *(Indiana Wesleyan University, 1990), Senior Lecturer in Finance* Roedl, Fred W., M.B.A. *(Indiana University, 1995), Clinical Assistant Professor of Marketing and MBA Business Academy Director*
- Roedl, Fred W., M.B.A. *(Indiana University, 1995), Clinical Associate Professor of Marketing*

- Rubin, Joel D., M.B.A. *(University of Chicago, 1996), Clinical Associate Professor of Business Law and Ethics*
- Rubinstein, David, Ph.D. *(Texas A&M University, 1986), Clinical Associate Professor of Management and Entrepreneurship*
- Ryan, Katherine, Ph.D. *(Indiana University, 1996), Senior Lecturer of Communication, Professional and Computer Skills*
- Saxton, M. Kim, Ph.D. *(Indiana University, 1996), Clinical Assistant Professor of Marketing*
- Saxton, Todd, Ph.D. *(Indiana University, 1995), Associate Professor of Management and Indiana Venture Center Faculty Fellow*
- Schrimper, Richard J., M.B.A. *(Indiana University, 1985), Lecturer in Accounting*
- Schultz, Benjamin, M.A. *(University of Akron, 1976), Senior Lecturer in Communication, Professional, and Computer Skills*
- Semadeni, Matthew, Ph.D. *(Texas A&M University, 2003), Assistant Professor of Management*
- Sera, Gipsi L., B.A. *(Indiana University, 1989), Senior Lecturer in Communications, Professional, and Computer Skills*
- Serex, Paul, M.B.A. *(Indiana University, 1997), Lecturer in Operations and Decision Technologies*
- Sevilir, Merih, Ph.D. *(INSEAD, 2003), Associate Professor of Finance*
- Shackelford, Scott J., J.D. *(Stanford University, 2009) Assistant Professor of Business Law and Ethics*
- Shepardson, Marcy, M.S. *(University of Texas at Austin, 2010) Acting Assistant Professor of Accounting*
- Shepherd, Dean A., Ph.D. *(Bond University Australia, 1997), Professor of Operations and Decision Technologies and Randall L. Tobias Chair in Leadership*
- Sherry, Sarah, B.A. *(Maryville University-St. Louis, 1991), Senior Lecturer in Operations and Decision Technologies*
- Shockley, Richard, Ph.D. *(Indiana University, 1992), Associate Professor of Finance*
- Slotegraaf, Rebecca J., Ph.D. *(University of Wisconsin -Madison, 2000), Associate Professor of Marketing and Whirlpool Faculty Fellow*
- Smart, Scott B., Ph.D. *(Stanford University, 1990), Clinical Professor of Finance and Whirlpool Faculty Fellow*
- Smith, Daniel C., Ph.D. *(University of Pittsburgh, 1988), Dean, Clare W. Barker Chair in Marketing, and Professor of Marketing*
- Smith, J. Reed, Ph.D. *(Ohio State University, 1989) Professor of Accounting*
- Smith, James C., M.B.A. *(University of Chicago, 1989), Senior Lecturer in Finance*
- Smith, Robert E., Ph.D. *(University of Wisconsin, 1977), Professor of Marketing*
- Smith-Daniels, Vicki, Ph.D. *(Ohio State, 1983), Professor Operations & Supply Chain*
- Solomon, June, M.A. *(Delhi University, 1971), Senior Lecturer in Communications, Professional, and Computer Skills*
- Soni, Ashok K., D.B.A. *(Indiana University, 1981), Associate Dean of Information Technology, Professor of Operations and Decision Technologies, and Arcelor Mittal USA MBA Faculty Fellow*
- Souza, Gilvan C., Ph.D. *(University of North Carolina at Chapel Hill, 2000), Associate Professor of Operations and Decision Technologies*
- Spiro, Rosann L., Ph.D. *(University of Georgia, 1976), Professor of Marketing and Executive Director of the Center for Global Sales Leadership*
- Sprinkle, Geoffrey B., Ph.D. *(University of Iowa, 1996), Professor of Accounting, and Whirlpool Faculty Fellow*
- Stefanescu, Catalin, M.S. *(University of North Carolina at Chapel Hill, 2007) Lecturer in Business Economics and Public Policy*
- Stefanescu, Irina, Ph.D. *(University of North Carolina at Chapel Hill, 2006), Assistant Professor of Finance*
- Steiner-Williams, Judy F., M.S. *(Indiana University, 1976), Senior Lecturer in Communication, Professional, and Computer Skills*
- Stern, Jerrold J., Ph.D. *(Texas A&M University, 1979), Professor of Accounting*
- Stoffman, Noah, Ph.D. *(University of Michigan, 1979), Assistant Professor of Finance*
- Stone, Cynthia, M.S. *(Indiana University, 1980), Lecturer in Communication, Professional, and Computer Skills*
- Storey, James B., M.F.A. *(University of Kansas, 2008), Lecturer in Communication, Professional, and Computer Skills*
- Sturek, Diane, *(University of Missouri, 1996), Visiting Lecturer of Accounting*
- Talbott, John, M.B.A. *(University of Tennessee, 1987) Lecturer in Marketing and Associate Director of the Center for Education and Research in Retailing*
- Tatikonda, Mohan, Ph.D. *(Boston University, 1995) Professor of Operations Management and Waters Faculty Fellow*
- Taylor, Nolan J., M.B.A. *(California State University, 1995), Clinical Assistant Professor of Information Systems*
- Telthorst, George, M.B.A. *(University of Chicago, 1984), Lecturer in Communication, Professional, and Computer Skills and Director of the Center for the Business of Live Sciences*
- Terjesen, Siri, Ph.D. *(Cranfield University, 2006), Assistant Professor of Management and Entrepreneurship*
- Threlkeld, J. Shannon, M.S. *(Indiana University, 2000), Lecturer in Marketing*
- Tian, Xuan, Ph.D. *(Boston College, 2008), Assistant Professor of Finance*
- Tiller, Mikel G., D.B.A. *(Indiana University, 1980), Associate Professor of Accounting and Chairperson of the Graduate Accounting Program*
- Tiller, Susan Keenan, B.A. *(Dartmouth College, 1982), Senior Lecturer in Accounting*
- Trzcinka, Charles, Ph.D. *(Purdue University, 1980), Professor of Finance and James W. and Virginia E. Cozad Chair in Finance*

- Udell, Gregory F., Ph.D. *(Indiana University, 1983), Chase Chair of Banking and Finance and Professor of Finance*
- Vargo, Sue, Ph.D. *(Indiana University, 1994), Co-Director and Senior Lecturer of Communication, Professional, and Computer Skills*
- Venkataramanan, Munirpallam A., Ph.D. *(Texas A&M University, 1987), Associate Dean of Academic Programs, Jack R. Wentworth Professor, and Professor of Operations and Decision Technologies*
- Venkataraman, Ramesh, Ph.D. *(University of Arizona, 1995), Associate Professor of Operations and Decision Technologies, Director of Information Systems Graduate Program and Whirlpool Faculty Fellow*
- Wahlen, James M., Ph.D. *(University of Michigan, 1991), Professor of Accounting and James R. Hodge Chair of Excellence*
- Walters, Rockney G., Ph.D. *(Purdue University, 1984), Professor of Marketing*
- Wendeln, Ken, M.P.A. *(Indiana University, 2001), Clinical Associate Professor in Management*
- Wesley, Curtis, Ph.D. *(Texas A&M University, 2010), Assistant Professor*
- Wheeler, Bradley C., Ph.D. *(Indiana University, 1993), Professor of Operations and Decision Technologies (Kelley School of Business) and Vice President for Information Technology and Chief Information Officer (Indiana University)*
- Whiting, Steven W., Ph.D. *(Indiana University, 2006), Assistant Professor of Management and Entrepreneurship*
- Wiethoff, Carolyn, M.A. *(Indiana University, 1998), Clinical Associate Professor of Management and Entrepreneurship*
- Wildenbeest, Matthijs, Ph.D. *(Erasmus University, 2007), Assistant Professor of Business Economics and Public Policy*
- Williams, Theresa D., Ph.D. *(University of Tennessee, 1994), Clinical Assistant Professor of Marketing and Director of the Center of Education and Research in Retailing*
- Wimbush, James C., Ph.D. *(Virginia Polytechnic Institute and State University, 1991), Professor of Management and Entrepreneurship (Kelley School of Business) and Dean of the University Graduate School (Indiana University)*
- Winston, Vivian, M.B.A. *(Indiana University, 1990), Lecturer in Accounting*
- Winston, Wayne L., Ph.D. *(Yale University, 1975), Professor of Operations and Decision Technologies and John and Esther Rees Professor*
- Wisneski, John, M.B.A. *(University of Notre Dame, 2003), Lecturer in Management and Entrepreneurship*
- Woodhouse, Douglas, M.B.A. *(London Business School, 1995) Lecturer in Operation and Decision Technologies*
- *Wright, Judith K., J.D. (Indiana University, 1984), Lecturer in Business Law and Coordinator of Business Foundations Certificate and Business Minor*
- *Yang, Jun, Ph.D. (Washington University, 2004), Assistant Professor of Finance and 3M Junior Faculty Fellow*
- *Yohn, Teri, Ph.D. (Indiana University, 1991), Associate Professor of Accounting and Price WaterhouseCoopers Faculty Fellow*
- *Yonker, Scott, Ph.D. (The Ohio State University, 2010), Assistant Professor of Finance*
- *Yu, Xiaoyun, Ph.D. (University of Minnesota, 2001) Associate Professor of Finance and Weimer Faculty Fellow*

Faculty Emeriti

- *Albright, S. Christian, Ph.D. (Stanford University, 1972), Professor of Operations and Decision Technologies*
- *Belth, Joseph M., Ph.D. (University of Pennsylvania, 1961), C.L.U., C.P.C.U., Professor Emeritus of Insurance*
- *Biagioni, Louis F., Ph.D. (University of Missouri, 1964), Professor Emeritus of Accounting and Information Systems*
- *Bonser, Charles F., D.B.A. (Indiana University, 1965), Professor Emeritus of Public and Environmental Affairs (School of Public and Environmental Affairs), Dean Emeritus of Public and Environmental Affairs, and Professor Emeritus of Business Administration (Kelley School of Business)*
- *Boquist, John A., Ph.D. (Purdue University, 1973), Edward E. Edwards Professor of Finance*
- *Bunke, Harvey C., Ph.D. (University of Illinois, 1951), Professor Emeritus of Business Administration and Professor Emeritus of Business Economics and Public Policy*
- *Childers, Victor E., D.B.A. (Indiana University, 1967), Associate Professor Emeritus of International Business*
- *Dalrymple, Douglas J., D.B.A. (Michigan State University, 1964), Professor Emeritus of Marketing*
- *Dalton, Dan R., Ph.D. (University of California, Irvine, 1979), Harold A. Poling Chair of Strategic Management and Professor of Management*
- *Davidson, Lawrence S., Ph.D. (University of North Carolina, 1976), Professor of Business Economics and Public Policy and Life Sciences Liaison*
- *DeHayes, Daniel W., Jr., Ph.D. (Ohio State University, 1968), Professor of Business Administration*
- *Donnell, John D., D.B.A. (Harvard University, 1966), Professor Emeritus of Business Administration*
- *Dreher, George F., Ph.D. (University of Houston, 1977), Professor of Business Administration*
- *Dvorak, Earl A., Ed.D. (Indiana University, 1951), Associate Professor Emeritus of Business Education (Kelley School of Business) and Associate Professor Emeritus of Education (School of Education)*
- *Dworkin, Terry M., J.D. (Indiana University, 1974), Professor Emeritus of Business Law*
- *Fisher, Jeffrey D., Ph.D. (Ohio State University, 1980), Director of the Center for Real Estate Studies, Charles H. and Barbara F. Dunn Professor of Real Estate, and Professor of Finance and Real Estate*

- *Fratianni, Michele, Ph.D. (Ohio State University, 1971), Professor Emeritus of Business Economics and Public Policy*
- *Frisbie, Gil, M.B.A. (Indiana University, 1969), Clinical Associate Professor of Marketing*
- *Frumer, Samuel, D.B.A. (Indiana University, 1960), C.P.A., Professor Emeritus of Accounting*
- *Ginger, Laura A., J.D. (University of Chicago, 1979), Associate Professor of Business Law*
- *Gordon, Paul J., Ph.D. (Syracuse University, 1958), Professor Emeritus of Management*
- *Granbois, Donald H., D.B.A. (Indiana University, 1963), Professor Emeritus of Marketing*
- *Green, R. Jeffery, Ph.D. (University of Illinois, 1967), Professor Emeritus of Business Economics and Public Policy*
- *Greenleaf, Robert W., D.B.A. (Indiana University, 1961), Professor Emeritus of Finance*
- *Groomer, S. Michael, Ph.D. (University of Missouri, 1975), C.P.A., Professor of Accounting*
- *Grossack, Irvin M., Ph.D. (Columbia University, 1962), Professor Emeritus of Business Economics and Public Policy*
- *Haeberle, William L., D.B.A. (Indiana University, 1952), Professor Emeritus of Management*
- *Hall, Robert W., D.B.A. (Indiana University, 1972), Professor Emeritus of Operations Management*
- *Harnett, Donald L., Ph.D. (Cornell University, 1964), Professor Emeritus of Operations and Decision Technologies*
- *Hartley, Joseph R., D.B.A. (Indiana University, 1957), Professor Emeritus of Business Administration*
- *Hegarty, W. Harvey, Ph.D. (University of North Carolina, 1972), Professor Emeritus of Business Administration*
- *Helmkamp, John G., D.B.A. (Indiana University, 1968), Professor Emeritus of Accounting*
- *Heslin, Thomas E., B.A. (New York University, 1961), Clinical Professor of Business Administration*
- *Hettenhouse, George W., Ph.D. (Purdue University, 1970), Professor Emeritus of Finance*
- *Heitger, Lester E., Ph.D. (Michigan State University, 1971), C.P.A., Professor of Accounting*
- *Hill, John W., Ph.D. (University of Iowa, 1986), Professor of Accounting and Arthur M. Weimer Chair of Business Administration*
- *Hustad, Thomas P., Ph.D. (Purdue University, 1973), Professor of Marketing*
- *Jaffee, Bruce L., Ph.D. (Johns Hopkins University, 1971), Professor of Business Economics and Public Policy*
- *Klemkosky, Robert C., Ph.D. (Michigan State University, 1971), Professor Emeritus of Finance*
- *Leibman, Jordan H., J.D. (Indiana University, 1979), Professor Emeritus of Business Law*
- *Long, John D., D.B.A. (Indiana University, 1954), C.L.U., C.P.C.U., Arthur M. Weimer Professor Emeritus of Business Administration*
- *Marer, Paul, Ph.D. (University of Pennsylvania, 1968), Professor Emeritus of International Business (Kelley School of Business) and Professor of Central Eurasian Studies (College of Arts and Sciences)*
- *Martin, E. Wainright., Jr., Ph.D. (Ohio State University, 1952), Professor Emeritus of Business Administration*
- *Mabert, Vincent A., Ph.D. (Ohio State University, 1973), Professor of Operations and Decision Technologies and John and Esther Reese Professor*
- *MacKay, David B., Ph.D. (Northwestern University, 1971), Professor of Marketing (Kelley School of Business) and Adjunct Professor of Geography (College of Arts and Sciences)*
- *McKowen, Diana S., M.S. (Indiana University, 1981), Lecturer in Communication, Professional and Computer Skills*
- *Metzger, Michael B., J.D. (Indiana University, 1969), Professor of Business Law and Ethics and Foster Chair in Business Ethics*
- *Miller, Joseph C., Ph.D. (University of Wisconsin, 1971), J.D. (University of Chicago, 1963), Professor Emeritus of Marketing*
- *Moore, Joseph C., M.S. (University of Dayton, 1975), Senior Lecturer in Operations and Decision Technologies*
- *Muth, John F., Ph.D. (Carnegie Mellon University, 1962), Professor Emeritus of Operations Management*
- *Novit, Mitchell S., Ph.D. (University of Michigan, 1966), Associate Professor Emeritus of Personnel and Organizational Behavior*
- *Ogan, Pekin, Ph.D. (University of North Carolina, 1974), Professor Emeritus of Accounting and Information Systems*
- *Olshavsky, Richard W., Ph.D. (Carnegie Mellon University, 1967), Professor Emeritus of Marketing*
- *Organ, Dennis W., Ph.D. (University of North Carolina, 1970), Professor of Personnel and Organizational Behavior*
- *Patterson, James H., D.B.A. (Indiana University, 1970), Professor of Operations and Decision Technologies*
- *Patterson, James M., Ph.D. (Cornell University, 1961), Professor Emeritus of Marketing*
- *Perkins, William C., D.B.A. (Indiana University, 1966), Professor Emeritus of Information Systems*
- *Pfister, Richard L., Ph.D. (Massachusetts Institute of Technology, 1959), Professor Emeritus of Business Economics and Public Policy*
- *Phillips, Michael J., S.J.D. (George Washington University, 1981), Professor Emeritus of Business Law*
- *Powell, C. Randall, Ph.D. (Ohio State University, 1973), Clinical Professor Emeritus of Business Administration*
- *Powell, Frona M., J.D. (Indiana University, 1976), Associate Professor of Business Law and Ethics*
- *Proebsting, Annette, M.L.S. (Indiana University, 2001), Lecturer in Accounting*
- *Raber, Nevin W., M.A.L.S. (Indiana University, 1952), Assistant Professor Emeritus of Business Administration*
- *Rogers, Richard L., Ph.D. (Pennsylvania State University, 1981), Associate Professor Emeritus of Accounting*

- *Ryan, William G., M.B.A. (Harvard University, 1956), Assistant Professor Emeritus of Business Administration*
- *Salamon, Gerald L., Ph.D. (Ohio State University, 1971), Professor Emeritus of Accounting*
- *Schmenner, Roger W., Ph.D. (Yale University, 1973), Professor Emeritus of Operations Management*
- *Scott, William E., Jr., Ph.D. (Purdue University, 1963), Professor Emeritus of Personnel and Organizational Behavior*
- *Seawell, Lloyd Vann, D.B.A. (Indiana University, 1958), C.P.A., Professor Emeritus of Accounting*
- *Shaffer, Robert H., LL.D. (Indiana University, 1985), Professor Emeritus of Business Administration (Kelley School of Business) and Professor Emeritus of Education (School of Education)*
- *Simkowitz, Michael A., Ph.D. (New York University, 1970), Professor Emeritus of Finance*
- *Smerk, George M., Jr., D.B.A. (Indiana University, 1963), Professor Emeritus of Transportation*
- *Smith, Robert E., Ph.D. (University of Wisconsin, 1977), Professor of Marketing*
- *Stephenson, P. Ronald, Ph.D. (Ohio State University, 1966), Professor Emeritus of Marketing*
- *Stockton, R. Stansbury, Ph.D. (Ohio State University, 1956), Professor Emeritus of Business Administration*
- *Suelflow, James E., Ph.D. (University of Wisconsin, 1965), Professor Emeritus of Business Economics and Public Policy*
- *Summers, John O., Ph.D. (Purdue University, 1968), Professor Emeritus of Marketing*
- *Thorelli, Hans B., Ph.D. (University of Stockholm, Sweden, 1954), E. W. Kelley Professor Emeritus of Business Administration*
- *Waldman, Joseph M., D.B.A. (Indiana University, 1966), Professor Emeritus of Business Administration*
- *Waters, L. Leslie, Ph.D. (Indiana University, 1987), University Professor Emeritus of Transportation and Business History*
- *Wentworth, Jack R., D.B.A. (Indiana University, 1959), Arthur M. Weimer Professor Emeritus of Business Administration*
- *Williams, Edgar G., D.B.A. (Indiana University, 1952), Vice President Emeritus of Indiana University and Professor Emeritus of Business Administration*

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Courses

In addition to the general-education and general business curricula discussed previously, students pursuing the B.S. in Business degree must select a major within the business program. The major, along with the curriculum for working toward that major, are presented by department in this section and are summarized below.

- Accounting
- Computer Information Systems
- Finance
- Human Resource Management
- International Studies(May be selected as a second major only)
- Management
- Marketing
- Supply Chain Management

Major requirements are subject to change during the two years covered by this bulletin. Students are expected to stay informed of major changes by seeing a business academic advisor on a regular basis.

The courses listed in this bulletin represent the complete undergraduate offerings of departments and programs of the Kelley School of Business on the Indianapolis campus.

The number of credit hours given to a course is indicated in parentheses following the course title.

The abbreviation "P" refers to course prerequisites; the abbreviation "C" refers to course co-requisites.

Accounting and Information Systems

Graduate

BUPA-A 508 Accounting for Non-Profit Organizations (3 cr.) Accounting concepts and methods peculiar to governmental units, universities, hospitals, and other nonprofit organizations.

BUS-A 510 Financial Accounting Theory and Practice I (3 cr.) An intermediate financial accounting course emphasizing financial statement preparation and analysis. Includes intermediate theory and problems, asset valuation, and income measurement, preparation and analysis of financial statements. This course does not count toward the MSA degree as it is the graduate version of A311 Intermediate Accounting.

BUPA-A 511 Financial Accounting Theory and Practice II (3 cr.) P: A510 or equivalent. Application of intermediate accounting theory to problems involving long-term liabilities, corporations, earnings per share, tax allocation, pensions, leases, and cash flows.

BUPA-A 512 Financial Accounting Theory and Practice (1-4 cr.) Accelerated coverage of Financial Accounting Theory and Practice I and II. Examines a broad range of intermediate accounting topics, including issues related to income measurement and revenue recognition, accounting for current and non-current assets, liabilities, leases, pensions, income taxes, stockholders' equity, accounting changes, earnings per share and cash flows.

BUPA-A 514 Auditing Theory and Practice (3 cr.) P: A511 and A523. This course addresses the concepts and procedures related to the implementation of the external and internal audits for business organizations. Coverage includes issuance of the audit report, reviews of internal control, statistical sampling, EDP systems and the company's business cycles. Additional topics include forensic accounting, auditing for fraud and other assurance services. Many topics covered are included on the uniform CPA examination given twice yearly by the AICPA.

BUPA-A 515 Federal Income Taxes (3 cr.) C: A551 Tax Research: Introduction to federal income taxation. Focus is on the income taxation of individuals and tax planning for individuals. The goal of this course is to introduce students to the federal income tax law of the U.S. The

course provides an overview of the following elements of the tax computation: gross income, deductions, credits, property transactions, alternative minimum tax, employment taxes, and an overview of the estate and gift tax. While the course primarily focuses on the income taxation of individuals, the basic treatment of other entities is considered, including the taxation of corporations, partnerships, limited liability companies, trusts and estates. Moreover, it should be emphasized that many of the basic tax rules examined apply to all entities. In addition, a portion of the course is devoted to tax research, enabling students to appreciate the sources of tax law such as the Internal Revenue Code, Regulations, administrative pronouncements and case law.

BUPA-A 516 Federal Estate and Gift Taxation (3 cr.) P: A515 or equivalent. Tax treatment of wealth transfers at death (the estate tax) and during lifetime (the gift tax), with emphasis on estate planning. Also includes an examination of the income taxation of estates and trusts.

BUPA-A 517 Financial Statement Analysis (3 cr.) P: A510 or equivalent. Financial statement analysis is a problem solving, case course designed to teach and understand the techniques used to evaluate the financial dynamics of businesses. Topics covered are directly related to the accounting financial statements, including strategic analysis, ratio analysis, asset and liability analysis, and revenue and expense analysis. Also covered will be forecasting, financial distress models, asset valuation modeling, discount models and abnormal return models. Students will use the Compustat database to generate company and industry data to perform longitudinal studies and publicly traded securities.

BUPA-A 520 Corporate Financial Reporting (3 cr.) P: A511 and A514. C: A562 recommended. This course will cover the theory and practice of corporate financial reporting. You will be responsible for conducting applied accounting research on a variety of corporate reporting issues that are designed not only to expand your knowledge of Generally Accepted Accounting Principles covered in undergraduate accounting courses but also to improve your analytical abilities and reasoning process. The research will involve cases based on actual financial statements and events involving real companies. Corporate financial reporting issues will also be covered through financial statement analysis as well as an introduction to special reporting issues. Another critical part of the course will be evaluating current developments in financial reporting, e.g., FASB's proposals and exposure drafts.

BUPA-A 522 Federal Taxation of Partnerships and LCC (3 cr.) P: A515 or equivalent. Tax aspects of the definition, formation, operation, liquidation, and termination of partnerships and limited liability companies.

BUPA-A 523 Business Information Systems (3 cr.) An overview of accounting systems and their existence within businesses. The course includes discussions of system controls, transaction processing, business cycles and issues related to development and installation of automated accounting systems.

BUS-A 524 Managing Accounting Information for Decision Making (3 cr.) P: BUS-A 201 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. For MBA students enrolled in Module II.

BUPA-A 528 State and Local Taxation (3 cr.) P: A515 or equivalent. Examines the basic principles of state and local taxation. Taxes studied are income taxes, sales taxes, use taxes, inheritance taxes, estate taxes, personal property taxes, real property taxes, and excise taxes.

BUPA-A 529 Internship in Accounting (3 cr.) Learning in a professional environment. Internship with intensive seminars relating to business (e.g., leadership, team building, supervisory skills, time-management, oral communications, negotiating).

BUPA-A 538 Corporate Taxation II (1.5 cr.) This course develops in-depth corporate tax knowledge and gives studies experience preparing assignments similar to those prepared by tax practitioners. Topics include corporate liquidations, penalty taxes, corporate reorganizations, and consolidated tax returns.

BUPA-A 539 Advanced Taxation I: Entity Issues (3 cr.) P: A515 or equivalent. Introduction to the taxation of regular corporations, partnerships, limited liability companies, and S corporations.

BUPA-A 544 Federal Taxation of Corporations Filing Consolidated Returns (1.5-3 cr.) P: A515 or equivalent. The principal focus of this course is on the consolidation return regulations, including concepts and history; eligibility to file; computation of consolidated and separate taxable income; intercompany transactions; SRLY rules; consolidated basis adjustments, loss disallowance rules and procedures. Other tax issues raised by affiliated corporations include the multiple corporation limitations of Section 1561.

BUPA-A 551 Tax Research (1.5 cr.) P: A515 or concurrent. Covers how to access the primary and secondary sources of tax law, including the Internal Revenue Code, regulations and other administrative pronouncements and judicial decisions. Explains the research process and the use of research tools to locate sources of tax law. Utilizes both paper products and electronic (internet) resources. Emphasizes how to read and interpret source materials. Tax research assignments stress writing skills and the need for effective communication of research findings.

BUPA-A 552 Federal Taxation of Corporations and Stockholders (3 cr.) P: A515 or equivalent. Federal tax aspects of various corporate transactions including corporate formations, operations, distributions, redemptions, liquidations, mergers, acquisitions and divisions and the impact of these transactions on corporate shareholders.

BUPA-A 554 Income Taxation of Trusts and Estates (1.5 cr.) P: A515 or equivalent. Analyzes the income taxation of trusts and estates and their creators, beneficiaries and fiduciaries, including computation of fiduciary accounting income, distributable net income and taxable income, taxation of simple and complex trusts, computation of income in respect of a decedent,

preparation of the decedent's final income tax return and the returns of trusts and estates from inception through termination.

BUPA-A 555 Taxation of S Corporations (3 cr.) P: A515 or equivalent. Examines tax treatment, tax problems and tax planning techniques involving S corporations; eligibility rules; election, revocation, termination; treatment of income, deductions and credits; determining the shareholder's taxable income; pass-through of corporate net operating loss; distributions of previously taxed income; special taxes applicable to S corporations.

BUPA-A 556 Timing Issues in Taxation: Accounting Periods and Methods (1.5-3 cr.) P: A515 or equivalent. Examines timing issues related to the Federal income tax including adoption of and changes in accounting periods, cash and accrual methods of accounting, tax consequences of changing from one method of accounting to another, installment methods of accounting; time value of money issues (original issue discount); inventory accounting (LIFO), the Uniform Capitalization Rules, and accounting for long-term contracts.

BUPA-A 557 International Taxation (1.5-3 cr.) P: A515 or equivalent. Examines federal tax issues related to foreign transactions, including issues affecting U.S. citizens and residents working, investing in or doing business overseas, and foreigners working, investing in or doing business in the U.S.

BUPA-A 558 Taxation of Tax Exempt Organizations (1.5 cr.) P: A515 or equivalent. Examines the tax treatment of public and private charities exempt under I.R.C. Sec. 501(c)(3), as well as business leagues, social clubs, and other types of tax-exempt organizations Includes discussion of the requirements for exemption from federal income tax and the tax treatment of the unrelated business income tax and private foundation status and its repercussions.

BUPA-A 559 Federal Taxation of Current and Deferred Compensation (1.5-3 cr.) P: A515 or equivalent. Introduces the taxation of current and deferred compensation. Current compensation coverage includes receipt of property, stock options, golden parachutes, etc. Deferred compensation topics addressed are qualified and nonqualified retirement plans including pension and profit-sharing plans, stock bonus plans, self-employed retirement plans and individual retirement; examines basic concepts of plans and trust, participation and vesting requirements, hours of service and break-in service rules, discrimination in benefits or contributions, deduction for employer contributions, limitations on benefits and contributions, taxability of distributions, fiduciary responsibility and reporting and disclosure requirements.

BUPA-A 560 Information Technology Auditing (3 cr.) This course examines the security and control of information systems (IS) from the perspective of management, including the IS assurance process. The emphasis is on technical, professional, and regulatory best practices in information systems security and assurance. The course is designed to meet the IS security information needs of both managers and IS security assurance professionals. As such, the course is structured to cover most topics in the common body of knowledge (CBK) for professional examinations with an information security component, including the CPA, CISA (Certified Information Systems Auditor) and CIA (Certified Internal Auditor) exams.

BUPA-A 562 Advanced Financial Accounting (3 cr.) P: A511 or equivalent. Consideration of advanced financial accounting problems, including those related to consolidated financial statements, business combinations (mergers and acquisitions), branches, foreign operations and nonprofit organizations.

BUPA-A 566 Advanced Auditing (3 cr.) P: A514 or equivalent. Examines advance issues in auditing including in depth review of the following: forensic accounting and fraud examination; litigation support and expert witness services; the use of statistical sampling in auditing; internal auditing; assurance services and extending the attestation function. The course makes use of cases, articles and current pronouncements in the field.

BUPA-A 575 Auditing and Corporate Governance (3 cr.) This course introduces basic concepts of internal auditing, emphasizing business process controls as well as entity-level controls. The course is taught from a corporate governance perspective, which stresses the role played by internal audit in assisting management and the board in evaluating and improving the effectiveness of risk management, internal controls, and the governance process. The course also includes an introduction to audit software.

BUPA-A 590 Independent Study in Accounting (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUS-A 590 Independent Study in Accounting (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

BUPA-D 590 Independent Study in International Business (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-F 560 Current Topics in Finance (1.5 cr.)

BUPA-F 590 Independent Study in Finance (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-G 590 Independent Study in Business Economics and Public Policy (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-L 503 Advanced Business Law (3 cr.) P: L203 or equivalent. Examines concepts of law as applied to the accounting profession, including contracts, agency, forms of organization, property, wills and trusts, securities regulation, consumer protection, and antitrust, secured transactions, negotiable instruments, commercial paper, payment systems, bankruptcy, and related subject areas.

BUPA-M 590 Independent Study in Marketing (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-P 590 Independent Study in Operations Management (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-S 590 Independent Study in Management Information Systems (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUS-S 590 Independent Study in Management Information Systems (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

BUPA-W 590 Independent Study in Management and Administration (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

BUPA-Z 590 Independent Study in Personnel and Organizational Behavior (Arr. cr.) For advanced MBA or MSA students engaged in special study projects. Course admission and project supervision is arranged through the MBA/MSA office and the faculty's advisor.

Undergraduate

BUS-A 100 Basic Accounting Skills (1 cr.) This course covers the process of recording economic events that underlie financial statements. The basics of generally accepted accounting principles are introduced as they affect financial statements. The fundamental aspects of managerial accounting are related to planning, controlling, and decision making in business organizations. Different cost definitions are developed and cost-volume-profit analysis is introduced as an important financial planning and control skill.

BUS-A 186 Accounting and the Business Environment (3 cr.) non-majors This course is designed from the user's perspective to help students understand the basics of financial and managerial accounting and how accounting is useful to external and internal decision makers.

BUS-A 200 Foundations of Accounting (Nonmajors) (3 cr.) P: Sophomore standing. The course addresses the role of accounting in society and business, with a special emphasis on fundamental concepts and the basic design of accounting systems. This course is intended for non-business majors who are interested in learning about how accounting affects their lives and businesses. Credit not given for both A200 and either A201 or A202.

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

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

BUS-A 204 Introduction to Financial Accounting: Honors (3 cr.) P: A100; sophomore standing. The course covers the concepts and issues associated with corporate financial reporting. Particular emphasis is placed on understanding the role of financial accounting in the economy and how different accounting methods affect the financial statement.

BUS-A 302 Accounting Research (1 cr.) P: Kelley admit. C: A328. Emphasizes development of communication skills through writing exercises related to tax research. In addition, covers how to access the primary and secondary sources of tax law, including the Internal Revenue Code, regulations and other administrative pronouncements, and judicial decisions. Explains the research process and the use of research tools to locate sources of tax law. Utilizes both paper products and electronic (Internet) resources. Emphasizes how to read and interpret source materials. Tax research assignments stress writing skills and the need for effective communication of research findings.

BUS-A 310 Management Decisions and Financial Reporting (3 cr.) P: A201 and A202. Junior or senior standing. A310 is a one-semester course intended primarily for finance majors that covers all the traditional intermediate accounting topics. The course provides students with a thorough understanding of the theoretical foundations underlying financial reporting, the rules used by accountants to measure the effects of business decisions and to report the effects to external parties, the use of judgment in financial reporting, and the transformation of cash-flow decisions into accrual-based and cash-based financial statements. Students are expected to develop technical, analytical, and interpretive skills related to economic transactions and accrual-based financial statements. Accounting students should take A311 and A312 to satisfy accounting major requirements. Credit not given for both A310 and A311 or A312.

BUS-A 311 Intermediate Accounting I (3 cr.) P: A201 and A202. Junior or senior standing. 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. Kelley admit of junior or senior standing. 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. Junior or senior standing. Conceptual and procedural aspects of management and cost accounting. Product costing, cost control over projects and products, decision making, profit planning, quantitative modeling, activity-based management, and computer applications.

BUS-A 328 Introduction to Taxation (3 cr.) P: A201 and A202. C: A302. Kelley admit of junior or senior standing. This course examines the fundamentals of federal income taxation. Primary emphasis is on a basic understanding and awareness of the tax law as it applies to individuals. Includes an overview of the taxation of corporations, partnerships, and estates and trusts. The course introduces students to tax research and the various sources of tax law, including the Internal Revenue Code, regulations, administrative pronouncements, and case law.

BUS-A 335 Fund Accounting (3 cr.) P: A201 and A202. Kelley admit of junior or senior standing. 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: A201, A202, and K201. Kelley admit of junior or senior standing. 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 339 Advanced Income Tax (3 cr.) P: A328. Kelley admit of junior or senior standing. Advanced aspects of the income taxation of corporations, partnerships, and S-corporations.

BUS-A 375 Internal Auditing Process Controls (3 cr.) P: BUS K201, BUS A201, and BUS A202 R: Kelley admit of junior or senior standing. This course introduces basic concepts of internal auditing, emphasizes business process controls, covers basic internal controls and how they relate to common business processes, covers how information technology relates to audit procedures and reports, covers the internal auditor's role in monitoring corporate controls, and involves hands-on experience with audit software.

BUS-A 380 Professional Practice in Accounting (1-3 cr.) P: F301, M301, and P301. Kelley admit of 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 422 Advanced Financial Accounting (3 cr.) P: A312; I-Core. Kelley admit of senior standing. Generally accepted accounting principles as applied to partnerships, business combinations, branches, foreign operations, and nonprofits. Particular emphasis on consolidated financial statements.

BUS-A 424 Auditing (3 cr.) P: A337, A312, and I-Core. Kelley admit of senior standing. This course provides students with an understanding of (1) the auditing environment and professional ethics, (2) audit reports and the conditions under which alternatives are used, (3) basic auditing concepts, (4) audit evidence and documentation, (5) analytical reviews, (6) the audit risk model, (7) review and documentation of internal controls, (8) audits of cycles, (9) statistical sampling, and (10) audit objectives and audit procedures for mechanized systems. Emphasis is on the conceptual development of the subject matter, the nature of professional practice, and the technology of auditing.

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

BUS-A 439 Advanced Auditing (3 cr.) P: A424; I-Core. Kelley admit of senior standing. Coverage of ethics for the accounting profession. Issues of legal liability. Audit program planning. Statistical sampling applications. Use of Electronic Data Processing (EDP) auditing.

BUS-A 460 Information Systems Security Assurance (3 cr.) P: I-Core. Kelley admit of senior standing. This course covers the management and control security of an entity's information technology infrastructure and processes. Specific topics include information security risk identification and management; telecommunications; applications; operational security, physical security, and business continuity; and disaster recovery planning.

BUS-A 490 Independent Study in Accounting (1-3 cr.) P: ICORE, consent of undergraduate program chairperson and instructor. Kelley admit of junior or senior standing. 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.

Business Law

Graduate

BUS-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--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. For MBA students enrolled in Summer Module IS.

BUS-L 590 Independent Study in Business Law (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Undergraduate

BUS-L 100 Personal Law (3 cr.) Effects of law on everyday lives. May include such topics as family law, criminal offenses and traffic violations, personal injury and property damage claims, employee rights, landlord-tenant law, consumer rights, debt collection, selected real and personal property issues, wills and estates, selected contract law issues, and forms of business organization (partnership, proprietorship, and corporation).

BUS-L 201 Legal Environment of Business (3 cr.) P: Sophomore standing. Emphasis on understanding the nature of law through examining a few areas of general interest, such as the duty to avoid harming others (torts), the duty to keep promises (contracts), and government regulation of business. Credit not given for both L201 and L203. Not offered on Indianapolis campus.

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

BUS-L 204 Commercial Law I: Honors (3 cr.) P: Sophomore standing. Includes the nature of law, torts, contracts, the sale of goods, and the legal regulations of business competition. Credit not given for both L 203 (or L201) and L204.

BUS-L 303 Commercial Law II (3 cr.) P: L201 or L203 or L204. Kelley Admit of Junior or Senior standing. Focuses on the law of ownership, forms of business organization, commercial paper, and secured transactions. For accounting majors and others desiring a broad yet detailed knowledge of commercial law.

BUS-L 490 Independent Study in Business Law (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.

Computer Information Systems

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

BUS-S 305 Business Telecommunications (3 cr.) P: S302. Kelley admit of junior or senior standing. Introduces students to a wide range of telecommunications technologies, including local area networks, wide area networks, and the Internet, as well as uses of these technologies in the organization.

BUS-S 307 Data Management (3 cr.) P: K201. Kelley admit of junior or senior standing. Improves students' understanding of, and develops their skills in, the design and implementation of business databases using modern database management systems. Covers data structures and the conceptual, logical, and physical design of databases, as well as database implementation and general issues in business data management.

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

BUS-S 410 Systems Implementation (3 cr.) P: S310. Kelley admit. Effective development of an information system depends on proper utilization of a broad range of information technology, including database management systems, operating systems, computer systems, and telecommunications networks. The second course in a two-course sequence (with S310) that addresses the multiphased process for developing information systems, this course covers the phases from physical system design through the installation of working information systems. Concentrates on using the results of systems analysis and design, typically documented in CASE technology, and either building or generating systems to meet these specifications. A semester-long field project and various hands-on exercises provide practical experience in building, testing, and installing a system.

BUS-S 430 Electronic Commerce Strategic Analysis (3 cr.) P: ICORE. Kelley admit of senior standing. This course will investigate how a variety of organizations (private, public, and nonprofit) use electronic commerce applications to reach their organizational goals. These applications will illustrate consumer-to-business, business-to-business, and intraorganizational electronic commerce in physical as well as digital products and services. The course will highlight the different business models underlying these electronic commerce applications and will discuss them from both an operational and strategic perspective.

BUS-S 435 Advanced Topics in Computer Information Systems (3 cr.) P: BUS-S 302, I-Core, and permission of undergraduate chairperson. Kelley admit of senior standing. Variable topics course; topics offered will depend on student interest and faculty interest and expertise. Possible topics include telecommunications and networking, advanced systems development methods, data administration, and management of the information systems function.

BUS-S 480 Professional Practice in Computer Information Systems (3-6 cr.) P: I-Core and permission of undergraduate chairperson. Kelley admit of senior standing. Work experience in cooperating firm or agencies. Comprehensive written report required. Grade of S or F assigned by faculty.

BUS-S 490 Independent Study in Computer Information Systems (1-3 cr.) P: S305, S307, and S310; consent of department chairperson and instructor. Kelley admit. Supervised individual study and research in student's special field of interest. Student will propose the investigation to be completed. Comprehensive written report required.

Economics

BUS-G 511 Microeconomics for Managers (1.5 cr.) P: G502 Managerial Economics. This course develops basic skills in analysis of industry and market structure, employment of game theory in the construction of competitive strategy, and determination of optimal prices for the sale of goods and services. Specific topics include oligopoly, antitrust regulation, price discrimination, product bundling, and predatory pricing. Students will gain advanced knowledge of how to use prices and market position to maintain an advantage over competitors that maximizes profits.

BUS-G 512 Macroeconomics for Managers (1.5 cr.) An integrated curriculum that teaches students how to take inventory of the nation's economic position, understand the impact of government actors, and forecast political and economic variables important to the firm. Specific topics covered include national income accounting, determination of GDP and inflation, measurement of unemployment, impacts of fiscal and monetary policies, movement and term structure of interest rates, consequences of government debt, and exchange rates and their linkage to the balance of payments. Students leave the course with a fundamental understanding of the national assets that expand production capacity and national liabilities that stunt opportunity for economic growth.

BUS-G 590 Independent Study in Business Economics and Public Policy (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Finance

Graduate

BUS-F 509 Financial Analysis for Corporate Decisions (1.5 cr.) P: F523 Financial Management. This course develops a working knowledge of capital budgeting. The beginning of the course focuses on the application of traditional capital budgeting criteria, the determination of cash flows for capital budgeting purposes, and the determination of the appropriate cost of capital. Next, alternative methodologies/concepts such as Adjusted Present Value (APV), Economic Value Added (EVA), and valuing investment opportunities as Real Options are examined. Case studies are utilized to emphasize how these techniques can be applied to improve the capital allocation process.

BUS-F 517 Venture Capital and Entrepreneurial Finance (1.5 cr.) P: F523 Financial Management. This course will examine venture capital in financing entrepreneurial growth companies, how venture capital is raised, invested, and then harvested for reinvestment; how professional venture capitalists analyze and structure potential investments; how and when portfolio companies should execute an exit.

BUS-F 520 Asset Valuation and Strategy (1.5 cr.) P: F523 Financial Management. The course begins with an introduction to the primary and secondary markets with an emphasis on the equity markets. Basic theories for valuing equity and derivative securities are presented. Covered in the equity arena are the Capital Asset Pricing Model, Arbitrage Pricing Theory, and empirical tests of these models. Basic options, forwards, and futures are applied as risk management techniques in the equity and currency markets. Required course for finance majors.

BUS-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 problem sets, study group preparation of executive summary memos and critiques, and use of PC spreadsheets to develop a planning model for a case focusing on funds requirement. For MBA students enrolled in Module 1B.

BUS-F 525 Corporate Financial Risk Management (1.5 cr.) P: F520 or concurrent, F526 recommended This course provides an introduction to risk management strategies. We will focus on two key questions: First, why is risk management important? Second, how can risk management strategies be implemented? The course will make extensive use of derivatives as risk management tools, but no technical knowledge of derivatives is required. Students will be introduced to commercial software such as JP Morgan's Riskmetrics and Creditmetrics. Bus F 526 is recommended, but not required.

BUS-F 526 Derivative Securities (1.5 cr.) P: F520 or concurrent This course provides an introduction to derivative securities. We will focus on understanding the basic types of derivatives such as futures contracts, swaps, and options. We will make extensive use of the Binomial and Black-Scholes models for pricing options. No prior knowledge of derivatives is required and we will keep the mathematics to the essentials.

BUS-F 528 Fixed Income Investments (1.5 cr.) P: F520 Explores the broad class of fixed income securities, the determinants of risk and pricing, theories of the term structure, and the management of portfolios of fixed income securities. Theoretical material is developed in the context of the market for treasury securities. The later part of the course is on institutional foundations of corporate bond, municipal bond, and mortgage-backed securities markets, as well as how the concepts are adapted to the valuation and management of these more complex securities.

BUS-F 529 Equity Markets (1.5 cr.) P: F520 The conceptual and analytical framework for investing in equity securities are presented in this course. Coverage includes an overview of the security markets, equity valuation, investment strategies, and portfolio management for individuals and institutions. International equity investing is discussed in global portfolio context. Numerous examples are used to illustrate the practical application of valuation models and strategies.

BUS-F 540 The Firm in the Capital Market (1.5 cr.) P: F523 Financial Management. An introduction to the fixed income markets and the derivative securities used to hedge interest rate risk is presented. The price/yield relationship, term structure of interest rates, and interest rate risk measurement are emphasized. Forwards, futures, options and swaps are presented as risk management tools. Required course for finance majors.

BUS-F 548 Corporate Governance and Restructuring (1.5 cr.) P: F523 Financial Management. This course is designed to promote greater understanding of mergers and acquisitions, restructurings, and corporate governance activities. This includes exploring the theory and evidence regarding the motives for M&A/ restructuring transactions, the sources of value-added, and managerial incentives to engage in or resist these activities. Participants will learn how to apply discounted cash flow techniques for valuation purposes. Case studies are utilized to incorporate financial theory and valuation techniques in real-world situations.

BUS-F 570 International Financial Markets (1.5 cr.) P: F523 Financial Management. 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.

BUS-F 571 International Corporate Finance (1.5 cr.) P: F523, F570 This course examines how firms and investors manage their operations or investments in an international environment. Topics to be discussed include foreign exchange risk management, financing the global firm, foreign investment decisions, and multinational capital budgeting.

BUS-F 590 Independent Study in Finance (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Undergraduate

BUS-F 200 Foundations of Financial Management (Non-majors) (3 cr.) P: sophomore standing. This course is designed to introduce the student to the basic decision models of financial management and to prepare the student to take an active role in financial decision making in the workplace.

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

BUS-F 300 Introduction to Financial Management (3 cr.) P: BUS A200, MATH 110 or higher-level math course. Junior or senior standing. Offered to students for a minor in business. An extensive course dealing with a wide range of topics: the determinants of interest rates and the time value of money; the sources and uses of financial information; the structure, role, and regulation of the financial markets; monetary policy; the pricing of risk in the financial markets; the goals of investors; and how firms manage their financial affairs, including planning, budgeting, and decision making. The treatment of these topics will be both descriptive and analytical; there is a large vocabulary to be learned and a number of concepts and problems to be mastered. In addition, we will put this body of knowledge in the context of the current business and financial environment, both domestic and international.

BUS-F 301 Financial Management (3 cr.) Kelley admit of junior or senior standing. Students must meet the Option II admission criteria to take the Integrative Core courses including course, GPA, and grade requirements. Part of the Integrative Core, along with M301 and P301. 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. Requires authorization.

BUS-F 303 Intermediate Investments (3 cr.) P: ICORE. C: or P: F305 and A310. Kelley admit of junior or senior standing. Students majoring in Accounting and Finance should take A311 instead of A310. Part of the finance core. Provides a rigorous treatment of the core concepts of investments for finance majors. Covers equity securities, fixed income securities, derivative securities, and international investments. Makes extensive use of spreadsheet modeling to implement financial models. Serves as a foundation for all 400-level finance electives.

BUS-F 304 Honors Financial Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative Core courses, including course, GPA, and grade requirements. Kelley admit of junior or senior standing. Section authorization is required. The course

provides a conceptual framework of a firm's investment, financing, and dividend decisions; includes working capital management, capital budgeting, and capital structure strategies.

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

BUS-F 365 Personal Financial Planning (3 cr.) P: F301. R: Kelley admit of junior or senior standing. General course oriented toward theory and application of personal financial planning topics, with focus on the process of accumulating and protecting wealth, with the goal of obtaining financial independence. Time value of money exercises and money management tools are utilized. Other topics examined include personal insurance issues, investments in private and public securities, retirement planning, and estate planning.

BUS-F 402 Corporate Financial Strategy and Governance (3 cr.) P: A310 (or A311) and F305; I-Core. Kelley admit of senior standing. Advanced treatment of corporate financial management. Covers all major areas of corporate financial decisions: capital budgeting, dividends, capital structure, cash-flow projections, mergers, and acquisitions. Makes extensive use of spreadsheet modeling.

BUS-F 420 Equity and Fixed Income Investments (3 cr.) P: A310, F305, F303; I-Core. Kelley admit of senior standing. 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 446 Bank and Financial Intermediation (3 cr.) P: F305 and A310; I-Core. Kelley admit of senior standing. The main topics are: (1) the economic role of financial intermediaries, with an emphasis on commercial banks; (2) the evolution of markets in which banks and other financial intermediaries operate; and (3) the regulation of commercial banks and other financial institutions.

BUS-F 490 Independent Study in Finance (1-3 cr.) P: I-CORE and consent of undergraduate program chairperson and instructor. Kelley admit. 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: I-CORE. Kelley admit of senior standing. 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.

General and Honors Courses

Note: Senior standing and the Integrative Core are prerequisites for all 400-level Kelley School of Business courses.

Graduate

BUS-X 511 Weekend Seminar in Management Issues (1.5 cr.) The MBA Weekend Experience has students serve as the top management of a MNC. The experience helps them to focus on strategic processes such as how strategic decisions get made, how issues get raised, and where strategy meets human behavior. The experience also highlights the importance of leadership, vision, communication, and listening skills. It serves as an opportunity for the students to assess how effective they are in these skills areas. Required for students in MBA Module 1A.

BUS-X 518 Business of Life Sciences I (1.5 cr.) This course introduces students to all the parts of the industry including the players and their challenges in basic science, medical devices, pharmaceuticals, generics, biotech, distributors, health care providers, insurers, venture capitalists, etc. The business of life sciences is made more successful when those involved in the industry recognize and understand value added at each stage. The value chain beings with the sciences and ends with a health solution for a patient. In between are many stages involving several business sectors engaged in manufacturing and services. A Kelley student interested in a life science career will benefit from a deeper understanding of how the whole value chain works. Includes guest speakers who are specialists in various aspects of this diverse set of industry sectors, who know from experience he relationships and challenges. While this course looks at the big picture, a course project will give each student a chance to focus on at least one part of the value chain. The course grade will be based on attendance, class participation, and a business project.

BUS-X 519 Business of Life Sciences II (1.5 cr.) This course introduces students to all the parts of the industry including the players and their challenges in basic science, medical devices, pharmaceuticals, generics, biotech, distributors, health care providers, insurers, venture capitalists, etc. The business of life sciences is made more successful when those involved in the industry recognize and understand value added at each stage. The value chain begins with the sciences and ends with a health solution for a patient. In between are many stages involving several business sectors engaged in manufacturing and services. A Kelley student interested in a life science career will benefit from a deeper understanding of how the whole value chain works. Includes guest speakers who are specialists in various aspects of this diverse set of industry sectors, who know from experience the relationships and challenges. While this course looks at the big picture, a course project will give each student a chance to focus on at least one part of the value chain. The course grade will be based on attendance, class participation, and a business project.

BUS-X 522 Enterprise Lecture Series (1.5 cr.) Required lecture series and case competition for Evening MBA students to support Enterprise Experience. For MBA students enrolled in Module 1B or 2A.

BUS-X 523 Enterprise Experience I (1.5 cr.) First of a two–part series for Evening MBA students involving a consulting project with a local company or business. Students will work in groups of 3 or 4 under close supervision on enterprise director. For MBA students enrolled in Module 2A or 2B.

BUS-X 524 Enterprise Experience II (1.5 cr.) Second of a two–part series of Evening MBA students involving a consulting project with a local company or business. Students will work in small groups under close supervision of Enterprise Director.

BUS-X 551 Career Management (1.5 cr.) This course is designed to provide MBAs with the skills necessary to successfully manage internal and external career transitions. Students improve their ability to package their know–how and work experience by developing a professional portfolio of resume formats, professional summaries, references and multiple work samples. Presentation skills are enhanced through behavioral interview skill practices and mock interviews. Additional topics covered include: career & job search strategy, networking, negotiations, internal development, on/off campus interviewing and market updates. Typically offered during the Summer semester only. This course is required for students to participate in GCS services in Bloomington.

BUS-X 572 Entrepreneurship and Management Topics in Healthcare (1.5 cr.) P: F523, G512 Healthcare spending represents a staggering 17% of the US GDP, and is expected to continue growing. It also represents a complex industry, driven by innovation and entrepreneurship. This course addresses some of those complexities, with a focus on pharmaceuticals, biotechnology and medical devices.

Undergraduate

BUS-X 100 Business Administration: Introduction (3 cr.) Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. No credit for Kelley School of Business students when taken concurrently with or after the Integrative Core.

BUS-X 103 Business Learning Community (1 cr.) Authorization required. This course is designed to assist students to be successful at the university and to develop skills and competencies that will enable them to perform well in courses offered by the Kelley School of Business. Each learning community has an instructional team that is led by a faculty member and includes a student mentor, an academic advisor, and a librarian. The instructional team structures the learning environment to provide participants with as much academic support as possible.

BUS-X 105 Business Administration Introduction: Honors (3 cr.) Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment. No credit for Kelley School of Business students when taken concurrently with or after the Integrative Core.

BUS-X 203 Independent Study in Community Service Learning (1-3 cr.) P: Sophomore standing. Authorization required. Independent study course for students intending to apply to the Kelley School of Business and who have 26 or more credit hours. Students will participate in an online library research program, survey and analyze written works on business ethics and societal responsibility, and participate in a group social learning project that involves multiple visits to elementary schools. Credit not given for both X103 and X203.

BUS-X 204 Business Communications (3 cr.) P: ENG W131 or equivalent with grade of C or higher. Theory and practice of written communication in business; use of correct, forceful English in the preparation of letters, memoranda, and reports.

BUS-X 220 Career Perspectives (2 cr.) P: Sophomore standing. Assists students in constructing their academic programs and postcollege plans. Students are involved in group interaction with managers, senior executives, faculty, junior or senior student mentors, alumni, and community leaders. Students use data from tests and exercises to consider career options as they relate to such topics as globalization, total quality management, workforce diversity, leadership theory, and volunteerism. Not offered in Indianapolis.

BUS-X 293 Honors Seminar in Business (1-3 cr.) For students in Business Honors Program.

BUS-X 300 Career Planing for Non-Business Majors (2 cr.) This course will provide non-business majors (preferably juniors and seniors) with the strategies and tools necessary to explore careers, prepare for the job or internship search, and/or to identify graduate school options. Topics include, but will not be limited to resume and job search document preparation, job search strategies, and assistance identifying career options.

BUS X302 Communication Core II (1 cr.) C: A328. Emphasizes development of communication skills through writing exercises related to tax research. In addition, covers how to access the primary and secondary sources of tax law, including the Internal Revenue Code, regulations and other administrative pronouncements, and judicial decisions. Explains the research process and the use of research tools to locate sources of tax law. Utilizes both paper products and electronic (Internet) resources. Emphasizes how to read and interpret source materials. Tax research assignments stress writing skills and the need for effective communication of research findings.

BUS-X 320 Business Career Planning and Placement (2 cr.) P: Kelley admit of junior standing. Assists students in obtaining positions consistent with career goals. Covers career planning, self-assessment, career options, organized employment campaigns, interviewing techniques, employment communications, alternate job search strategies, and career management. Involves in-depth work with resume software, electronic mail, and other communication tools. Session with corporate managers describing work issues and training programs. Also open to seniors in schools outside Kelley.

BUS-X 380 Professional Practice (1-3 cr.) P: I-CORE. Kelley admit of junior or senior standing 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-X 390 Integrative Experience (1 cr.) P: All option two admission requirements. Kelley admit. Integrative case exercise involving the finance, marketing, and operations functions; required of students who did not complete the Integrative Core course work (F301, M301, and P301) on the Bloomington or Indianapolis campuses.

BUS-X 393 Honors Writing Experience (1-3 cr.) For students in the Business Honors Program.

BUS-X 400 Integration of International Business Study (1 cr.) P: Admission to a Kelley School of Business overseas study program. Seminar integrates curriculum in business overseas study program with domestic business practice and philosophy and the Kelley School of Business curriculum.

BUS-X 401 Community Service Learning: Focus on Children (1 cr.) P: Authorization. Provides training, orientation, and reflection for student volunteers who are assigned to elementary school children during the enrolled semester. The course will briefly cover child development and issues related to at-risk children and the agencies that serve them. A minimum of two hours per week of community service through a Kelley School of Business-approved program is required. The course is graded S/F.

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

BUS-X 480 Professional Practice (1-3 cr.) P: I-CORE. 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-X 485 Overseas Study I (3 cr.) P: Enrollment in a Kelley School of Business overseas study program. Lectures and discussion on aspects of the current international business environment.

BUS-X 486 Overseas Study II (3 cr.) P: Enrollment in a Kelley School of Business overseas study program. Lectures and discussion on aspects of the current international business environment.

BUS-X 487 Seminar in Business Administration (1-3 cr.) Instruction of an interdisciplinary nature for student groups involved in university-related nonprofit ventures. Interested groups must be sponsored by a Kelley School of Business faculty member and must obtain approval for the seminar from the Undergraduate Policy Committee. May be repeated up to a maximum of 6 credits.

BUS-X 488 Current International Topics (1-6 cr.) P: Enrollment in a Kelley School of Business overseas study program. Lectures and discussion on aspects of the current international business environment, as well as the cultural aspects of the area in which an overseas study program is located.

BUS-X 490 Independent Study in Business (3 cr.) P: Permission of chairperson for undergraduate program

BUS-X 493 Honors Seminar in Business (1-3 cr.)

BUS-X 496 Supervised Independent Honors Research in Business (1-5 cr.) P: Senior standing. For students in Kelley School of Business Honors Program.

International Business

Graduate

BUS-D 590 Independent Study in International Business (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Undergraduate

BUS-D 301 The International Business Environment (3 cr.) P: ECON E201 and E202 Junior standing 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 and Kelley admit. Junior standing 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-D 490 Independent Study in International Business (1-3 cr.) P: I-CORE. 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 496 Foreign Study in Business (2-6 cr.) P: Senior standing and consent of instructor. Work in, or visits to, business firms; discussions with business executives and government officials. Prior background reading, orientation work, and approval of project required. For every three weeks of foreign residence, students earn 2 credit hours.

Kelley Direct

BUS-I 510 Strategic Management and Business Planning (3 cr.) This course introduces students to strategic management and planning. In the course, you are asked to develop and execute a business strategy in a business simulation. In the Kelley Direct Online MBA Program, you are asked to develop a wide variety of skills and competencies in management. Developing and executing a business plan is only one of these skills. In addition, many of the skills and competencies addressed in this course will receive progressively greater refining in subsequent courses. As a result, this course should be viewed as in introduction to many issues that you will address again from different perspectives throughout the remainder of the MBA program. For Kelley Direct C560.

BUS-I 511 Law and Ethics in Business (3 cr.) The objective is to provide the student of management with a basic knowledge of the American legal system, the legal process and relevant substantive law which is necessary to making informed and effective business decisions. The law develops and evolves in response to changing

social, economic, political, and technological forces, and business decisions often carry long-lasting as well as delayed effects. This course emphasizes the study of the law of torts, contracts, and product liability. It is hoped that consideration of a study of these legal principles will give prospective managers insight into the dynamics of the legal process to enable them to predict as soundly as possible the future legal environment in which their present decisions will bear fruit. For Kelley Direct C550.

BUS-I 523 Supply Chain Management - Sourcing (3 cr.) This course concentrates on the important functions of working and managing the vendor base that supports the supply base. Students will learn about the design of cooperative arrangements between trading partners, as well as the new technologies like internet reverse auctions and e-hubs that are being employed for e-procurement. For Kelley Direct E731.

BUS-I 526 Asset Pricing and Security Valuation (3 cr.) A key focus of managers in public corporations is the creation of enterprise value and the way that value is shared between various suppliers of capital. This course provides an understanding of how financial markets function and how investors value financial securities. This knowledge will assist the manager to understand how various decisions may impact firm and shareholder value. Topics covered include the demand for and pricing of debt and equity securities, portfolio theory, and the pricing and expanding role of derivative securities. For Kelley Direct F741.

BUS-I 527 International Financial Management (3 cr.) This course provides an extension of the major finance topics a manger faces into a global setting. Investing across national boundaries presents unique opportunities and unique risks, thus domestic financial theory must be extended to incorporate these additional factors. Topics include measurement and management of exchange rate, international parity relationships, translation and transaction exposure, international investment diversification, international capital budgeting and multinational cash management. For Kelley Direct F742.

BUS-I 535 Strategic Management and Leadership (3 cr.) The primary focus of this course is the top-level executives who provide strategic leadership to business organizations. Students will learn about the roles, functions, and responsibilities of leadership, in order to learn the administrative requirements of leadership. In addition, students will be introduced to the analytical skills and social and personal characteristics of highly effective leaders. Case studies, videotapes and other media will be used to explore these and related issues. For Kelley Direct U710.

BUS-I 541 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 problem sets, study group preparation of executive summary memos and critiques, and use of PC spreadsheets to develop a planning model for a case focusing on funds requirement. For Kelley Direct C540.

BUS-I 545 Economics for Managers (3 cr.) Economic decision making in the business firm, the strategic interaction of business firms in industries, the purchasing and 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. For Kelley Direct C530.

BUS-I 547 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 through threaded discussion forums, case analysis and field research projects. For Kelley Direct C570.

BUS-I 548 Operations Management (3 cr.) Surveys the management of operations in manufacturing and service firms. Diverse activities, such as 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 recommending 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. For Kelley Direct C580.

BUS-I 550 Organization Designs for Strategic Advantage (3 cr.) The purpose of this course is twofold. Initially, students will be introduced to the basic elements of organizational design, including but not limited to organization structure, administrative processes and systems, size, and product-market complexity. Then they will learn how these other elements can be configured into a range of designs alternative suited for the demand of different strategic, environmental and technological conditions. These two areas of learning will prepare students for designing organizations that can adapt to the shifting competitive forces of virtually any organizational context. For Kelley Direct U702.

BUS-I 551 Global Enterprise Risk Management (3 cr.) The purpose of this course is to prepare the student to understand enterprise risk management in a globalized world. From the perspective of a multinational enterprise we focus on foreign Investment Risk, Country Risk, Foreign Exchange Rate Risk and global Non-Market Risk. We will study different monetary arrangement in the

past and present, analyze the very nature of the foreign exchange market, and try to understand the causes and consequences of international currency crises. We will analyze and measure different forms of foreign exchange related risk, and we will study strategies and instruments to manage these risks. We also study the emerging field of non-market risk management. As social and environmental concerns rise, and global communication costs shrink, businesses will increasingly find all their operations coming under increasing scrutiny, raising regulatory and social risk. We will examine the non-market business environment, defining the major players and the social and economic institutions in which they operate. We then explore the successful development of non-market risk reduction strategies. For Kelley Direct X520.

BUS-I 563 Integrative Team Oriented Project (3 cr.) Students will work in project teams to compete in a business computer simulation that is designed to integrate the knowledge, skills, and abilities learned in the program. Readings and other course materials will be assigned by the faculty instructor.

BUS-I 564 Employment Law for HR Practices (1.5 cr.) This course is designed to introduce and analyze human resources management utilizing am employment life cycle approach. Particular emphasis is placed on the legal environment inextricably intertwined with human resources management and the effect this relationship has on human resource practice. Human resources strategy and the function of human resources within the organization is also explored, focusing on employment law as a component in business strategy that should be utilized to solve issues both creatively and effectively.

Management

Graduate

BUS-J 501 Developing Strategic Capabilities (1.5 cr.) This course offers an introduction to tools for strategic management. Because it comes at the beginning of the MBA Program, it provides an introductory view of the complexities involved in determining long-term strategies. Rather than assessing the firm's environment in terms of broadly defined opportunities and threats, we will examine the dynamics of the competitive environment, how both the pace and the direction of industry change are influenced by the resources, capabilities, and competitive interactions of rival firms. For MBA students enrolled in Module 1A.

BUS-J 506 Leadership and Ethics in the Business Environment (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. For MBA students enrolled in Module 2B.

BUS-J 522 Strategic Management of Technology and Innovation (3 cr.) P: J506. Once upon a time, technology management was left to engineers and innovation was something that came out of the R&D labs. Today new technologies redefine industries and business practices daily, and nurturing innovation is the responsibility of all managers. Technology, innovation, and strategy have become intertwined as firms realize that distinctive organizational capabilities are the basis of competitive advantage. The importance of developing capabilities has, in turn, increased interest in a broader interpretation of innovation: organizational learning. This course examines the interrelationship of these concepts and explores how managers may use the development of technology to improve their firm's strategic position.

BUS-W 511 Venture Strategy (3 cr.) P: J501. 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 intrapreneurship, or innovation within a corporate environment. Because the sources of entrepreneurial and intrapreneurial 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.

BUS-W 519 Knowledge Management (3 cr.) It is now widely accepted that a firm's knowledge and its capability to learn and to share knowledge are critical competitive advantages. This course will begin by defining organizational learning and then move toward helping the business professional to do a knowledge audit. Organizations expand their knowledge through their networks and external contacts and through alternate modes of disseminating their knowledge. So it is important for firms to assess their learning intent and goals for learning externally as well as sharing and using knowledge internally. Many organizations are looking at themselves as learning organizations and think of their capacity to learn as an important capability. Taught as a web-based course through Oncourse.

BUS-W 520 Turnaround Management (1.5 cr.) This course is designed to provide the student with a process that has been shown to be effective in turning around a seriously under-performing business. The viewpoint of the leader of the business is taken throughout the course. The course is divided into three segments: (1) demonstrating that it is typical for a business to deteriorate in performance over time and the overall process for correcting performance; (2) examining each step in the turnaround process, including early stage diagnosis, recovery actions, and wind-up activities; and (3) suggestions for the leader to avoid entering into a turnaround again. Cases, guest speakers (e.g., workout specialists from banks, turnaround consultants, and company leaders who have experienced turnarounds), and lectures on each step in the process are used in the course.

BUS-W 525 New Ventures and the Venture Community of Indianapolis (1.5 cr.) P: J501. This course is designed to support and encourage student participation in the Venture Club monthly lunch meetings. The Venture Club is a group of venture capitalists, entrepreneurs, bankers, consultants, and service providers (accountants, lawyers, etc.) who meet on a monthly basis in downtown Indianapolis. Meetings typically consist of a brief networking session, followed by two or three presentations by entrepreneurs seeking funding for business concepts, and a guest speaker. Sessions last a total of two hours, and have approximately 200 attendees. Following a brief meeting at the beginning of the semester, students would attend the monthly meetings of the Venture Club (September through April for 8 meetings, 16 hours) and participate in online chat sessions following the meeting. Each meeting would have an associated reading from Harvard Business Review, or a similar journal related to new venture development and financing. Note: this course is generally offered in an ADC or online format.

BUS-W 550 Management Consulting and Strategy (3 cr.) P: J501. This course focuses on what is required to become a successful management consultant with emphasis on corporate strategy. Students will have the opportunity to assume the role of a management consultant and to prepare and present a current corporate strategy product. Key activities will include proposal preparation, fact gathering, interviewing progress review, and final report preparation and presentation. Prospective students should have a solid understanding of the fundamentals of corporate strategy.

BUS-W 590 Independent Study in Management and Administration (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

BUS-Z 590 Independent Study in Personnel and Organizational Behavior (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Undergraduate

BUS-J 401 Administrative Policy (3 cr.) P: I-CORE, Z302, X320 (or concurrent), 6 hours of major (or concurrent). Kelley admit of senior standing. Administration of business organizations: policy formulation, organization, methods, and executive control.

BUS-J 402 Administrative Policy: Honors (3 cr.) P: I-CORE, Z304, X320 (or concurrent), 6 hours of major (or concurrent). Kelley and honors program admit or senior standing. Administration of business organizations: policy formulation, organizations, methods, and executive control.

BUS-J 404 Business and Society (3 cr.) P: I-CORE, 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-J 411 Analysis of Business Decisions (3 cr.) P: J401, Z311, Z312, X320, 6 hours of major. Kelley admit of senior standing. Strategy is about determining and implementing a course of action to accomplish objectives to effectively compete and create sustainable competitive advantages for the organization in the marketplace. In this course, students will make business decisions over multiple time periods and examine their impact on the organization's qualitative and quantitative performance. The course is composed of two essential elements: "knowing" and "doing." The "knowing" involves the strategic concepts, techniques, and models applicable to strategic and functional management to help students make intelligent choices among the options available to the organization and its competitors. The student will learn these through assigned readings and discussions. The "doing" involves active participation in a total enterprise strategic management simulation. A team will determine the organization's objectives and goals, evaluate business situations, make decisions for the various functional areas, and examine the outcomes from these decisions as the team competes with other firms in the industry.

BUS-J 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: I-CORE and consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special fields 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-W 200 Introduction to Business Management (3 cr.) P: Sophomore standing. Business administration and management from the standpoint of a business firm operating in the contemporary economic, political, and social environment. This course will not be counted toward a business degree or minor.

BUS-W 212 Exploring Entrepreneurship (3 cr.) This course provides a survey of the basic concepts of starting a business. The course covers the personal origins for motivation for entrepreneurship and the skills, knowledge, and abilities of the entrepreneur. The course includes guests who have successfully started their own businesses and who speak with students about their experiences. The course concludes with students assessing their own potential and developing an idea for a new business.

BUS-W 311 New Venture Creation (3 cr.) P: I-CORE. Kelley admit of junior or senior standing. Primarily for those interested in creating a new business venture or acquiring an existing business. Covers such areas as choice of a legal form, problems of the closely held firm, sources of funds, preparation of a business plan, and negotiating.

BUS-W 430 Organizations and Organizational Change (3 cr.) P: Z302, I-CORE. Kelley admit of senior standing. Analysis and development of organizational theories, with emphasis on environmental dependencies, sociotechnical systems, structural design, and control of the performance of complex systems. Issues in organizational change, such as appropriateness of intervention strategies and techniques, barriers to change, organizational analysis, and evaluation of formal change programs.

BUS-W 490 Independent Study in Business Administration (1-3 cr.) P: I-CORE and 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-Z 200 Introduction to Human Resource Practices (Non-majors) (3 cr.) P: Sophomore standing. This course is designed to provide a basic overview of human resources practices and principles that all managers need to be aware of in today's business environment. Specifically, we will focus on employment laws and trends that affect firms of all sizes, as well as managerial practices that can positively impact an organization.

BUS-Z 302 Managing and Behavior in Organizations (3 cr.) P: Junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes.

BUS-Z 304 Managing and Behavior in Organizations: Honors (3 cr.) P: Junior standing. Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from a behavioral foundation toward an understanding of managerial processes.

BUS-Z 311 Leadership and Ethics in the Business Environment (1.5 cr.) P: Junior standing. This course will explore the interrelated areas of business leadership and business ethics. We will examine examples of leadership and ethical crises, and investigate the ethical, political, economic, and social considerations of various leadership decisions.

BUS-Z 312 Human Resources and Negotiations (1.5 cr.) P: Junior standing. This course is designed to provide students with critical managerial tools, including general principles of human resources management and negotiation skills, which will improve their interpersonal skills and their knowledge of the current legal environment in which they must effectively operate.

BUS-Z 340 Introduction to Human Resrouces (3 cr.) P: Z312, Kelley admit, junior standing. Introductory overview of human resources management. Special emphasis will be given to legal issues, diversity in the work force, and contemporary practices.

BUS-Z 404 Effective Negotiations (3 cr.) P: Z312, I-CORE. Kelley admit of senior standing. Exposure to the concepts of negotiations in both the national and international environments, including negotiation strategies and tactics, influence, third-party intervention, audience effects, nonverbal communication, and ethical and cultural aspects. Case studies, simulations, and guest speakers will be used throughout the course.

BUS-Z 441 Wage and Salary Administration (3 cr.) P: Z302, Z340, I-CORE. Kelley admit of senior standing. Survey of problems faced by modern managers of compensation systems. In-depth look at the role of the company, government, union, and employee in the design and administration of total compensation systems. Describes current wage and salary systems and their advantages and disadvantages. Integrates theory and practice through case analysis.

BUS-Z 443 Developing Employee Skills (3 cr.) P: Z302, I-CORE. Kelley admit of senior standing. Focuses on skills that relate to the acquisition and/or identification of knowledge, skills, and abilities among job applicants or current employees. Students will learn how to identify individuals who currently possess the knowledge, skills, and abilities (KSA) required to be effective members of contemporary organizations and how to identify specific training needs and formulate and implement programs designed to address observed KSA deficiencies.

BUS-Z 445 Human Resources Selection (3 cr.) P: Z302, Z340, I-CORE. Kelley admit of senior standing. The ability to evaluate applicants and predict their future performance is a critical function in any organization that wishes to have a competitive edge over other firms. This course will provide students with an understanding of the technical components of selection, including how to determine which applicant characteristics should be examined, what procedures should be used to gather information, and how that information should be combined to identify qualified job applicants.

BUS-Z 490 Independent Study in Personnel Management and Organizational Behavior (1-3 cr.) P: consent of undergraduate program chairperson and instructor. Supervised individual study and research in student's special fields 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-W 494 Herman B Wells Seminar in Leadership (3 cr.) P: I-Core. Kelley admit of senior standing. Required for students in Kelley Honors Program. Open to Kelley School of Business seniors and selected seniors from other schools with high scholastic ability and promise of developing leadership qualities exemplified by Herman B Wells.

Marketing

Note: Senior standing and the Integrative Core are prerequisites for all 400-level Kelley School of Business courses.

Graduate

BUS-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. For MBA students enrolling in Module 2A.

BUS-M 503 Applied Marketing Research (3 cr.) P: M501. The basic objective of this course is to develop the student's understanding of marketing research as it applies to marketing decision making. The course covers principles of qualitative, experimental and survey research designs, secondary and syndicated data sources, and questionnaire design. The major focus will be on the tools used to properly collect market research information. This course is usually taught Online (ADC course).

BUS-M 506 Marketing Engineering (1.5 cr.) P: M501. This course deals with the concepts, methods, and applications for decision modeling to address marketing issues such as segmentation, positioning, forecasting, new product design and development, advertising, sales force and promotion planning, and pricing. This course will provide skills to translate conceptual understanding into specific operational plans.

BUS-M 511 Marketing Performance and Productivity Analysis (1.5 cr.) P: M501. The focus of this course is on developing a comprehensive evaluation of the situation facing a product or product line. Emphasis is placed on assessing recent financial performance, identifying customer-based explanations for changes in performance, assessing the effects of marketing investments, and evaluating emerging customer needs and competitive threats.

BUS-M 513 Marketing Strategy Simulation (1.5 cr.) P: M501. A simulation course that creates an evolving market, where future decisions must be made in the context of earlier ones. Results depend on competitors' actions as well as your own decisions. The simulation provides an opportunity to increase skills in matching products and market segments, driving productivity and striving for optimum investment of marketing funds.

BUS-M 550 Marketing of Medical Products (1.5 cr.) P: M501. Companies increasingly recognize the importance of being customer driven and the role that customer satisfaction plays in maintaining competitive advantage in the marketplace. This course provides students with a rich understanding of how this understanding can help managers make better business decisions. The course covers business-to-business, as well as individual consumer behavior.

BUS-M 590 Independent Study in Marketing (Arr. cr.) For advanced MBA students engaged in special study projects. Course admission and project supervision is arranged through the MBA Office and the student's faculty advisor.

BUS-M 594 Global Marketing Management (3 cr.) Emphasizes principles and practices of marketing in the contemporary global environment. The material covers both U.S. and foreign company doing business in various countries around the world. Specifically, the objectives of the course are to provide students with some 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.

Undergraduate

BUS-M 200 Marketing and Society: A Look at Roles and Responsibilities (3 cr.) P: Sophomore standing. This course is offered for students pursuing a Business Foundations Certificate. The course will acquaint the student with basic marketing concepts, terminology, and applications. The use of marketing in a variety of industries will be explored. The course will also aid the student in becoming a more aware and intelligent consumer. Assignments and assessment will occur primarily through Oncourse, a Web-based educational support system. Lectures may be delivered via classroom, television, or the Web. This course will not count toward a business degree or minor.

BUS-M 226 Personal Selling Techniques (3 cr.) P: Sophomore standing. This web-based course is designed in response to the developing need to have a sales related course designed for non-business majors. It is recognized that people in every profession have to communicate ideas, plans, proposals, etc. in a persuasive manner. Five basic areas will be covered in the course: (1) The selling process, (2) The investigative stage, (3) the demonstration of capability stage, (4) The commitment stage, and (5) The designing of sales models to improve performance results. Not intended for business majors.

BUS-M 300 Introduction to Marketing (3 cr.) P: A200, K201. Junior standing. Offered to students for a minor in business. Examination of the market economy and marketing institutions in the United States. Decision making and planning from the manager’s point of view; impact of marketing actions from the consumer’s point of view. No credit toward a degree in business.

BUS-M 301 Introduction to Marketing Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative Core courses including course, GPA, and grade requirements. Kelley admit of junior or senior standing. Part of the Integrative Core, along with F301 and P301. Marketing planning and decision making examined from firm's and consumer's points of view; marketing concept and its company-wide implications and integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy and implementation.

BUS-M 303 Marketing Research (3 cr.) P: M301. Kelley admit of junior standing. 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 304 Honors Marketing Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative Core courses, including course, GPA, and grade requirements. Kelley Admit of Junior standing Section authorization required. Marketing planning and decision making examined from the firm’s and the consumer’s points of view; marketing concept and its company-wide implications; integration of marketing with other functions. Market structure and behavior and their relationship to marketing strategy and implementation.

BUS-M 401 International Marketing (3 cr.) P: I-CORE. Kelley admit of senior standing. 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 402 Marketing Channels (3 cr.) P: I-CORE. Kelley admit of senior standing. Marketing channels analyzed as organized behavior systems. Focuses on the institutional structure, relationships, and functions of

channels of distribution. Franchising, vertical integration, and vertical channel agreements also are emphasized.

BUS-M 405 Buyer Behavior (3 cr.) P: I-CORE. Kelley admit of senior standing. Description and explanation of consumer behavior. Demographic, socioeconomic, psychographic, attitudinal, and group influences on consumer decision-making. Applications to promotion, product design, distribution, pricing, and segmentation strategies.

BUS-M 407 Business-to-Business Marketing (3 cr.) P: I-CORE. Kelley admit of senior standing. Problems, activities, and decision methods involved in the marketing of goods and services by business to business. Demand estimation, pricing, promotion distribution systems, and role of non-consumer buyers.

BUS-M 412 Physical Distribution Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Management of product distribution systems within an organization. Traffic, inventory control, warehousing, and other activity centers are analyzed for improvement and related to overall systems performance. Order entry and the customer service variables of order-cycle time and reliability are examined in relation to the sales function. Includes analysis of the impact of physical distribution decisions on other functional areas.

BUS-M 415 Advertising and Promotion Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Basic advertising and sales-promotion concepts. The design, management, and integration of a firm's promotional strategy. Public policy aspects and the role of advertising in marketing communications in different cultures.

BUS-M 419 Retail Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Major management problems in retail institutions. Treatment of retail/marketing strategy design and problems related to financial requirements, buying, inventory, pricing, promotion, merchandising, physical facilities, location, and personnel.

BUS-M 426 Sales Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Emphasizes the activities and problems of field sales management. Includes organizing the sales force, recruiting, training, compensation, motivation, sales techniques, forecasting, territory design, evaluation, and control. Lectures and case studies.

BUS-M 430 Professional Selling (3 cr.) P: I-CORE. Kelley admit of senior standing. Focuses on the tactical and strategic aspects of the professional selling process, with particular emphasis on managing the large, complex sale. Topics include account entry strategies, effective investigative techniques, objection prevention, the client decision process, negotiation skills, and account development strategies. Participant interaction, role plays, work groups, and case studies will be used as learning tools.

BUS-M 450 Marketing Strategy (3 cr.) P: I-CORE, M303, one 400-level marketing course. Kelley admit of senior standing. Ideally taken in the student's last semester. Capstone course for marketing majors. Draws on and integrates courses previously taken. Focuses on decision problems in marketing strategy and policy design, as well as and application of analytical tools for marketing and decision making. Restricted to students in the marketing concentration.

BUS-M 490 Independent Study in Marketing (1-3 cr.) P: I-CORE and 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.

Operations and Decision Technologies

Note: Senior standing and the Integrative Core are prerequisites for all 400-level Kelley School of Business courses.

Graduate

BUS-K 503 Statistical Analysis (1.5 cr.) This course aims to cover the fundamental quantitative skills that managers need to effectively manage data and make decisions. The course will focus on a number of topic areas, including the analysis and management of business data, using linear regression analysis to understand relationships among variables and for use in forecasting, and probability analysis and decisions trees. The goal is to establish a theoretical understanding of statistical decision making, as well as to develop practical skills in analyzing data using Microsoft Excel. Statistical Analysis emphasizes the application of quantitative methods through lecture, homework assignments, cases, and computer exercises.

BUS-K 510 Advanced Decision Models (1.5 cr.) P: MBA Module 1A This course is concerned with optimization modeling. Topics covered are optimal product mix, project scheduling, aggregate planning, financial models, capital budgeting, optimal portfolio mix and multiple objectives optimization. This is an ADC course administered entirely through Oncourse, but it is not self-paced.

BUS-K 516 Quantitative Decision Models (1.5 cr.) P: MBA Module 1A This course is concerned with probability and statistical modeling. Topics covered are the application of regression-based forecasting models, simulation models and probabilistic causal models. This is an ADC course administered entirely through Oncourse, but it is not self-paced.

BUS-P 501 Operations Management (3 cr.) Surveys the management of operations in manufacturing and service firms. Diverse activities, such as 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 recommending 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. For MBA students enrolled in Module 2A.

BUS-P 509 Supply Chain Operations (1.5 cr.) P: P501 This course is divided into two main parts. Three-quarters of this class is designed to help students begin to understand how to develop and manage efficient and effective physical distribution and logistics system. Students taking this course will learn the fundamentals of successfully exploiting supply chains by carefully coordinating distribution tasks, controlling resources (especially inventory), and leveraging technology (principally information systems). The overall goal of this part of the course is to introduce and familiarize you with the basic concepts and skills necessary for supply chain management as a manager, analyst, or consultant. The remaining quarter of this course focuses on Sourcing (also called purchasing) and how to conduct successful negotiations. Instructional tools include lectures, readings, and a group negotiation project. The course content covers both quantitative and qualitative materials. During the term we will also consider physical distribution and sourcing issues in parts of the world with underdeveloped infrastructure.

BUS-P 510 Service Operations (1.5 cr.) P: P501 In contrast to most aspects of the other operations management courses, this one is devoted to the particular problems of designing and delivering services, as opposed to manufactured goods. Although some ideas from the management of manufacturing enterprise will spill over readily into this course, other aspects of service operations management will have no natural counterpart. The course will lean heavily on cases and most class sessions will be devoted to discussions of cases assigned for each week. These cases will be the rallying point for our learning in the course; they are drawn from many different service environments and touch on numerous operations problems.

BUS-P 527 Process Improvement I (1.5 cr.) P: P501 Process Improvement I covers a variety of tools and organizational procedures for understanding, analyzing and improving work processes and environments. many of these tools and procedures have been popularized lately as "six sigma" quality management techniques, and apply readily to quite diverse business and organizational settings.

BUS-P 528 Process Improvement II (1.5 cr.) P: P501 Involves a real-world project selected and carried through by the student. This allows application of the tools and procedures learned earlier. Students who successfully complete both Process Improvement courses receive formal six sigma "Green Belt" certification. Courses open to all graduate students.

BUS-P 552 Project Management (1.5 cr.) P: P501 This course begins with an introduction to project management and some of the skills and concepts surrounding good practice. Project management tools such as the critical path and Gantt charts will be reviewed as well as methods for controlling the four most important elements of any project: scope, time, cost, and resources. Various approaches to organizing projects will be introduced. The course will then move to an examination of new product development in a series of industries.

BUS-P 561 Supply Chain Management Technologies (1.5 cr.) P: P501, P590 is recommended. The overall goal of this course is to introduce and familiarize you with the concepts and skills necessary for supply chain management as a consultant, analyst, or manager. In this course, we will identify the major issues in supply chain management to better understand their performance. We will study the basic tools for supply chain management in production planning and inventory control, order fulfillment, and multi-stage/multi-location coordination. We will also consider the growing role of information systems in supply chains and devising supply chain strategy. During the course we will also consider issues related to the implementation of supply chain improvements. We will use a variety of instructional tools including lectures and case discussions. The course content covers both quantitative and qualitative materials. The cases will feature a range of companies and leading edge as well as traditional distribution and logistics issues.

BUS-P 579 Strategic Management of the Healthcare Supply Chain (1.5 cr.) Health care supplies are the second largest expenditure accounting for 25 to 40% of the total cost of patient care. This course explores the strategic management of the health care supply chain with a focus on collaboration opportunities between multiple organizations. The health care supply chain is studied from an end-to-end perspective including acute care providers, outpatient facilities, distributors, group purchasing organizations, pharmaceutical companies, medical device manufacturers, information technology services, and other supply organizations. Over the past several years, several health care organizations have invested in strategic positioning of their supply chains through new organizational designs, new supply chain capabilities, and new collaborative business models. This course examines these new innovations and provides the tools and concepts to apply this new knowledge to the health care industry.

BUS-P 590 Independent Study in Operations Management (Arr. cr.) For advanced M.B.A. students engaged in special study projects. Course admission and project supervision is arranged through the M.B.A. Office and the student's faculty advisor.

Undergraduate

BUS-K 201 The Computer in Business (3 cr.) Introduction to the role of computers and other information technologies in business (with emphasis on microcomputer applications). Provides instruction in both functional and conceptual computer literacy. Experimental exercises include learning about Windows-based spreadsheets (Excel), relational databases (Access), electronic mail, and Internet navigation tools. These hands-on labs emphasize application of these learned skills to solve a variety of business problems. The lectures focus on the use and application of technology (hardware, software, storage/multimedia, Internet history, Internet in business, database management systems, and security/privacy of data in this information age).

BUS-K 204 The Computer in Business: Honors (3 cr.) Introduction to the role of computers in business, with emphasis on microcomputer applications. Experimental exercises include learning about Windows-based spreadsheets, database applications, electronic mail, and Internet navigation tools. The lectures focus on the

use and application of technology (hardware, software, networks, databases) and integrates current management topics (business applications, systems development, data management, computer ethics).

BUS-K 490 Independent Study in Decision Sciences (1-3 cr.) P: I-CORE and 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 200 Foundations of Operations and Supply Chain Management (Non-majors) (3 cr.) P: Sophomore standing. This course is designed to introduce the student to the basic ideas and concepts that make up the field of operations and supply chain management and to prepare the student to take an active role in operations decision making in the workplace. The course will acquaint the student with basic operations management concepts and terminology.

BUS-P 300 Introduction to Operations Management (3 cr.) P: BUS A200 and MATH 110 or higher. Junior standing. Offered to students for a minor in business. The operations function is concerned with the activity associated with the production of goods and services. Provides an overview of operating decisions and practices in both manufacturing- and service-oriented firms. While no attempt is made to cover any particular area in depth, standard terms and concepts required to communicate effectively with operating personnel are introduced. No credit toward a degree in business.

BUS-P 301 Operations Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative core courses including course, GPA, and grade requirements. Kelley admit of junior standing. A survey course concerned with the production and distribution of goods and services. Part of the Integrative Core, along with F301 and M301. Examines how a firm produces and delivers its goods and services, with consistent and acceptable levels of quality, in a cost-effective manner. The discussion covers a wide range of interrelated issues including quality and process improvement, forecasting, planning, resource management, customer service, scheduling, and layout and process design. A semester-long team project is the primary activity used to integrate the three core courses.

BUS-P 304 Honors Operations Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative Core courses, including course, GPA, and grade requirements. R: Kelley admit of junior or senior standing. Section authorization required. A survey course concerned with the production and distribution of goods and services. Part of the Integrative Core, along with F304 and M304. 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-P 320 Supply Chain Management: Sourcing (3 cr.) P: I-CORE. Kelley admit of junior standing. Sourcing/purchasing has become a major source of economic benefit to most firms. This course provides a comprehensive look at this important area of supply chain management. The course examines the purchasing function in industrial firms. Topics include sourcing (domestic and international), specifications, standards; contract and pricing practices; negotiation; quality assurance and reliability; inventory management; value analysis; capital equipment buying; make-or-buy decisions; evaluation of purchasing performance; and ethics.

BUS-P 421 Supply Chain Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Focuses on 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-P 429 Supply Chain Management (3 cr.) P: I-CORE. Kelley admit of senior standing. Focuses on the study of the processes by which products are created and delivered to customers. The course emphasizes the process flow method using three measures of process achievement: throughput (the rate of product delivery), flowtime (the time it takes to deliver that product), and inventory. Topics include Little's Law, the uses of inventory, the importance of time-based competition, process analysis, and bottleneck analysis. Computational analysis using simulation is emphasized.

BUS-P 490 Independent Study in Operations Management (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.

Real Estate

BUS-R 305 Introduction to Real Estate Analysis (3 cr.) P: F301, Kelley admit, junior standing. For students who may take additional real estate courses. Topics include real estate law, brokerage, property management, appraising, mortgage finance, and investment analysis. Emphasis on the analytical techniques applicable to real estate.

BUS-R 440 Real Estate Appraisals (3 cr.) P: F305, I-Core. Kelley admit of senior standing. Methods of appraising real property, with emphasis on income property; covers relevant concepts and analytical techniques. Course content is similar to that which a professional appraiser must learn.

BUS-R 443 Real Estate Finance and Investment Analysis (3 cr.) P: F305, I-Core. Kelley admit of senior standing. Application of financial concepts and techniques to the analysis of real estate financing and investment alternatives. Computer analysis and case studies are used.

BUS-R 490 Independent Study in Real Estate and Land Economics (1-3 cr.) P: I-CORE and 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.

IU School of Continuing Studies

Welcome to the School of Continuing Studies!

A Statement from the IUPUI Director Renee Betts

The School of Continuing Studies is dedicated to providing quality educational opportunities for adult learners in central Indiana. The program brings the resources of Indiana University and the innovative spirit of IUPUI to people who cannot get their educational and professional needs met by a traditional degree program. Whether on campus, off campus, or at a distance, the IUPUI Continuing Studies staff is dedicated to providing excellent student services with an emphasis on the needs of busy adult learners.

We look forward to helping you build a vision for your future.

Overview

Mission

The school plans and provides both credit and noncredit programs/courses that are offered in various learning formats at convenient times and locations. These programs/courses include:

- Bachelor of General Studies
- Master of Science in Adult Education
- Noncredit certificate programs
- Credit and noncredit programs
- Courses for professional development and personal growth
- Conferences, workshops, and seminars on a wide range of subjects
- Evening and outreach programs
- Weekend courses
- Web courses
- Workforce development and training

The School of Continuing Studies also provides specialized courses for on-site delivery at businesses, industries, and other off-campus locations via telecommunication and other electronic technologies.

Contact Information

IUPUI Division of Continuing Studies
Indiana University School of Continuing Studies

518 Indiana Ave Indianapolis, IN 46202
(317) 278-7600
Website: www.cln.iupui.edu

General Studies Degree Program

The School of Continuing Studies administers the General Studies Degree Program, which extends to students the opportunity to pursue a college education regardless of work schedules, domestic responsibilities, or location. Students may fulfill degree requirements by taking on-campus courses, web, or a combination of both.

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. A general studies education is not limited in scope; it establishes the foundation for a lifetime of learning and serves as the framework for a productive professional and personal life.

The B.G.S. provides basic preparation for many careers and graduate programs. B.G.S. graduates are employed in various professional fields, including education, law, government and social service, real estate, and private industry. Many B.G.S. recipients have gone on to graduate programs in fields such as anthropology, business, divinity studies, education, fine arts, international affairs, law, library science, management, medicine, nursing, public health, and social work. B.G.S. graduates have earned masters degrees and doctorates at Indiana University and other universities.

In addition to enrolling in regular session courses at any Indiana University campus, students may fulfill general studies degree requirements in various ways, including credit by examination, credit for educational programs in noncollegiate organizations, military service credit, and credit for courses completed at other regionally accredited institutions.

History

Created in 1975, the School of Continuing Studies reflects the commitment of Indiana University and the state government to meeting the educational needs of adult citizens. The school consists of the following units:

- Academic Programs
- Financial Administration
- Marketing and Communication
- Learner Services
- Campus Divisions

Application Procedures

Students interested in pursuing a general studies degree should apply for admission to the School of Continuing Studies as follows:

- All applicants must submit an application.
- Citizens of other countries, including those in the United States on immigrant visas, must submit TOEFL scores and a 300- to 500-word handwritten essay. The essay is to be written on a topic of the students choice and may include autobiographical information. Students who intend to pursue a general studies degree at IUPUI must submit the international application for admission.
- Applicants who have not previously attended a college/university as a degree student must submit official copies of their high school transcripts or evidence of having earned a GED high school equivalency diploma.
- Applicants who have previously attended a college/ university must request that the college(s) or university(ies) attended forward official transcripts to IUPUI General Studies Degree Program Office, 518 Indiana Ave, Indianapolis IN, 46202.
- Applicants who are veterans should submit a copy of the DD214 form.
- Applicants presently on active duty should request an official copy of their AARTS, SMARTS, or

Community College of the Air Force transcripts from their education officer.
- Applicants who have completed educational programs/courses in noncollegiate organizations must request that official records of program/course completion be sent directly from the awarding organization.
- Applicants who have taken the College-Level Examination Program (CLEP), the Defense Activity for Non-Traditional Support (DANTES) exams, or the ACT-PEP Regents (Excelsior) College exams should request that official transcripts of their exam scores be sent directly from the testing agency.
- Applicants who have been placed on academic probation, dismissed, or denied readmission to a previously attended school must provide a letter explaining the circumstances and the reasons they believe they will now be successful.
- Applicants should submit application materials to: General Studies Degree Program Office, 518 Indiana Ave,Indianapolis, IN 46202.
- For questions, please call (317)278-7600.

Admission Deadlines

- New Student -- has never attended Indiana University, any campus: Fall - July 1st; Spring- November 15th; Summer - March 30th
- Returning Student -- has not been enrolled for more than two years and has a minimum 2.0 cumulative grade point average at Indiana University: Fall **-** August 1st; Spring - December 15th; Summer - April 30th
- Current Student: -- is currently enrolled and has a minimum 2.0 cumulative grade point average: Fall**-** September 5th; Spring - January 25th; Summer - May 20th

The official date of a students admission is the date the student is accepted into the General Studies Degree Program. This date does not necessarily coincide with the date the application was processed by the Office of Admissions. Current course work of students whose admission has been approved on or before the campus pass/fail deadline will be considered course work taken after admission to the General Studies Degree Program.

Application Fees

Applicants who have not previously attended Indiana University must pay a nonrefundable application fee at the time they submit their application. As of January 2012, the application fee is $50.00. Application fees are subject to change without notice.

Transfer Students

Transfers from and within Indiana University Campuses

Students with previously earned credit from any academic program on any Indiana University campus may apply to pursue a general studies degree. Credits are evaluated on a course-by-course basis. (To find out how to apply previously earned Indiana University credit to a general studies degree, see Credits from Indiana University.)

Students with academic deficiencies (cumulative GPA below 2.0) may be admitted on probation. Students who have been dismissed from another academic unit of Indiana University and whose cumulative GPA is below 2.0 will not be considered for admission for at least one academic year from the date of dismissal.

Transfers from Other Colleges/Universities

The School of Continuing Studies welcomes students who want to transfer from other regionally accredited colleges/universities. Applications for transfer admission are evaluated on the basis of applicants cumulative GPA and the number of credits earned in all subjects. Transfer credit is awarded only for courses in which students earn a minimum grade of C in curricula similar to those offered by Indiana University.

Acceptance of credit from other institutions is determined by the Indiana University Office of Admissions, and the applicability of credit toward degree requirements is determined by the School of Continuing Studies. Only credits earned at Indiana University are calculated in a students cumulative GPA.

Students who have been dismissed from other postsecondary institutions will not be considered for admission to the General Studies Degree Program for one academic year from the date of dismissal (students are not reinstated for summer sessions).

Recognition of Previously Earned Credit

Many students have previously earned academic credit from Indiana University or other institutions. These students may be eligible for credit by examination. Previously earned credits are applied to the requirements of the B.G.S. according to the following guidelines:

Credits from Indiana University

A maximum of 100 credit hours previously earned at Indiana University may be applied to the B.G.S. Courses in which grades of D+, D, or D were earned may be used as elective credit only; they will not be used to satisfy course distribution requirements.

Credits from Other Institutions

A maximum of 90 hours of transfer credit from other regionally accredited colleges/universities may be applied to the B.G.S. NOTE: A maximum of 64 transfer credits from two-year, community colleges may be applied to the B.G.S.

Credit by Examination from Other Institutions

Students wanting to transfer credit by examination earned from other institutions must have satisfactorily completed sequential courses in that subject area before transferring.

Undergraduate Program

Academic Guidance

A counselor provides guidance for each General Studies Degree Program candidate. Note: Although students are encouraged to seek the advice of a General Studies Degree Program counselor, students are responsible for planning their own programs and meeting the degree requirements for graduation.

General Requirements for the Bachelor of General Studies (B.G.S.)

(Students must check with their home campus regarding how courses apply to their degree.)

- Students must successfully complete a minimum of 120 credit hours to graduate.
- Students must successfully complete at least 69 of the 120 required credit hours in the arts and sciences. No more than 21 of these 69 credit hours—may be taken in a single arts and sciences department or subject area. In addition, no more than 30 of the 51 credit hours allowed outside the arts and sciences may be taken in any one professional school or technical program.
- Students must successfully complete at least 30 of the 120 required credit hours at Indiana University. Earning credit through an academic department examination at Indiana University is equivalent to having completed that course at Indiana University. Credits earned by Defense Activity for Non-Traditional Education Support (DANTES), and College-Level Examination Programs (CLEP) may not be applied to this 30 credit hour requirement.
- Students must complete at least 20 credit hours after admission to the General Studies Degree Program. This should be Indiana University course work. Credits earned by self-acquired competency, Defense Activity for Non-Traditional Education Support (DANTES), and College-Level Examination Programs (CLEP) may not be applied to this 20 credit hour requirement.
- Students must successfully complete at least 30 of the 120 required credit hours at the 300 and 400 upper-division level.
- Students must earn a minimum cumulative GPA of 2.0 on all courses considered for the B.G.S. and on all courses completed after admission to the School of Continuing Studies. C is the minimum grade accepted for any course completed to satisfy course distribution requirements.
- Students must also fulfill the fundamental skills and course distribution requirements (see Fundamental Skills Competency Requirements below and Course Distribution Requirements).

Fundamental Skills Competency Requirements

For the B.G.S., students must satisfy fundamental skills competency requirements that demonstrate college-level competency in six areas: written communication, intermediate writing course, oral communication, quantitative reasoning, computer literacy, and diversity.

Students may demonstrate competency by completing an appropriate college-level non-remedial course or its transfer equivalent in English composition/writing, speech/communication, quantitative reasoning, computer science, and diversity; by earning a grade of C or higher in a 3 credit hour course.

A course that fulfills one of the six competency requirements at any Indiana University campus fulfills that requirement for the IUPUI General Studies Degree Program. Acceptable grades for courses meeting competency requirements must be consistent with the campuses requirements.

Awards & Scholarships

The School of Continuing Studies offers several scholarships for general studies degree students. Available to both full and part-time students, the scholarships are based on financial need and academic merit, and usually range from $500 to $750 per academic year.

The scholarships may also be eligible for the matching program at the Office of Student Financial Assistance (OSFA), doubling their actual value. Scholarship applications may be obtained from any general studies office until March 15, the application deadline. Check our website for additional information.

IUPUI Community Learning Network/General Studies Degree Program
518 Indiana Avenue Indianapolis, IN 46202
Phone: (317) 278-7600
Fax: (317) 274-5041

Degree Programs

Course Distribution Requirements for the Bachelors of General Studies (B.G.S.)

Twelve (12) credit hours are required in each of three learning areas: arts and humanities, science and mathematics, and social and behavioral sciences. Students must also complete an 18 credit hour concentration in one of these three learning areas. The 12 credit hours required in each learning area, as well as the 18 credit hour concentration, must include courses from at least two academic departments.

An additional 66 hours of elective credit including a minimum of 15 additional credit hours in the arts and sciences and no more than 30 credit hours in any one professional school or technical program must also be completed to fulfill B.G.S. requirements.

Arts and Humanities	12 credit hours
Science and Mathematics	12 credit hours
Social and Behavioral Sciences	12 credit hours
Concentration	18 credit hours
Arts and Sciences Electives	15 credit hours
General Electives	51 credit hours
Total Credit Hours Required for the B.G.S.	120 credit hours

Completing Course Distribution Requirements

Each general studies degree requires completion of course work in three learning areas: arts and humanities, science and mathematics, and social and behavioral sciences. These requirements provide students with a broad exposure to the humanities and sciences. To fulfill the requirements, students may choose from a wide variety of subject fields within each learning area. These subject fields are described below. Note: The subject fields grouped under the three learning areas may vary among Indiana University campuses. Students should

consult their General Studies Degree Program counselors for their campuses specific requirements.

Arts and Humanities

The distribution courses in this learning area provide knowledge and interpretive frameworks through which students may reflect on the complexity of human history, assess the difficulties of determining moral values, appreciate the range and value of human emotion and thought, and be sensitive to the varieties of aesthetic expression. The following departments offer courses that fulfill the arts and humanities distribution requirement:

- Afro-American Studies
- American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore
- Foreign Language Courses
- History
- History and Philosophy of Science
- Musicology and Music History
- Philosophy
- Religious Studies
- Speech
- Theatre and Drama

Science and Mathematics

The distribution courses in this learning area provide an appreciation of the physical and biological environment, introduce students to the discipline of systematic inquiry, provide insight into experimental methods and results, and illustrate the role and methods of the mathematical sciences. The following departments offer courses that fulfill the science and mathematics distribution requirement:

- Anatomy and Physiology
- Astronomy
- Biology
- Chemistry
- Computer Science
- Geology
- Mathematics
- Microbiology
- Physics
- Plant Sciences
- Zoology

Social and Behavioral Sciences

The distribution courses in this learning area provide students with the means to analyze and understand the social institutions in which they live, as well as the behavior of individuals in relation to one another and the world. The following departments offer courses that fulfill the social and behavioral science distribution requirement:

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psychology
- Sociology

Completing B.G.S. Concentration Requirements

B.G.S. students must complete a concentration area by adhering to the following guidelines:

-
- Students must complete an additional 18 credit hours in one of three learning areas: arts and humanities, science and mathematics, or social and behavioral sciences.
- Students must complete courses from at least two departments in the learning area they select for their concentration area.
- Students must earn a minimum grade of C in courses used to fulfill the concentration requirement. Passing grades below C may be used only as elective credit.

Completing Elective Requirements

B.G.S. students may select any of the nonremedial, nondevelopmental courses offered by Indiana University to fulfill elective requirements. These electives enable students to explore diverse academic areas of interest and to tailor their general studies degree to their individual needs. Students are encouraged to consult with their General Studies Degree Program counselors and to choose courses in subjects related to their academic, professional, and personal interests.

Minors and Certificates

Completing Optional Minors

Student completing their degree on an IU campus may earn a minor in conjunction with the Bachelor of General Studies (B.G.S.). Students must discuss this possibility and obtain written approval from the school or department awarding the minor. Students pursuing their degree via distance education do not have the option of earning a minor in conjunction with the B.G.S.

Completing Optional Certificates

While meeting degree requirements, general studies students may simultaneously fulfill requirements for certain certificates. For example, the certificate in hospital accounting may be completed by at-a-distance (non-campus-based) General Studies Degree Program candidates, as well as by students enrolled on any Indiana University campus.

Most Indiana University campuses offer additional certificate programs that may be completed by local on-campus students. For more information on earning certificates, students should consult their General Studies Degree Program counselors.

Student Learning Outcomes

Bachelor of General Studies (B.G.S.)

Students who complete the general studies undergraduate program will achieve the following objectives:

General Studies Core 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.

General Studies Degree Requirements

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.

General Studies Academic and Career Development

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.

Academic Policies & Procedures

Graduate Credit Hours

Graduate-level courses are often completed for personal enrichment; the credits are generally not applied to the undergraduate degree program. However, with prior approval, a maximum of 6 graduate credit hours may be applied to the B.G.S. The application of more than 6 graduate credit hours must have the director's approval.

Remedial Course Work

Remedial courses are not college-level courses and therefore do not count toward the B.G.S.

Minors and Certificates

Completing Minors Students completing their degree on an IU campus may earn a minor in conjunction with the B.G.S. Students must discuss this possibility and obtain written approval from the school or department awarding the minor.

Completing Certificates While meeting degree requirements, general studies students may simultaneously fulfill requirements for certain certificates. For more information on earning certificates, students should consult a General Studies academic advisor.

Program Planning and Counseling Guidelines

The experience of faculty, academic advisors, and successful students suggests the following guidelines for effective planning of undergraduate programs.

Requirements Students should be thoroughly familiar with the school's general requirements, competency and course requirements, and academic policies.

Counseling Students consult with a General Studies Degree Program academic advisor r as an integral aspect of the School of Continuing Studies enrollment process. The academic advisor assists students in formulating a plan of study, which includes the required and elective courses that students must take to earn their degree.

Students should discuss with their academic advisor the appropriate method to establish fundamental skills competency requirements: specific courses, College-Level Examination Programs (CLEP), Defense Activity for Non-Traditional Education Support (DANTES) examination, departmental examination, or departmental exemption.

Pass/Fail Option

B.G.S. students in good academic standing may enroll in a maximum of eight elective courses taken with a grade of P or F.

Courses taken pass/fail must be electives. They may not be used to satisfy any of the course distribution requirements nor counted as part of a students concentration area. The courses may be used to meet the B.G.S.s 300- to 400-level course requirement and fundamental skills competency requirements.

Withdrawal from Courses

Students must view the IUPUI Schedule of Classes found on the Registrar's website to verify deadlines and procedures for a current term.

Academic Standing of Students

Candidates for Degrees in Good Standing

Students are considered to be candidates in good standing for a general studies degree when they have:

1. been officially admitted to degree status.
2. earned a minimum academic GPA of 2.0 for the last semester's work.
3. earned a minimum school GPA of 2.0
4. earned a minimum cumulative GPA of 2.0

Graduation Certification

Candidates for graduation initiate the certification process by filing out the Graduation Application. Students should consult with their General Studies academic advisor at the time they enroll for their final semester/course.

Degrees Awarded with Distinction

The School of Continuing Studies recognizes outstanding performance in course work by awarding degrees with three levels of distinction: distinction, high distinction, and highest distinction. The level of distinction is determined by the overall GPA of each graduating class.

In order to graduate with distinction, students must have successfully completed 60 graded Indiana University credit hours for the B.G.S. Remedial courses and courses taken on a pass/fail basis are not counted.

Dean's List

General studies students are placed on the School of Continuing Studies Deans List when they have:

- Completed after admission to the School of Continuing Studies at least 12 credit hours of graded course work. (Grades of FX, I, P, R, S, and SAC are not counted in the 12 credit hours.) The course work must have been completed during the previous academic year (from August 1 to July 31). Note: Independent study courses must be completed by August 31 for Deans List consideration.
- Earned a minimum GPA of 3.5 for applicable credit hours. For part-time students, all course work completed during the previous academic year (from September 1 to August 31) is included in calculating the GPA. For full-time students, one semester (or both summer sessions) in which a minimum of 12 credit hours is completed may be considered in calculating the GPA.

Students placed on the Dean's List receive a letter and certificate signed by the dean.

Academic Probation

Students are automatically placed on academic probation whenever their GPA for a full-time semester or a 12 credit hour unit of work is below 2.0. Students academic performance and the academic performance of students who have been admitted on probation will be evaluated upon completion of an additional 12 credit hours at Indiana University.

Students will be removed from probationary status if their GPA for these 12 credits is at least 2.0 and if their cumulative GPA is at least 2.0. If a probationary student's GPA for the additional 12 credits is 2.0 but the cumulative GPA remains below 2.0, probationary status will be continued for another 12 credit hour unit of work; the cumulative GPA must be raised to at least 2.0 during this time, or probationary students will be dismissed (see below).

Dismissal

Students are subject to academic dismissal when they fail to make satisfactory progress toward their degree. Students will be dismissed whenever their GPA for a full-time semester or a 12 credit hour unit of work is below 1.0 and their cumulative GPA is below 2.0.

Probationary students will be dismissed if their GPA for the additional 12 credit hour unit of work is below 2.0. Students whose probationary status has been continued for a second 12 credit hour unit and who fail to achieve a cumulative GPA of 2.0 will also be dismissed.

Readmission to the School of Continuing Studies

The director of general studies may consider petitions for readmission from students who have been dismissed. The director may recommend reentrance without delay if warranted by exceptional circumstances and if the director believes the student will make satisfactory progress toward the degree. Students dismissed a second time may not be admitted for the next regular semester, but they are eligible to submit a petition for readmission after at least one regular semester has elapsed.

Academic Forgiveness

Upon successful completion (minimum GPA of 2.0) of 12 credit hours in the General Studies Degree Program, the following policies take effect:

- At a student's option, grades of D or F earned at Indiana University five years or more before admission to the School of Continuing Studies may be deleted from the internal School of Continuing Studies record. The cumulative GPA on the Indiana University transcript will not change.
- Students may request forgiveness of an unsatisfactory semester or 12 credit hours of part-time work at Indiana University if the semester/12 credit hours is/are within a five-year period before admission to the School of Continuing Studies. Although all Indiana University courses remain on a students permanent record, the school can exclude all credits attempted and grade points earned during this unsatisfactory semester/12 credit hours when computing a students School of Continuing Studies GPA.
  NOTE: If students exercise this option, none of the grades and credits earned during the unsatisfactory semester/12 credit hours may be applied to a general studies degree. Therefore, students are advised to consult with their General Studies Degree Program counselor about this policy's advisability.

NOTE: Although the options above allow unsatisfactory grades to be removed from the School of Continuing Studies internal record, the grades remain on the official record maintained by the Indiana University Office of the Registrar.

Special Opportunities

Credit by Examination at Indiana University

Students who want to pursue credit by examination at Indiana University should consult with their General Studies academic advisor counselor.

Credit Awarded through Nondepartmental Examinations

Indiana University awards credit for Advanced Placement (AP) Examinations, College-Level Examination Programs

(CLEP), Defense Activity for Non-Traditional Education Support (DANTES) examinations, and ACT-PEP Regents (Excelsior) College examinations on the basis of policy established by IUPUI faculty for awarding degrees. Students should consult with their General Studies academic advisor as to the options available through nondepartmental examinations.

Students will not receive credit by taking DANTES, CLEP, or ACT-PEP Regents (Excelsior) College examinations for courses for which they have already received credit. Credits awarded on the basis of CLEP and DANTES scores will not be considered as after-admission or Indiana University credit hours.

Students should request that official transcripts of their AP, CLEP, DANTES, and ACT-PEP Regents (Excelsior) College examination scores be sent directly to the IUPUI General Studies office.

Credit Awarded for Educational Programs in Noncollegiate Organizations

The School of Continuing Studies will consider the evaluation and credit recommendations of the following two publications when awarding credit to students who have successfully completed noncollegiate or in-company sponsored programs/courses:

- American Council on Education, The National Guide to Educational Credit for Training Programs
- The University of the State of New York, A Guide to Educational Programs in Noncollegiate Organizations

Students must request that official records of program/course completion be sent directly from the awarding organization. Students must also submit a complete description of the program/course, preferably a copy of program/course literature or an explanatory letter on the organizations letterhead stationery. For assistance with requests for transcripts or program/course descriptions, students may contact their General Studies academic advisor.

Military Service Credit

Indiana University adheres to the American Council on Educations Guide to Evaluation of Educational Experiences in the Armed Services in granting students credit on the basis of education gained through military service, schools, and experience. To receive credit for their military service background, students must submit copies of their official discharge (DD214), AARTS, SMARTS, Community College of the Air Force, or Defense Language Institute transcripts.

Faculty

Administrative Officers

- Daniel J. Callison, Ed.D., Dean and Professor
- Bruce Colston, Ed.D., Assistant Dean and Director of IU High School
- Eileen Balliet, J.D., Research Associate
- John P. Beeson, M.A., Executive Director, Office of External Affairs
- Lisa Denlinger, B.A., Executive Director, Office of Marketing and Communication
- J. Susan Straub, Executive Director, Office of Financial Administration

General Studies Degree Program-Campus Directors

- Saundra Brown-Gordon, M.S., Manager, Credit Programs, Indiana University Southeast (New Albany)
- Fred Hakes, M.S., Director, Indiana University Kokomo
- Renee Betts, M.S.W., Director, Indiana University-Purdue University Indianapolis
- Julie Hook, Ed.D., Indiana University-Purdue University Fort Wayne
- Paul Joray, Ph.D., Director, Indiana University South Bend
- Bob Lang, M.S., Academic Advisor, Indiana University East (Richmond)
- Attila Tuncay, Ph.D., Chairperson, Indiana University Northwest (Gary)
- Vickie Welsh-Huston, Director, Indiana University-Purdue University Columbus
- Ron White, Ed.D., Director, Indiana University Bloomington

Department of Adult Education

- Frank Disilvestro, Ed.D., Associate Professor and Chair
- Daniel Callison, Ed.D., Professor and Dean
- Henry S. Merill, Ed.D., Associate Professor
- Jeani Young, M.S.Ed., M.S., Ph.D Candidate, Lecturer and Program Coordinator

Courses

SCS-G 399 Special Topics: General Studies Internship (3-6 cr.)

SCS-I 499 Independent Study Enrollment (1-3 cr.)

School of Dentistry

Welcome to the IU School of Dentistry!

Mission

IUSD is a member of the American Dental Education Association and is fully accredited by the Commission on Dental Accreditation of the American Dental Association.

Its mission is to promote optimal oral and general health of Indiana citizens and others through educational, research, and service programs. The school is committed to recruiting quality students and preparing them to become highly competent, ethical, and socially responsible practitioners of dentistry.

The school also sees as part of its responsibilities the creation of opportunities for career-long learning for its graduates and other dental professionals through continuing education programs.

The school strives to maintain its role as a vital and productive member of Indiana University's scholarly community. It is dedicated to increasing the knowledge base in all areas related to oral health through an extensive research program that includes the participation of both faculty and students.

The school provides a broad spectrum of patient services as a principal means of furnishing clinical educational opportunities for students. Nearly 90,000 dental appointments are scheduled annually for a population of about 22,000 dental patients. Treatment is provided in the school's clinics as well as at patient care facilities at IU's Riley Hospital Outpatient Center, University and Wishard Memorial hospitals, and two community health centers.

The dental school continually emphasizes to its students the importance of community service. Through collaborative partnerships with schools, health care centers, and other facilities in central Indiana, the school seeks to expose students to a variety of service-learning experiences, particularly those involving special population groups.

Students also are taught that part of their ongoing responsibilities as health care providers in the community will be to increase public awareness of the critical role oral health plays in one's overall well-being.

Overview

History

Indiana University School of Dentistry (IUSD) is one of the oldest dental schools in the nation. It was established as the Indiana Dental College in 1879 and became part of Indiana University in 1925. In 1933, IU built a facility to house the school at its current site on what is now known as the Indiana University-Purdue University Indianapolis campus. It is the only dental school in the Hoosier state.

The school's reputation for excellence took firm root in the 1940s, when several key teachers and researchers began long and prolific careers as members of the dental faculty. It was during this era, for example, that three IU scientists, including dental professor Joseph Muhler, created the first stannous fluoride formula that became the active decay-preventing agent in Crest toothpaste.

Dr. Muhler and other pioneering teachers at the dental school contributed a body of groundbreaking work that drew worldwide attention to Indiana University, and each left a legacy of knowledge that helped build the foundation for contemporary dental science.

Currently, more than 350 faculty members contribute to the dental school's teaching and research programs, including 115 in full-time positions. About 40,000 square feet of space divided into more than a dozen facilities is now devoted to dental research opportunities at IU, including the Oral Health Research Institute, whose researchers have gained prominence for their studies of such subjects as fluoride and dental caries prevention.

More than 12,000 alumni of the school pursue a variety of careers in private practice, education, research, and public health throughout the United States and in more than 30 other countries.

Last updated: November 2011.

Accreditation & Licenses

The Indiana University School of Dentistry (IUSD) is a member of the American Dental Education Association and is fully accredited by the Commission on Dental Accreditation of the American Dental Association.

Contact Information

Indiana University School of Dentistry
Dental School (DS)
1121 W. Michigan Street
Indianapolis, IN 46202
(317) 274-8173
www.iusd.iupui.edu

Contact Information

Persons with an interest in applying to or learning more about any of the school's programs should access a copy of the School of Dentistry Bulletin for a full account of the school's rules, policies, fees, curricula, courses, and other matters (http://www.indiana.edu/~bulletin/iu.dentistry/2009-2011).

Requests for information should be directed to the following offices:

For the A.S.D.H. and D.D.S. degree programs:
Student Records and Admissions Office
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-8173
E-mail: ds-stdnt@iupui.edu
http://www.iusd.iupui.edu/prospective-students/admissions/

For the Certificate in Dental Assisting:
Division of Dental Assisting
Department of Periodontics and Allied Dental Programs
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-4407
http://www.iusd.iupui.edu/prospective-students/admissions/

For the BS in Public Health Dental Hygiene degree:
Division of Dental Assisting
Department of Periodontics and Allied Dental Programs
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-7801
http://www.iusd.iupui.edu/prospective-students/admissions/

For the M.S.D., M.S., and Ph.D. degree programs:
Office of Graduate Education
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-5348
E-mail: ds-grad@iupui.edu
http://www.iusd.iupui.edu/departments/education/graduate-education/graduate-programs/

For the General Practice Residency or the Oral and Maxillofacial Surgery Residency:
Coordinator
GPR and Oral and Maxillofacial Surgery Programs
Department of Oral Surgery and Hospital Dentistry
1050 Wishard Blvd., Room 4201
Indianapolis, IN 46202
Telephone: (317) 278-3662
http://www.iusd.iupui.edu/departments/education/graduate-education/graduate-programs/

Admissions

Dental Assisting and Dental Hygiene Admissions Requirements

The Indianapolis campus offers programs in dental assisting and dental hygiene; both are housed in the school's Department of Periodontics and Allied Dental Programs.

DDS Admissions Requirements

Detailed DDS admissions requirements are available on the IUSD Website: http://www.iusd.iupui.edu/prospective-students/admissions/

Graduate Admissions Requirements

Detailed MSD and PhD Admissions Requirements are available on the IUSD Website: http://www.iusd.iupui.edu/departments/education/graduate-education/graduate-programs/

Dental Hygiene Programs Requirements

Associate of Science (A.S.) Admission Requirements

Required prerequisite courses may be taken at any accredited college or university if they are listed as approved courses by the Student Records and Admissions Office at the Indiana University School of Dentistry (see the section of this Web site entitled For Further Information for the address).

A listing of currently approved courses can also be accessed on the School of Dentistry website under Prerequisites for Pre-Dental and Pre-Hygiene Students. They include one semester each of English composition, chemistry with laboratory, human anatomy, human physiology, microbiology with laboratory, psychology, sociology, and public speaking, and two semester courses in arts and humanities.

Remedial courses may not be used to fulfill this requirement. All applicants must maintain a minimum cumulative college grade point average of 2.0 (on a 4.0 scale) and achieve a minimum course grade of 2.0 (on a 4.0 scale) in all prerequisite courses to be considered for admission to the program. In addition, applicants must earn a 2.7 grade point average in the combined prerequisite science courses (inorganic chemistry, microbiology, human anatomy, and human physiology).

Please note that if prerequisite courses are retaken for an improved grade, all course grades will be included in the computed grade point averages. Courses taken at institutions other than Indiana University must show a grade of C or above to be accepted as transfer credit by Indiana University. All prerequisite courses listed above must be completed by the end of the spring semester of the year in which students wish to enter the program.

Required science courses must have been completed within the past seven years. Questions about course work that does not meet these time limits should be directed to the Student Records and Admissions Office at IUSD.

All candidates applying for admission must provide documentation that they have recently completed the prescribed number of hours of observation of a practicing dental hygienist in at least two different practice settings. They must also submit a personal statement. Specific instructions for documenting observations and the personal statement are available at the School of Dentistry website under Dental Hygiene Admission Criteria or from the Student Records and Admissions Office.

Each eligible candidate is required to either attend the In-house Dental Hygiene Candidates' Orientation or complete the online orientation. Registration forms indicating orientation preference must be received by the Student Records and Admissions Office.

All applications and supporting materials are to be submitted by February 1. Applicants who have previously applied must submit a new application when reapplying. Applications to the IUSD dental hygiene program may be obtained by contacting the dental school's Student Records and Admissions Office or from the Web site. Requirements and forms for admission to the IUSD dental hygiene program are specific to this program only and are not acceptable for admission to other dental hygiene programs in the state.

Applications for admission to any other Indiana dental hygiene program must be directed to those programs and follow their prescribed procedures. (See the section of this Web site entitled For Further Information for a list of dental hygiene programs offered on other campuses.) All potential applicants are advised to consult the School of Dentistry's Student Records and Admissions Office or Web site for updates or changes in dental hygiene admissions policies that may occur after publication of this document.

Class size is limited, and there are more qualified applicants than can be accepted each year. Applicants are encouraged to consult with the Student Records and

Admissions Office or the program director for pre-dental hygiene counseling. Selections are made on an individual basis, upon appraisal of the applicant's established record and potential for development.

Potential applicants are advised to review the list of minimum skill standards for admission and retention in the dental hygiene profession. This document is provided on the Web site and from the school's Student Records and Admissions Office. In addition to these standards, it is necessary that students enrolled in the dental hygiene program enter with basic computer literacy sufficient to allow them to participate in instruction involving computer-based course work, Internet searching, basic word processing, and e-mail applications.

Bachelor of Science (B.S.) Admission Requirements

Prerequisites to the public health dental hygiene program include completion of 90 undergraduate semester hours, graduation from an accredited dental hygiene program, satisfactory completion of the National Board Dental Hygiene Examination, and current licensure as a dental hygienist.

Accepted students are expected to have basic computer literacy sufficient to participate in Web-based instruction, computer word processing, and e-mail communication. An application to the program may be obtained by addressing communications to Director, Dental Hygiene Program, Indiana University School of Dentistry, 1121 West Michigan Street, Indianapolis, IN 46202-5186.

Applications may be received at any time during the academic year, but the completed application must be submitted to the program director at least 60 days prior to the first semester in which the applicant wishes to enroll. Completion of all application requirements and an interview with the program director or admissions committee is required before acceptance into the program can be considered. Upon acceptance, each student must complete a curriculum plan to be approved by the program director before enrollment in required courses.

Students in the public health dental hygiene program must complete a total of 32 semester hours of course work, including the following courses that comprise the required core curriculum. In addition to the core courses, students must complete approved elective courses in a selected focus area (e.g., behavioral sciences, education, or basic sciences) to fulfill the 32 semester hour completion requirement of the bachelor's degree.

Dental Assisting Requirements

Admission Requirements (Campus Program)

1. Applying to the dental assisting program on the Indianapolis campus is a two-step process involving both the IUPUI Office of Admissions and the IU School of Dentistry Division of Dental Assisting. Applicants must first file an admission application with the IUPUI Office of Admissions and be admitted to the university as an undergraduate student. Qualified applicants will be notified of their university admittance by IUPUI. The IUPUI Office of Admissions' application packet will also contain an application for admission to the dental school's dental assisting program. Applicants will submit this application to the Division of Dental Assisting. All IUPUI application materials are available through the IUPUI Enrollment Center (www.enroll.iupui.edu; 317-274-4591).
2. Applications must include official transcripts from all high school and all post-secondary schools attended, including colleges, universities, and vocational institutions. The transcripts of applicants who are currently enrolled in their senior year of high school should include grades from fall semester. Graduates of GED programs must submit a copy of their GED certificate and scores. Official transcripts showing all academic work completed must be submitted before final acceptance to the dental assisting program.
3. Applicants must have an overall minimum cumulative grade point average of 2.0 (on a 4.0 scale) as well as a minimum of 2.0 in science and English courses taken in high school and college.
4. Applicants must observe a chairside dental assistant in a dental office for a minimum of eight hours. The IUSD Dental Assisting Verification of Dental Office Observation Form is to be signed by the dentist and submitted to the Dental Assisting Program by the application deadline.
5. Individuals for whom English is a secondary language must demonstrate proficiency in English before being admitted to IUPUI. Several testing options are available. For more information, see the Undergraduate English Language Requirements on the IUPUI Office of International Affairs Web site (http://iapply.iupui.edu/undergraduate/#english). Tests results will be used as part of the dental assisting admissions review, and the dental assisting admissions committee may also require an interview or writing exercise to determine the applicant's English skills.

The application deadline for the campus program is 5 p.m. on June 1 prior to the fall semester the applicant wishes to enter the program. Applicants should send the completed application (photo optional), observation form, and all official transcripts to the Dental Assisting Program, Indiana University School of Dentistry, 1121 West Michigan Street, DS 430, Indianapolis, IN 46202-5186. Incomplete applications will not be considered.

All potential applicants are advised to consult the School of Dentistry's Dental Assisting Program Web site for updates or changes in dental assisting admissions policies that may occur after publication of this document.

Admission Requirements (Distance-Learning Program)

Applicants should follow admission requirements 1 through 5 for the campus program as well as requirements 6 through 8 listed below:

6 Applicants must identify a sponsoring general practice dentist holding an active Indiana dental license who can provide clinical training in the field of general dentistry.

6 Applicants must meet the university's technology requirements:

- Office XP Software

- Internet access at Explorer IE6 or Higher DSL or cable modem access is required)

6 Applicants must be able to travel to the Indiana University School of Dentistry when necessary (typically, one Saturday a month throughout the school year).

The application deadline for the distance-learning program is 5 p.m. on June 1 prior to the fall semester the applicant wishes to enter the program. Applicants should send the completed application (photo optional), observation form, and all official transcripts to the Dental Assisting Program, Indiana University School of Dentistry, 1121 W. Michigan Street, DS 430, Indianapolis, IN 46202-5186. Incomplete applications will not be considered.

All potential applicants are advised to consult the School of Dentistry's Dental Assisting Program Web site for updates or changes in dental assisting admissions policies that may occur after publication of this document.

Courses

The following is a listing of all of the courses offered for the School of Dentistry's undergraduate degree and certificate programs.

Associate of Science Degree

DHYG-E 351 Advanced Dental Materials for Dental Auxiliaries (2 cr.) Lecture and laboratory course designed to teach additional concepts of dental materials and their use in intraoral techniques. Included is instruction in dental auxiliary utilization principles and the manipulation of dental materials used in delegated intraoral functions.

DHYG-H 101 Dental Hygiene Freshman Experience (1 cr.)

DHYG-H 204 Periodontics (1 cr.) Study of the normal periodontium at the clinical, histologic, and biochemical levels; procedures involved in carrying out a comprehensive periodontal examination and performing a periodontal prophylaxis.

DHYG-H 205 Medical and Dental Emergencies (1 cr.) A study in emergency situations in the dental office, including predisposing factors and drugs, and treatment to include the support of the cardiopulmonary system.

DHYG-H 206 General Pathology I (1 cr.) H206 General Pathology I (1 cr.) Mechanisms of disease at the cellular, organ, and systemic levels with special references to specific disease processes; includes general concepts, terminology, and pathology of organ systems.

DHYG-H 207 General Pathology II (1 cr.) Mechanisms of disease at the cellular, organ, and systemic levels with special references to specific disease processes; includes general concepts, terminology, and pathology of organ systems.

DHYG-H 211 Head & Neck Anatomy (2 cr.) Head & Neck Anatomy

DHYG-H 214 Oral Anatomy (3 cr.) A study of the morphology, structure, and function of deciduous and permanent teeth and surrounding tissues, also including osteology of the maxilla and mandible, nerve and vascular supply of teeth, and muscles of mastication, with reinforcing laboratory procedures and clinical application.

DHYG-H 215 Pharmacology and Therapeutics: First Year (2 cr.) Actions and uses of drugs and theory of anesthetics; emphasis on drugs used in dentistry.

DHYG-H 216 Chemistry and Nutrition: First Year (3 cr.) Specific ideas in chemistry are correlated with working principles in dentistry. Previous knowledge of chemistry assumed.

DHYG-H 217 Preventive Dentistry: Second Year (1 cr.) Detection and prevention of dental disease; included is a study of dental surveys, dental indices, and fluoride therapy.

DHYG-H 218 Fundamentals of Dental Hygiene: First Year (4 cr.) An introduction to the dental and dental hygiene profession, including the basic didactic and laboratory/clinic practice for the performance of dental hygiene services.

DHYG-H 219 Clinical Practice I (4 cr.) Performance of dental hygiene services in various clinical settings. Included is didactic instruction and application of dental hygiene procedures for providing patient care and an introduction to oral diagnosis.

DHYG-H 221 Clinical Dental Hygiene Procedures (1-3 cr.) Clinical assignment for instruction and experience in performing dental hygiene services.

DHYG-H 250 LOCAL ANESTHESIA AND PAIN CONTROL (1 cr.) Local Anesthesia and Pain Control

DHYG-H 252 Introduction to Evidence-Based Dental Hygiene Care (1 cr.) Foundational knowledge to implement evidence-based decision-making strategies in the provision of patient/client care. It includes basic knowledge and skills related to research terminology, library and computer-based information retrieval systems, approaches to reviewing and evaluating scientific literature, and dental indices used in the description of oral health and disease.

DHYG-H 301 Clinical Practice II (5 cr.) Continued performance of dental hygiene services in various clinical settings. Included are didactic instruction and clinical application of dental hygiene services for providing patient care.

DHYG-H 302 Clinical Practice III (5 cr.) Continued performance of dental hygiene services in various clinical settings. Included are didactic instruction and clinical application of dental hygiene services for providing patient care.

DHYG-H 303 Radiology (1 cr.) Principles of radiation production, placement of intraoral film, proper exposure and processing of film, radiation safety, and interpretation of radiographs.

DHYG-H 304 Oral Pathology: Second Year (2 cr.) Developmental abnormalities and acquired disorders of teeth and surrounding structure.

DHYG-H 305 Radiology Clinic I (1 cr.) Clinical application of intraoral and extraoral radiographs.

DHYG-H 306 Radiology Clinic II (1 cr.) Clinical application of intraoral and extraoral radiographs.

DHYG-H 307 Radiology Clinic III (1 cr.) Clinical application of intraoral and extraoral radiographs.

DHYG-H 308 Dental Materials: First Year (2 cr.) Composition and physical and chemical properties of materials used in dentistry.

DHYG-H 311 Dental Health Education (3 cr.) An introduction to basic communication and motivation skills, instructional objectives, learning theory, evaluation of educational materials, and special needs patients.

DHYG-H 321 Periodontics (1-2 cr.) A study of periodontal disease, including the anatomy, classification, etiology, treatment, and relationship to systemic conditions.

DHYG-H 344 Senior Hygiene Seminar (2 cr.) Ethics, jurisprudence, and practice management concepts, including a study of state practice acts, dental hygiene employment opportunities, recall systems, and current trends in the dental hygiene profession.

DHYG-H 347 Community Dental Health (4 cr.) Principles and practice of program planning, implementation, and evaluation for community and school dental health programs.

Bachelor of Science Degree

Statistics: Recommended courses include STAT 301 Elementary Statistical Methods (3 cr.) or PSY B305 Statistics (3 cr.)

STAT 301 Elementary Statistical Methods (3 cr.) P: Must enroll in lab. A basic introductory statistics course with applications shown to various fields and emphasis placed on assumptions, applicability, and interpretations of various statistical techniques. Subject matter includes frequency distribution, descriptive statistics, elementary probability, normal distribution, applications, sampling distribution, estimation, hypothesis testing, and linear regression.

PSY-B 305 Statistics (3 cr.) P: PSY B104 Psychology as a Social Science or PSY B105 Psychology as a Biological Science and 3 credits of math that carry School of Science credit. Introduction to basic statistical concepts; descriptive statistics and inferential statistics.

DHYG-H 402 Practicum in Dental Hygiene Education (4 cr.) P: H403, Z477. Structured practical experience in planning, supervising, coordinating, and evaluating instruction in an educational setting. Emphasis on faculty roles and responsibilities.

DHYG-H 403 Advanced Community Dental Hygiene (4 cr.) Public health principles including a study of the health care delivery system and preventive public health care at the community level.

DHYG-H 405 Advanced Dental Science (3 cr.) Review of current literature related to periodontics, oral pathology, preventive dentistry, and the current practices of dental hygiene.

DHYG-H 406 Educational Methodology in Health Sciences (1-3 cr.) The purpose of this course is to assist potential educators in the health sciences to understand current theories, concepts, and methodologies in professional health science education. Students will learn to apply effective educational strategies to match learners' needs in didactic, laboratory, and clinical settings. This course will use a variety of delivery systems, including an on-line component.

DHYG-H 407 Instructional Media and Technology in Health Science Education (1-3 cr.) The purpose of this course is to examine the utilization of a variety of instructional technologies that can be used in educational settings for patients, students, and practitioners. Various technologies will be analyzed for appropriateness of use, strengths, and weaknesses. A variety of delivery mechanisms will be used, including an on-line component.

Dental Assisting Certificate

DAST-A 110 Oral Histology and Embryology (1 cr.) Development, structure, and function of cells and tissues of the teeth and periodontium; embryologic development of the face, palate, and teeth.

DAST-A 111 Oral Pathology, Physiology, Anatomy I (2 cr.) A111 is an overview of the structures, functions, and selected diseases of the human body, including basic cells, tissues, organs, and organ systems. A113 is an introduction to diseases of the oral cavity and its related structures.

DAST-A 112 Dental Therapeutics and Medical Emergencies (2 cr.) This course will present the pharmacology of medications that are commonly used by the physician and dentist and the diseases and indications for which these drugs are prescribed. Also, the class will review the systemic diseases and adverse reactions to dental treatment that can result in a medical emergency in the dental office and the armamentarium, medications, and procedures for treating these emergencies.

DAST-A 113 Oral Pathology, Physiology, Anatomy II (1 cr.) This course is an introduction to diseases of the oral cavity and its related structures.

DAST-A 114 Oral Anatomy (3 cr.) A study of the morphology, structure, and function of deciduous and permanent teeth and surrounding tissues, also including osteology of the maxilla and mandible, nerve and vascular supply of teeth, and muscles of mastication, with reinforcing laboratory procedures and clinical application.

DAST-A 121 Microbiology and Asepsis Technique (1 cr.) A study of microbial types, oral microbiology, bloodborne diseases, and infection control including procedures of instrument cleaning and sterilization, surface disinfection, use of protective barriers, waste management, and hazardous materials management.

DAST-A 131 Dental Materials I (2 cr.) Lecture and laboratory courses designed to familiarize the student with the basic mechanical, physical, and chemical properties of dental materials. The role of the assistant in selection, manipulation, and biological considerations of dental materials is stressed.

DAST-A 132 Dental Materials II (2 cr.) Lecture and laboratory courses designed to familiarize the student with the basic mechanical, physical, and chemical properties of dental materials. The role of the assistant in selection,

manipulation, and biological considerations of dental materials is stressed.

DAST-A 141 Preventive Dentistry and Nutrition (2 cr.) Etiology of prevalent oral diseases and their preventions with particular emphasis on plaque, plaque control, and fluorides. The effects of major nutrients on the physiologic body processes; applied nutrition in dental caries and periodontal disease. Clinical and laboratory experiences.

DAST-A 151 Radiology Clinic I (2 cr.) The principles of radiation production, theories and techniques of radiographic imaging, film processing and mounting, radiation safety, and radiographic interpretation are studied in this didactic and preclinical course.

DAST-A 152 Radiology Clinic II (1 cr.) Clinical experience in the placing, exposing, processing, evaluating, and mounting of intraoral and extroral dental radiographs. Practical application of radiation safety measures is required in the clinical setting.

DAST-A 162 Written and Oral Communication (2 cr.) Instruction and practice in gathering and organizing material for written and oral presentation. Individual and group projects in communication, including table clinics, posters, professional articles for publication, telephone techniques, and resumes.

DAST-A 171 Clinical Science I (4 cr.) A core course in dental nomenclature; the role of the assistant as a member of dental health team in general dentistry and dental specialties to include charting the mouth, identification and utilization of instruments and equipment, principles of dental procedures, instrument transfer, isolation techniques, and asepsis procedures.

DAST-A 172 Clinical Science II (4 cr.) Clinical chairside experience, including an extramural assignment; allows for refining of student skills. A seminar provides students opportunities to share experiences.

DAST-A 182 Practice Management, Ethics, and Jurisprudence (2 cr.) A course designed to emphasize the role of the dental assistant in the management of a dental office through reception procedures, appointment control, record keeping, purchasing, third-party reimbursement, financial systems, and inventory control. Also, the legal and ethical aspects of dentistry are discussed.

DAST-A 190 Expanded Restorative Dentistry (3 cr.) Lecture, laboratory, and clinical course designed to teach more extensively certain concepts of dental materials and their use in intraoral techniques. The principles of dental auxiliary utilization and the manipulation and placement of dental materials used in delegated intraoral functions are taught.

DAST-A 300 Special Topics in Dental Education (1 cr.) P: Chairperson's permission and admission to dental assisting, dental hygiene, or dental laboratory technology program. An advanced course for dental education majors. Supervised reading or projects on approved topics in dentistry. Hours, subject matter, and evaluation to be determined by faculty.

Dental Auxiliary Education

DAE-E 351 Advanced Dental Materials Technology for Auxiliary (2 cr.)

Graduate Courses

DENT-G 901 Advanced Research (Arr. cr.)

DENT-R 965 Advanced Clinical Prosthodontics (0.5-6 cr.)

Dental Hygiene Core Curriculum

PREDENTAL HYGIENE

(exact course sequencing may vary depending on course schedules and individual pace of enrollment)

- English Composition
- Sociology
- Arts and Humanities
- Chemistry with Laboratory
- Human Anatomy
- Arts and Humanities
- Public Speaking
- Psychology
- Human Physiology
- Microbiology with Laboratory

DENTAL HYGIENE (FIRST YEAR)

First Semester

- DHYG-H 204 Periodontics
- DHYG-H 206 General Pathology I
- DHGY-H 211 Head and Neck Anatomy
- DHYG-H 214 Oral Anatomy
- DHYG-H 216 Chemistry and Nutrition
- DHYG-H 218 Fundamentals of Dental Hygiene
- DHYG-H 303 Radiology

Second Semester

- DHYG-H 205 Medical and Dental Emergencies
- DHYG-H 207 General Pathology II
- DHYG-H 215 Pharmacology and Therapeutics
- DHGY-H 217 Preventive Dentistry
- DHYG-H 219 Clinical Practice I
- DHYG-H 308 Dental Materials
- DHYG-H 321 Periodontics

DENTAL HYGIENE (SUMMER SESSION)

- DHYG-H 221 Clinical Dental Hygiene Procedures
- DHYG-H 250 Local Anesthesia and Pain Control
- DHYG-H 252 Introduction to Evidence-Based Dental Hygiene Care
- DHYG-H 305 Radiology Clinic I

DENTAL HYGIENE (SECOND YEAR)

First Semester

- DHYG-H 301 Clinical Practice II
- DHYG-H 304 Oral Pathology
- DHYG-H 306 Radiology Clinic II
- DHYG-H 311 Dental Health Education
- DHYG-H 347 Community Dental Health (introduction)
- DHYG-E 351 Advanced Dental Materials for Dental Auxiliaries

Second Semester

- DHYG-H 302 Clinical Practice III
- DHYG-H 307 Radiology Clinic III

- DHYG-H 344 Senior Hygiene Seminar
- DHYG-H 347 Community Dental Health (practicum)

Undergraduate Programs

Undergraduate programs offered at Indiana University School of Dentistry in Indianapolis*

Certificate in Dental Assisting
Associate of Science in Dental Hygiene (A.S.D.H.)
Bachelor of Science in Public Health Dental Hygiene (B.S.)

Information about dental hygiene and dental assisting presented in this bulletin pertains only to programs on the Indianapolis campus.

*Undergraduate programs are also offered at several other IU campuses: the dental assisting certificate and dental hygiene associate's degree programs are available at the Fort Wayne, Gary, and South Bend campuses; the bachelor's degree program for dental hygienists is offered at Fort Wayne; and an associate degree program in dental laboratory technology is offered only at Fort Wayne.

Students interested in programs at Fort Wayne, Gary, and South Bend should check with counselors on those campuses for specific requirements, which may vary from those at Indianapolis.

Dental Assisting Core Curriculum

- DAST-A 110 Oral Histology and Embryology
- DAST-A 111 Oral Pathology, Physiology, and Anatomy I
- DAST-A 112 Dental Therapeutics and Medical Emergencies
- DAST-A 113 Oral Pathology, Physiology, and Anatomy II
- DAST-A 114 Oral Anatomy
- DAST-A 121 Microbiology and Asepsis Technique
- DAST-A 131 Dental Materials I
- DAST-A 132 Dental Materials II
- DAST-A 141 Preventive Dentistry and Nutrition
- DAST-A 151 Radiology Clinic I
- DAST-A 152 Radiology Clinic II
- DAST-A 162 Written and Oral Communication
- DAST-A 171 Clinical Science I
- DAST-A 172 Clinical Science II
- DAST-A 182 Practice Management, Ethics, and Jurisprudence

Electives

- DAST-A 190 Expanded Restorative Dentistry
- DAST-A 300 Special Topics in Dental Education

Student Learning Outcomes

- Bachelor of Science in Public Health Dental Hygiene
- Associate of Science in Dental Hygiene
- Certificate in Dental Assisting

Bachelor of Science in Public Health Dental Hygiene (B.S.)

The program's objectives are designed to provide students with the education and skills to:

1. perform dental hygiene services in a variety of settings (e.g., private dental practice, public health clinics, school systems, institutions, and hospitals);
2. design, implement, and evaluate effective preventive dental health programs for individuals and for groups in such settings as schools, hospitals, institutions, and community programs;
3. serve as a resource person and work in cooperation with other health personnel in assessing health care needs and providing health care services to the public;
4. plan, implement, and evaluate effective teaching methodologies in an educational setting;
5. supervise the teaching of dental hygiene services in a clinical/public health setting;
6. prepare for admission to graduate programs; and
7. continue their professional education and personal growth.

Associate of Science in Dental Hygiene (A.S.D.H.)

The curriculum supports attainment of the following list of competencies expected of a dental hygienist entering the profession. The graduate will be prepared to:

1. apply a professional code of ethics in all endeavors;
2. adhere to state and federal laws, recommendations, regulations, and safety practices in the provision of dental hygiene care;
3. provide dental hygiene care to promote patient/client health and wellness using critical thinking and problem solving in the provision of evidence-based practice;
4. assume responsibility for dental hygiene actions and care based on accepted scientific theories and research as well as the accepted standard of care;
5. continuously perform self-assessment for lifelong learning and professional growth;
6. advance the profession through service activities and affiliations with professional organizations;
7. provide quality assurance mechanisms for health services;
8. communicate effectively with individuals and groups from diverse populations both orally and in writing;
9. provide accurate, consistent, and complete documentation for assessment, diagnosis, planning, implementation, and evaluation of dental hygiene services;
10. provide care to all clients using an individualized approach that is humane, empathetic, and caring;
11. provide planned educational services using appropriate interpersonal communication skills and educational strategies to promote optimal oral health;
12. initiate and assume responsibility for health promotion, health education, and disease prevention activities for diverse populations;
13. systematically collect, analyze, and record data on the general, oral, and psychosocial health status of a variety of patients/clients using methods consistent with medico-legal principles;
14. use critical decision-making skills to reach conclusions about the patients'/clients' dental

hygiene needs based on all available assessment data;
15. collaborate with the patient/client and/or other health professionals to formulate a comprehensive dental hygiene care plan that is patient/client-centered and based on current scientific evidence;
16. provide specialized treatment that includes preventive and therapeutic services designed to achieve and maintain oral health; and
17. evaluate the effectiveness of the implemented clinical, preventive, and educational services and modify as needed.

Dental Assisting Certifcate Program

The certificate program in dental assisting will provide a quality education to prepare the student to:

1. be proficient in applying knowledge of the basic behavioral and dental sciences to clinical practice in assessing and performing dental assisting procedures;
2. communicate effectively with other health care professionals in coordinating and providing patient care including the use of technology and practice management techniques;
3. apply problem-solving and decision-making skills when assisting with dental health services under the direction and supervision of the dentist;
4. conduct one's self with the highest levels of professionalism, ethics, and personal integrity in the practice of compassionate, patient-centered dentistry;
5. internalize the importance of life-long learning and understand the importance of remaining current in knowledge of dentistry as the dental health care delivery system changes;
6. acquire knowledge and skills to promote and participate in preventive dental care and support oral health through promotion of total health;
7. be knowledgeable of and comply with state and federal laws governing the practice of dentistry and dental assisting;
8. achieve success on all national examinations, certifications, and licensures; and
9. participate in leadership opportunities, professional organizations, and service to the community.

Dental Assisting Certifcate Program

Vanchit John
Interim Chairperson
Associate Professor, Periodontics and Allied Dental Programs

Pamela T. Ford
Director of Campus Program and Clinical Assistant Professor

Patricia A. Capps
Director of Distance-Learning Program and Clinical Associate Professor

Indiana University's Indianapolis-based dental assisting program is one year in length (two semesters) and is composed of 15 mandatory courses encompassing approximately 1,000 hours of lecture, laboratory, and clinical instruction. Students who successfully complete the program receive a certificate and are eligible to take the Dental Assisting National Board Examination.

Applicants may now choose between two types of programs to earn a certificate in dental assisting: a traditional full-time on-campus program in which students receive all of their training at the School of Dentistry, or a full-time distance-learning program in which students complete most of their nonclinical courses online while receiving clinical experience in community dental offices.

Distance Learning Program

The IU School of Dentistry distance-learning dental assisting program was established in 2007 as an alternative to the campus program to help make a dental assisting education more accessible to candidates who are not conveniently located near campus or who are trying to obtain a college education while managing full-time work and/or family responsibilities.

This program is the first to be offered in Indiana and one of only a very few in the United States. Like all of the School of Dentistry's other programs, it is fully accredited by the American Dental Association Commission on Dental Accreditation. Enrollment is currently limited to 12 students per year.

The program uses Indiana University's online course management system to teach nonclinical subjects, and students may access the courses at a time that is convenient to them. Students should anticipate devoting about two hours a day to their online studies, which will include reading, writing, and video assignments.

Students must also spend one Saturday a month throughout the school year on site at the dental school to complete laboratory assignments and take examinations.

Clinical training is provided primarily in the second semester by a sponsoring general dentist of the student's choice. Students will receive a minimum of 300 clock hours of clinical practice.

Degree Programs

- Dental Assisting Certificate Program
- Dental Hygiene Degree Programs

Dental Hygiene Programs

Vanchit John
Interim Chairperson
Associate Professor, Periodontics and Allied Dental Programs

Nancy A. Young
Director and Associate Professor

The dental hygienist is a member of the dental health team providing educational, preventive, and therapeutic oral health services. Employment opportunities may be available in private dental practice, hospitals, public health, educational institutions, and research. Indiana University offers a program leading to an Associate of Science degree in dental hygiene and a program leading to a Bachelor of Science degree in public health dental hygiene.

Associate of Science Degree

The Indianapolis-based Associate of Science degree program in dental hygiene is two academic years in length

and is composed of a core curriculum of 27 courses presented over four semesters and one summer session. All courses are mandatory.

Bachelor of Science Degree

The Bachelor of Science degree-completion program in public health dental hygiene provides an opportunity for graduate dental hygienists to develop further expertise in public health methods or dental hygiene education and includes application of practical experience.

It is designed to meet the needs of part-time students who wish to work while completing their bachelor's degree. It prepares hygienists for leadership roles in education, public health, commercial ventures, professional associations, and/or health advocacy.

It can enhance career opportunities available to dental hygienists in a variety of areas, including but not limited to state and county health departments, academia, sales and marketing, educational software development, pharmaceuticals, dental education consulting, dental insurance companies, research, and clinical dental hygiene. Program activities promote development of professional leadership skills and prepare hygienists for entry into graduate programs.

Dental Assisting Core Curriculum

- DAST-A 110 Oral Histology and Embryology
- DAST-A 111 Oral Pathology, Physiology, and Anatomy I
- DAST-A 112 Dental Therapeutics and Medical Emergencies
- DAST-A 113 Oral Pathology, Physiology, and Anatomy II
- DAST-A 114 Oral Anatomy
- DAST-A 121 Microbiology and Asepsis Technique
- DAST-A 131 Dental Materials I
- DAST-A 132 Dental Materials II
- DAST-A 141 Preventive Dentistry and Nutrition
- DAST-A 151 Radiology Clinic I
- DAST-A 152 Radiology Clinic II
- DAST-A 162 Written and Oral Communication
- DAST-A 171 Clinical Science I
- DAST-A 172 Clinical Science II
- DAST-A 182 Practice Management, Ethics, and Jurisprudence

Electives

- DAST-A 190 Expanded Restorative Dentistry
- DAST-A 300 Special Topics in Dental Education

Graduate Admissions

- Doctor of Dental Surgery (D.D.S.)
- Master of Science (M.S.) Majors
- Doctor of Philosophy in Dental Science (Ph.D.)

Doctor of Dental Surgery (D.D.S.)

Predental Requirements

Most students accepted by IUSD attain a bachelor's degree prior to enrollment. The predental collegiate training may be taken at any accredited college or university in the United States. Required courses cannot be taken on a Pass/Fail basis. Special credit for required courses may be accepted if all portions of the course work (i.e., lecture, laboratory) have been properly evaluated and appear on official transcripts. Because details of courses offered in the various accredited colleges may vary, courses must be carefully considered when a program is planned, particularly in the fields of science. All prerequisite science courses, except biochemistry and physiology, require laboratories. Extra work in the areas of biology and chemistry is strongly encouraged.

Prior to matriculation at IUSD, applicants must complete a minimum of 90 semester (or 135 quarter) hours of which no more than 60 hours may be completed at the junior college level. The following predental requirements must be met in order to qualify for admission:

Two semesters or three quarters (minimum of 8 semester hours/12 quarter hours) of each of the following:

- Biology or zoology, with laboratory
- Inorganic chemistry, with laboratory
- General physics, with laboratory

One semester or two quarters (minimum of 4 semester hours/6 quarter hours) of each of the following:

- Organic chemistry, with laboratory
- Anatomy, with laboratory

Three semester hours or 4.5 quarter hours of biochemistry and physiology lecture

One semester or one quarter (minimum of two semester hours/three quarter hours) of each of the following:

- Introductory psychology
- English composition

Courses in cell biology, molecular biology, genetics, solid art, business administration or personal finance, histology, and medical terminology are strongly recommended but not required. Likewise, a minor in anthropology, psychology, sociology, or Spanish is strongly encouraged. All incoming dental students must be familiar with computer usage.

Application Procedure

Although the current application deadline is December 1, the selection process begins in November, which therefore gives early applicants a decided advantage. Electronic applications to dental school are available through the American Dental Education Association Web site, www.adea.org.

Applicants must also take the Dental Admission Test (DAT), which they may do before submitting the Associated American Dental Schools Application Service (AADSAS) application to IUSD, but IUSD will not grant an invitation for an interview until the school receives an applicant's DAT scores. The DAT can be taken nearly any day of the year at Prometric Candidate Contact Centers throughout the country. Students should take this test only after completing the required chemistry and biology courses. Applicants may request an interpretation of test results from the IUSD Student Records and Admissions Office. Details concerning the DAT may be obtained by writing the American Dental Association, 211 E. Chicago Avenue, Chicago, IL 60611; or by visiting www.ada.org.

Applicants will be invited to the school for a personal interview based upon the status of their application and their academic achievement. Criteria for admission include, but are not limited to, overall grade point average, science grade point average, DAT scores, interviews, recommendations, hours of college credit, degrees received, motivation, exploration of dentistry, manual and artistic skills, character, personality, ethics, and health. Applications from all underrepresented groups are encouraged. Selections are made on an individual basis upon appraisal of the applicant's established record and potential for development.

Advanced Standing Program Requirements

IUSD offers the Advanced Standing Program (ASP) for selected individuals who have received their dental degree from an institution outside the United States or Canada. Upon successful completion of the ASP, the candidate will receive the D.D.S. degree from IUSD. The individualized program ranges in length from one to three years.

Because admission to the ASP is limited by the dental school's available space and resources, IUSD is able to admit no more than five candidates to the ASP each year, and commonly admits only one candidate per year. Applications are accepted only between June 1 and January 1, unless the candidate is a current IUSD faculty member.

When considering candidates for the ASP, the Admissions Committee interviews and gives preference to the following:

- Current IU School of Dentistry faculty
- Current students in or recent graduates from IU School of Dentistry's advanced education programs
- Faculty from other institutions who express interest in faculty openings at IU School of Dentistry
- Other residents of the State of Indiana

Because of the limited nature of this program, nonresidents of the State of Indiana who do not fall into one of the above categories are not eligible for admission.

The following criteria are used in the selection process, and the Admissions Committee will consider only those candidates for whom all the information is available:

- Successful completion of National Board Dental Examination Parts 1 and 2
- Results from an interview with Admissions Committee members
- Evaluation of dental school transcripts
- Two letters of recommendation (one personal and one professional)
- TOEFL test of English language proficiency as required by Indiana University for applicants whose first language is not English

An individualized curriculum is designed for each candidate who is admitted to the ASP, based upon an assessment of the candidate's previous education, training, experience, and demonstrated competencies. This assessment may include the following:

- Written and practical examinations
- Examples of technique work
- Other information considered by the faculty to be useful in its deliberation

Master's Degrees

Only students who have a minimum cumulative grade point average of 3.0 (on a scale of 4.0) will be considered for admission, unless, under exceptional circumstances, the prospective student can provide evidence that he or she is capable of successfully completing the graduate dental program.

Application forms must be accompanied by transcripts of undergraduate and professional school work together with such additional materials as may serve to determine eligibility and ability to satisfactorily pursue an advanced course of study.

Letters of support attesting to the candidate's academic background, professional experience, and character should be requested from at least two individuals who have direct knowledge of the candidate's potential to do graduate-level work. To request application information for one of the M.S. or M.S.D. programs, contact the School of Dentistry's Office of Graduate Education (see Contact Information).

Deadline dates for completed applications vary among the individual graduate programs. In addition, several of the individual graduate programs participate in the Postdoctoral Application Support Service (PASS[1]) and the Postdoctoral Dental Matching Program (Match[2]), two national services designed to help applicants obtain positions in first-year postdoctoral programs of their choice, as well as to help the programs obtain applicants of their choice.

Candidates must register in these services if the program is a participant. For applications for the 2010-2011 academic year, three IU graduate programs are participating in both PASS and Match: orthodontics, pediatric dentistry, and oral and maxillofacial surgery.

The endodontics and prosthodontics graduate programs are participating in PASS. Candidates should contact the dental school's Office of Graduate Education or the appropriate program director to obtain more information about application deadlines, national application services, and other details related to the application process.

1. Postdoctoral Application Support Service (PASS), offered by the American Dental Education Association: http://www.adea.org/DENTAL_EDUCATION_PATHWAYS/PASS/Pages/default.aspx

2. Postdoctoral Dental Matching Program (Match), administered by National Matching Services, Inc.: www.natmatch.com/dentres

PhD in Dental Science

The program is open to persons who have earned the Doctor of Dental Surgery degree or its equivalent as well as graduates of bachelor of science degree programs. Applicants must have a minimum grade point average of 3.0 or higher on a 4.0 scale (grade point averages from the dental degree in the case of dental school graduates).

Candidates for the Ph.D. degree program must have a minimum percentile score on the Graduate Record

Examination (GRE) of 55 percent in the verbal, quantitative, or analytical section. In addition, an acceptable TOEFL score must be obtained by applicants from non–English-speaking countries, as follows: a score of 550 or higher on the paper-based test, 213 or higher on the computer-based test, or 79 or higher on the Internet-based test.

Contact Information

School of Dentistry Web site: www.iusd.iupui.edu

Requests for application forms or information about dental education programs should be directed to:

Dentistry [D.D.S.] and Dental Hygiene [A.S.D.H.] degree programs at Indianapolis:
Student Records and Admissions Office, Room 105
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-8173
Fax: (317) 278-9066
E-mail: ds-stdnt@iupui.edu

Bachelor of Science Degree in Public Health Dental Hygiene at Indianapolis:
Director of Dental Hygiene
Periodontics and Allied Dental Programs
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-7801

M.S., M.S.D., and Ph.D. degree programs at Indianapolis:
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1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-5348
Fax: (317) 278-9066
E-mail: ds-grad@iupui.edu

Oral and Maxillofacial Surgery and the General Practice Residency certificate programs:
Residency/Education Coordinator
GPR and Oral and Maxillofacial Surgery Programs
Regenstrief Health Center
1050 Wishard Blvd., Room 4201
Indianapolis, IN 46202-2872
Telephone: (317) 278-3662; Fax: (317) 278-2243

Dental Assisting program at Indianapolis:
Director of Dental Assisting
Periodontics and Allied Dental Programs
Indiana University School of Dentistry
1121 West Michigan Street
Indianapolis, IN 46202-5186
Telephone: (317) 274-4407

The School of Dentistry Student Records and Admissions Office is open 8 a.m. to 5 p.m., Monday through Friday. The dental school fax number is (317) 278-9066, and the Web site iswww.iusd.iupui.edu.

For information on allied dental programs at other Indiana University campuses, contact:

Programs at Fort Wayne:
Director of Dental Hygiene
or
Director of Dental Assisting
or
Director of Dental Laboratory Technology
Neff Hall 150
Indiana University–Purdue University Fort Wayne
2101 E. Coliseum Boulevard
Fort Wayne, IN 46805-1499

www.ipfw.edu/dental
Telephone: (260) 481-6837

Programs at South Bend:
Director of Dental Education
(Dental Hygiene and Dental Assisting)
Riverside Hall 113
Indiana University South Bend
1700 Mishawaka Avenue
Post Office Box 7111
South Bend, IN 46634-7111

www.iusb.edu/~sbdental
Telephone: (574) 520-4158; Fax (574) 520-4854

Programs at Gary:
Director of Dental Education
(Dental Hygiene and Dental Assisting)
Indiana University Northwest
3400 Broadway
Gary, IN 46408-1197

www.iun.edu/~dental
Telephone: (219) 980-6770; Fax (219) 981-4249

Degree Programs

The Indiana University School of Dentistry offers many graduate programs.

Dental Science Ph.D.

Dentistry D.D.S.

Master of Science in Dentistry

- Dental Materials
- Endodontics
- Operative Dentistry
- Orthodontics
- Pediatric Dentistry
- Periodontics
- Preventive Dentistry
- Prosthodontics

Certificate Residency Programs

- General Practice
- Oral and Maxillofacial Surgery

For more information on IUSD graduate programs visit us at http://www.iusd.iupui.edu/departments/education/graduate-education/graduate-programs/.

Student Learning Outcomes

Doctorate Programs

- Doctor of Dental Surgery (D.D.S)
- Doctor of Philosophy in Dental Science (Ph.D.)

Master of Science in Dentistry (M.S.D.) Programs

- Dental Materials
- Endodontics

- Operative Dentistry
- Oral and Maxillofacial Surgery
- Orthodontics
- Pediatric Dentistry
- Periodontics
- Preventive Dentistry
- Prosthodontics

Residency Programs

- General Practice

Doctor of Dental Surgery (D.D.S.)

The Doctor of Dental Surgery degree program is four academic years in length. The curriculum includes 106 core courses and modules that are presented over eight semesters and three summer sessions.

All of the courses/modules are mandatory for awarding of the degree. The curriculum supports the attainment of the following list of competencies expected of a general dentist entering the profession. The Doctor of Dental Surgery graduate will be prepared to:

1. assess and diagnose the child, adolescent, adult, geriatric, and special needs patient;
2. perform treatment planning and case presentations for the child, adolescent, adult, and geriatric patient;
3. communicate and collaborate with groups and individuals to promote oral and general health including strategies, resources, and interventions as appropriate for the prevention of oral disease in the community;
4. control pain and anxiety through clinical pharmacology and management of related problems;
5. prevent and manage dental and medical emergencies;
6. restore defective and/or missing teeth to appropriate form, function, and esthetics in the child patient;
7. diagnose and restore defective teeth to form, function, and esthetics in the adolescent, adult, and geriatric patient;
8. provide fixed replacement of missing teeth to restore appropriate form, function, and esthetics in the uncomplicated adolescent, adult, and geriatric patient;
9. provide restoration of uncomplicated partially edentulous patients with removable partial dentures to maintain oral function, health, comfort, and appearance;
10. provide restoration of uncomplicated edentulous patients with complete dentures to maintain oral function, health, comfort, and appearance;
11. diagnose and manage periodontal disorders;
12. prevent, diagnose, and manage pulpal and periradicular diseases;
13. diagnose and manage oral mucosal disorders;
14. collect and assess diagnostic information to plan for and perform uncomplicated oral surgical procedures;
15. recognize malocclusion in the primary, mixed, and permanent dentition and to identify from an acceptable problem list an uncomplicated case with limited developmental/acquired abnormality;
16. describe the indications, contraindications, advantages, and disadvantages of space maintainers and demonstrate the basic skills necessary in making simple orthodontics appliances and space maintainers;
17. discern and manage ethical issues and problems in dental practice;
18. understand and apply the appropriate codes, rules, laws, and regulations that govern dental practice;
19. demonstrate behavioral patient management and interpersonal skills;
20. understand the fundamental elements of managing a dental practice;
21. perform and supervise infection control procedures to prevent transmission of infectious diseases to patients, the dentist, the staff, and dental laboratory technicians;
22. critically evaluate and incorporate new dental procedures/therapies into their practices when proven scientifically efficacious;
23. recognize the role of lifelong learning and self-assessment in maintaining competency;
24. use information technology resources; and
25. detect, diagnose, assess the risk for, prevent, and manage dental caries.

Doctor of Philosophy in Dental Science (Ph.D.)

The graduate of the Ph.D. program will be prepared to:

1. demonstrate an in-depth understanding of the biology of the oral cavity;
2. demonstrate the principles/mechanisms pertinent to human physiology and disease;
3. demonstrate competency in performing complex scientific literature searches;
4. write a detailed grant proposal;
5. express scientific material, including original research data, in both oral and written form;
6. demonstrate skills in critical thinking; and
7. plan and undertake independent research.

Master of Science in Dentistry in Operative Dentistry (M.S.D.)

The graduates of the two-year postdoctoral program in Operative Dentistry will be prepared to:

1. manage caries risk patients based on Caries Management by Risk Assessment (CAMBRA);
2. discuss current direct and indirect dental restorative materials (gold, dental amalgam, ceramics, glass ionomer cement, and resin-matrix composite) including associated setting reactions, physical properties, and indications and contraindications for their clinical use;
3. demonstrate clinical proficiency when performing routine and advanced restorative procedures;
4. demonstrate a broad knowledge base of dental restorative materials and procedures;
5. demonstrate knowledge of current restorative dentistry scientific literature;
6. develop and present evidence-based restorative dentistry lectures; and
7. develop a research protocol and perform controlled dental research.

Master of Science in Dentistry in Preventive Dentistry (M.S.D.)

The graduates of the Preventive Dentistry program will be able to define terms and explain basic principles, concepts, and theories related to Cariology. They will be prepared to:

1. describe the dental caries process in detail;
2. describe and contrast the interaction of the etiological factors associated with dental caries;
3. distinguish and assess the different presentations of dental caries;
4. recognize the epidemiology of dental caries;
5. discriminate populations at high risk for dental caries;
6. analyze the external and internal risk determinants of dental caries;
7. compare and contrast the different methodologies utilized for caries detection;
8. demonstrate diagnosis of dental caries;
9. assess caries risk status;
10. assess salivary flow measurements, buffering capacity, and management approaches for patients with low salivary flow;
11. compare and contrast some of the different strategies utilized for caries management;
12. discriminate the therapeutics used in caries management;
13. compare and contrast the use of sealants based on risk assessment, for individuals and populations;
14. support the values of prevention, evaluation, and reevaluation;
15. develop an Oral Health Plan to be incorporated by a health professional team;
16. develop a community health plan;
17. summarize the basic principles on developing patient education plans;
18. critically review scientific methodology; and
19. recognize the different methodologies and techniques related to caries research.

Master of Science in Dentistry in Dental Materials (M.S.D.)

Graduates of the two-year postdoctoral program in Dental Materials will achieve core comptencies in Materials Knowledge, Critical Thinking, and Effective Communication.

Materials Knowledge
The graduate will be prepared to:

1. describe major classes of dental biomaterials used in clinical dentistry;
2. explain the differences in the chemical nature of the major classes of materials;
3. recognize the effects of chemical nature on the mechanical behavior of materials; and
4. describe the relationship between material characteristics and clinical performance of dental biomaterials.

Critical Thinking
The graduate will be prepared to:

1. identify the physical and chemical principles of major material testing methods;
2. select and justify appropriate testing methods for major classes of dental biomaterials; and
3. formulate hypotheses and design the necessary experiments for a given material evaluation scenario.

Effective Communication
The graduate will be prepared to:

1. present research methods and results correctly in oral and written reports;
2. provide evidence-based arguments on research findings in oral and written reports; and
3. provide suggestions on dental biomaterial selection based on current dental literature.

General Practice Residency Program

The graduate of the General Practice Residency program will be prepared to:

1. function as a patient's primary care provider, treating or managing all aspects of oral health care using advanced dental treatment modalities as well as understanding the oral health needs of the community by engaging in community service and directing health promotion and disease prevention activities;
2. enhance and expand knowledge and skills in multidisciplinary comprehensive and emergency dental care, therefore providing a greater confidence in all phases of professional life;
3. plan and provide multidisciplinary oral health care for a wide variety of patients including patients with special needs and while utilizing the values of professional ethics, lifelong learning, patient-centered care, adaptability, and acceptance of cultural diversity in professional practice.
4. interact with other health care professionals in the hospitals, outpatient clinics, community health center environments, and within interdisciplinary health care teams, in order to facilitate the patients' total health care; and
5. participate in critical-thinking analysis, evidenced-based care, and technology-based information retrieval systems and apply this knowledge in treatment decisions and continuous quality improvement.

Master of Science in Dentistry in Endodontics (M.S.D.)

The advanced specialty education program in Endodontics is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the master's degree in endodontics are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Endodontics

Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Master of Science in Dentistry in Orthodontics (M.S.D.)

The advanced specialty education program in Orthodontics is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the master's degree in orthodontics are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Orthodontics and Dental Facial Orthopedics Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Master of Science in Dentistry in Periodontics (M.S.D.)

The advanced specialty education program in Periodontics is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the master's degree in periodontics are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Periodontics Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Master of Science in Dentistry in Prosthodontics (M.S.D.)

The advanced specialty education program in Prosthodontics is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the master's degree in prosthodontics are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Prosthodontics Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Master of Science in Dentistry in Oral and Maxillofacial Surgery (M.S.D.)

The advanced specialty education program in Oral and Maxillofacial Surgery is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the specialty certificate in oral and maxillofacial surgery are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Oral and Maxillofacial Surgery Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Master of Science in Dentistry in Pediatric Dentistry (M.S.D.)

The advanced specialty education program in Pediatric Dentistry is accredited by the American Dental Association (ADA) Commission on Dental Accreditation. Indiana University School of Dentistry's learning outcomes for the master's degree in pediatric dentistry's are fully supportive of the outcomes required by the ADA.

IU's program follows academic and clinical standards determined by the commission to ensure the quality and continuous improvement of dental and dentally related education, and to reflect the evolving practice of dentistry. Full details are published in the ADA's Standards for Dental Education Programs under Advanced Specialty Education Programs, Pediatric Dentistry Standard 4: Curriculum and Program Duration (http://www.ada.org/115.aspx#general).

Graduate Programs

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Dental Science Ph.D.

Dentistry D.D.S.

Master of Science in Dentistry

- Dental Materials
- Endodontics
- Operative Dentistry
- Orthodontics
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- Periodontics
- Preventive Dentistry
- Prosthodontics

Certificate Residency Programs

- General Practice
- Oral and Maxillofacial Surgery

For more information on IUSD graduate programs visit us at http://www.iusd.iupui.edu/departments/education/graduate-education/graduate-programs/.

Student Organizations & Services

The School of Dentistry website has a complete list of school organizations and associations.

Academic Policies & Procedures

Please refer to http://www.indiana.edu/~bulletin/iu.dentistry/2009-20011/policies/index.shtml for the School of Dentistry Policies and Procedures.

Faculty

Administrative Officers

- Dean Lawrence I. Goldblatt
- Executive Associate Dean Jeffrey A. Dean

Associate Deans

- Jeffrey A. Dean, Academic Affairs
- Lawrence P. Garetto, Dental Education
- Michael J. Kowolik, Graduate Education
- Pamella P. Shaw, Diversity, Equity, and Inclusion
- George P. Willis, Clinical Affairs
- Domenick T. Zero, Research

Assistant Dean

- Robert H. Kasberg, Student Affairs

Departmental Chairpersons

- William J. Babler, Department of Oral Biology (Interim)
- Jeffrey D. Bennett, Department of Oral Surgery and Hospital Dentistry
- David T. Brown, Department of Restorative Dentistry
- Katherine S. Kula, Department of Orthodontics and Oral Facial Genetics
- Vanchit John, Department of Periodontics and Allied Dental Programs (Interim)
- James E. Jones, Department of Pediatric Dentistry
- Kenneth J. Spolnik, Department of Endodontics
- Domenick T. Zero, Department of Preventive and Community Dentistry
- Susan L. Zunt, Department of Oral Pathology, Medicine, and Radiology

See the School of Dentistry website for a complete list of the School of Dentistry faculty.

IU School of Education

Welcome to the IU School of Education!

Mission

The mission of the Indiana University School of Education at IUPUI 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; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change from the local to national levels and throughout the world.

The mission of the School of Education at IUPUI is defined by its location in the largest population center in Indiana. Our urban location provides both the opportunity and the resources to focus teaching, research, and service on the constellation of issues related to urban education in America.

Overview

History

Indiana University has been preparing teachers since 1851. The first "Department of Pedagogy" was part of what is now the College of Arts and Sciences in Bloomington. In 1908 a formal School of Education was established, and in 1923 the school became autonomous from the College of Arts and Sciences. The first B.S. in education was awarded in 1925.

Education classes have been offered in Indianapolis since 1914, when the Extension Division of Indiana University was founded. Enrollments and course offerings in Indianapolis grew steadily and by 1969 it was possible to earn a bachelor's degree in education at Indianapolis. In 1969, regional campuses of Indiana University and Purdue University merged to form IUPUI.

In 1972, the IUPUI Division of Education was formally established with offices in the Marrott Building on North Meridian Street. In 1975 the School of Education in Bloomington and the Division of Education in Indianapolis merged to become a single School of Education with two campuses, and the School of Education at IUPUI moved into a new Education/Social Work Building located at 902 West New York Street.

Today, Indiana University's School of Education is one of America's most respected educational institutions for the preparation of teachers, administrators, and specialists in all areas of education. The School of Education has full equality with the other professional schools of the university and grants the degrees of Bachelor of Science in Early Childhood Education, Bachelor of Science in Education, Master of Science in Education, Specialist in Education, and Doctor of Education.

Students may earn the B.S. degree in education entirely at IUPUI. IUPUI offers select graduate programs in education and enrolls a growing number of doctoral students. The Indiana University School of Education at IUPUI awards nearly 300 degrees annually, and boasts well over 13,000 alumni.

Mission

The mission of the Indiana University School of Education at IUPUI 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; inform educational theory and practice through research; and work in partnership with a range of constituents to effect change from the local to national levels and throughout the world.

The mission of the School of Education at IUPUI is defined by its location in the largest population center in Indiana. Our urban location provides both the opportunity and the resources to focus teaching, research, and service on the constellation of issues related to urban education in America.

Accreditation & Licenses

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the Higher Learning Commission of North Central Association of Colleges and Secondary Schools. Teacher education programs offered through the School of Education at IUPUI have either been nationally approved by their Specialized Professional Associations (SPA), or approved by the Indiana Department of Education.

Programs nationally recognized:

- Elementary Education (ACEI)
- English Education (NCTE)
- Mathematics Education (NCTM)
- Social Studies Education (NCSS)
- Visual Arts Education (NASAD)

Last updated July 2011

Contact Information

Indiana University School of Education

Education/Social Work Building (ES) 3131
902 W. New York Street
Indianapolis, IN 46202
(317) 274-6801

General Education

General education refers to courses and other experiences that lay the foundation for IUPUI students to evidence progress toward the IUPUI “Principles of Undergraduate Learning.” There is a focus on building skills in written and oral communication, information technology, inquiry, science, literature, quantitative reasoning, and both global and democratic perspectives.

Courses that build the general education foundation for elementary education majors are listed below; they are organized by the Principles of Undergraduate Learning to which they are most directly related. Students are encouraged to follow this template as well as meet with an advisor in the School of Education as soon as possible. Both the particular sequence and the course clusters or learning communities designated for Education majors

have been planned to provide the strongest foundation and to build the most powerful connections between the content of the individual courses.

Professional Education

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order. The professional education courses that are part of Learning to Teach/ Teaching to Learn (LT/TL) are tied closely to specific professional development school (PDS) sites in Marion County. These are schools that have entered into a special partnership with the School of Education. Some of the formal course work as well as all of the field experiences that accompany this course work are conducted at the PDS sites. Students also have the option to student teach at these PDS sites.

Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, most professional education courses are offered at a time when teacher education candidates are able to work with students in P-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote one day (part-time enrollment) or two days (full-time enrollment) each week to complete the class and early field experience work.

Student Teaching

All interns complete student teaching assignments in two school settings. For elementary education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and another intermediate placement.

In the secondary programs, the student teaching requirement will be met by consecutive eight-week placements in a middle school and high school setting during Block IV. Students completing a program leading to an all-grades license should consult with their major advisor about the logistics of the student teaching placements.

Eligibility Requirements for Student Teaching

To be eligible for student teaching, a student must have

1. Been admitted to the Teacher Education Program and be in good standing.
2. Submitted an application for Student Teaching with the Teacher Education Program application (secondary-all-grade majors only).
3. Passing scores on the Block I Rubric and Block II performance task and no issues outstanding.
4. Senior or graduate standing in the university or be within two semesters and one summer session of graduation. (In no case should a student have competed fewer than 84 credit hours prior to the semester in which the student teaching and/or practicum is to be done.)
5. Completed at least three-fourths of the credit hours required for licensing in the teaching area(s).
6. Completed all professional education and education technology courses within 10 years and attained a minimum grade point average (GPA) of 2.50 in all professional education courses with a minimum grade of C in each professional education course.
7. Earned a minimum overall GPA of 2.50 at Indiana University.
8. Passed the appropriate PRAXIS II test prior to starting student teaching (secondary and all-grade programs)

Application for Student Teaching

All students must complete an application for Student Teaching. All students apply for student teaching when they apply to the Teacher Education Program.

Career Services

The IUPUI School of Education offers career planning assistance to its students and alumni. A website has been established to help students search for posted jobs and internships. Students may post their profile for prospective employers and search for posted positions at https://www.myinterfase.com/iupui-se/student/. Employers are welcome to register to post job and internship opportunities. Career planning resources and information on how to search IUPUI's JagJobs database, as well as how to schedule an appointment with a Career Consultant, can be found on the website of the Office of Academic and Career Development at http://www.uc.iupui.edu/students/career/.

The school offers meetings addressing graduation requirments, licensing procedures, and career information in both the fall and spring for current student teachers.

Admission

Requirements

Entering students with strong academic credentials who indicate education as their choice among academic programs may be dually admitted to University College and the School of Education. Students admitted to University College who subsequently make a decision to pursue an education degree or complete a program leading to an initial teaching license may transfer to the School of Education when they attain a minimum 2.50 overall grade point average (GPA) with at least 12 hours of coursework.

Education majors transferring to IUPUI from other colleges and universities may be dually admitted to the University College and the School of Education if their GPA is 2.50 or better, or admitted to University College if they have not yet achieved a 2.50 overall GPA. Students must attain a 2.50 overall GPA to transfer to the School of Education.

It is important to note that admission to the school does not guarantee admission to the Teacher Education Program. Application to teacher education is a separate process that typically occurs during the second semester of the sophomore year (or during the semester prior to beginning the professional education component of the licensure program).

Transfer Students

Transfer Credit Policy

Acceptance of credit from other institutions will be determined by IUPUI Enrollment Services. After transfer courses have been credited through IUPUI Enrollment Services, the student should meet with a School of Education academic advisor to determine which transfer

courses will fulfill degree requirements for programs in education.

Students in elementary or secondary programs must have a minimum grade point average (GPA) of 2.00 in the transfer courses that would apply toward their degree. No courses with grades below a C will be accepted. Degree Progress GPAs and GPAs from transfer courses are combined to determine overall and major GPAs for admission and graduation purposes when a student transfers in more than 27 credit hours.

IUPUI's Teacher Education Program Learning to Teach/ Teaching to Learn is built on a coherent sequence of professional education courses and field experiences. To support program integrity and continuity, students interested in completing a program leading to initial licensure through the School of Education are encouraged to complete the entire professional education component at the IUPUI campus. Requests for transfer credits for professional education courses will be reviewed on an individual basis in consultation with program faculty; feedback will be provided in a timely fashion. No more than 15 credits of professional education courses from an accrediated program can be transfered to the program. Only education courses with grades of B- (2.70) or higher willl be considered.

Admission to the LT/TL Teacher Education Program

Admission to the Teacher Education Program is separate from admission to the School of Education.

Students wishing to earn a license to teach at any developmental level (elementary, middle, or high school) must apply to the Teacher Education Program and be formally admitted before being authorized to enroll in any professional education courses. Since space is limited and admission is competitive, students interested in Teacher Education are urged to meet application deadlines (February 7 for fall admission and September 7 for spring admission). Please note that due to the competitive nature of admission to the programs not all students meeting minimum requirements may be admitted. The application and supporting information are available from the School of Education home page on the Web at education.iupui.edu.

Note: Admission to the Teacher Education program does not guarantee licensure by the state of Indiana.

The standards for admission to the Teacher Education Program apply both to education majors and to majors in other schools who are seeking an initial teaching license. A student must:

1. Maintain a minimum overall grade point average (GPA) of 2.50. (This minimum GPA is subject to change)
2. Complete required courses.
    1. *Elementary Majors*
        - Achieve a grade of C or higher in all courses.
        - Complete all prerequisite coursework prior to beginning the Teacher Education Program. (Refer to the General Education section of this bulletin for a list of required prerequisite courses.) Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
    2. *Secondary Majors*
        - Complete ENG W131 as well as a second writing course, COMM R110, or COMM C180, EDUC H341, and EDUC W200, with a C or higher before entering the program.
        - Achieve a grade of C or higher in all general education and major courses.
        - Achieve a 2.50 GPA in general education. (Subject to change)
        - Achieve a 2.50 GPA in major. (Subject to change)
        - Complete half of the major courses plus enough of the general education courses to equal no less than 60 credit hours. (See checksheets for specific numbers of hours for each program) Fulfilling this requirement will leave no more than 6-9 clases outside of the blocks left to take. Prerequisite courses can be in progress at the time of application submission; however, they must be completed satisfactorily prior to beginning Block I.
    3. *Secondary/All-grade Majors*
        - Achieve a 2.50 GPA in major. (Subject to change)
        - Achieve a 2.50 overall GPA (Subject to change)
        - Consult an advisor in the students designated school for additional admission requirements.
3. Demonstrate basic skills with **one of the following**: (After January 1, 2013, a new basic skills tests will replace the PRAXIS I)
    - ACT with a score of at least 24 based on math, reading, grammar, and science.
    - SAT with a score of at least 1100 based on critical reading and math.
    - GRE with a score of at least 1100 based on verbal and quantitative.
    - Praxis I composite score of 527 based on reading, writing, and math **OR**
      Pass all three sections of Praxis I: reading, math and writing.
    - Anyone with a Master's Degree from a regionally accredited institution is exempt.
4. Complete a formal application. Applications for admission to the Teacher Education Program are due by February 7 for the following fall semester, and by September 7 for the spring semester.

Undergraduate Programs

Degree Programs

- Bachelor of Science in Education—Elementary Education
- Bachelor of Science in Education with Middle School/High School Teaching License

Licensure, Certification, and Program Information

- All Grade Licensure Programs
- Certification Programs
- Junior High/Middle School Extended Coverage Programs for the Elementary License
- Specific Degree Requirements

Bachelor of Science in Education-Elementary Education

The elementary education program prepares graduates to meet standards for teaching in K-6 settings. This program is nationally recognized by the Association for Childhood Education International (ACEI).

PREREQUISITE COURSES (70 credits)

Students in the elementary education program complete the general education requirements outlined below. Students are encouraged to enroll in course clusters or learning communities designated for education majors whenever they are available.

Students are encouraged to see an education advisor for course lists for the concentration and to begin planning early to meet that requirement.

PROFESSIONAL EDUCATION (58 credits)

Admission to the Learning to Teach/Teaching to Learn program is competitive, and applications are due February 7 for fall admission and September 7 for spring. The application can be found at education.iupui.edu.

The professional education component is a carefully articulated program of study where courses are taken in blocks and in a prescribed order (presented below). The professional education portion of the program is designed to be a four-semester sequence with courses that are taught on site at professional development schools (PDS) in Marion County. These schools have entered into a special partnership with the School of Education. Students also student teach at these PDS sites. Student teaching requires five full days a week.

Students pursuing an initial license to teach in grades K-6 are authorized for professional education courses only after admission to Teacher Education. Because LT/TL is a field-based program in which formal class sessions are integrated with field experiences, most professional education courses are offered at a time when teacher education candidates are able to work with students in K-12 classrooms. Most professional education courses are scheduled during the day, and students will need to make arrangements to devote one (part-time enrollment) or two days (full time enrollment) each week to complete the class and field experience work.

The School of Education uses performance-based assessments to evaluate students readiness for an Initial Professional Educator License. In addition to their course assignments, students are expected to pass three benchmark assessments during the LT/TL program. Benchmark I is a rubric that evaluates the students basic competencies and dispositions; Benchmark II is a performance task that involves interviewing individual learners; and Benchmark IV is a demonstration of the students abilities to have an impact on childrens learning. These measures and others, including content area PRAXIS tests and student teaching evaluations, are used to determine whether a student will be recommended for licensure upon completion of the program.

The student must receive a C or better in all courses.

Pre-Professional Courses (17 credits)

- EDUC F110 Windows on Education (2 cr.)
- EDUC F200 Examining Self as Teacher (3 cr.)
- EDUC N102 Teaching and Learning Elementary School Math 1 (3 cr.)
- EDUC P251 Eeducational Psychology (3 cr.)
- EDUC Q200 Scientific Inquiry (3 cr.)
- EDUC W200 Using Compuers in Education (3 cr.)

Language Arts (12 credits)

- ENG W131 Elementary Composition I (3 cr.)
- ENG W132 Elementary Composition II (3 cr.) **OR**
- EDUC E201 Multiculural Education and Global Awareness(3 cr.)
- COMM R110 Fundamentals of Speech Communication (3 cr.) OR
- COMM C180 Introduction to Interpersonal Communication (3 cr.)

American/World Literature Elective (3 credits)

Select **one** of the following:

- EDUC E449 Trade Books in the Clasroom (3 crs.)
- ENG L204 Introduction to Fiction (3 crs.)
- ENG L207 Women and Literature (3 crs.)
- ENG L213 Literary Masterpieces I (3 crs.)
- ENG L214 Literary Masterpieces II (3 crs.)

Science (9 credits)

- BIOL N100 Contemporary Biology (3 cr.)
- GEOL G110 Physical Geology (3 cr.) **OR**
- GEOG G107 Pysical System of Environment (3 cr.)
- AST A100 The Solar System (3 cr.) **OR**
- PHYS 20000 Physcial Environment (3 cr.)

Fine Arts (6 credits)

- MUS E241 Music Fundamentals(3 cr.) **OR**
- MUS M174 Music for the Listener (3 cr.)
- HER H100 Art Appreciation (3 cr.) **OR**
- HER E214 Visual Learning **OR**
- HER Z200 Art Making for Teachers

Physical Education (3 credits)

- HPER P290 Movement Exp. for Children (3 cr.)

Prerequisites as determined by the math placement test are in addition to the 9 required credits (MATH 00100 and MATH 11000 or MATH 11100).

Math for Elementary Teachers (9 crs.)

- MATH 13000 Math for Elementary Teachers I (3 cr.) **AND**
- MATH 13200 Math for Elementary Teachers II (3 cr.) **OR**
- MATH 13600 Math for Elementary Teachers (6 cr.)
- MATH 13100 Math for Elementary Teachers III (3 cr.) **OR**
- MATH M118 Finite Mathematics (3 cr.) **OR**
- STAT 30100 Elmentary Statistical Methods I(3 cr.)

Social Science (9 cedits)

- HIST H105 American History I (3 cr.) **OR**
- HIST H106 American History II (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)

Social Science Electives (3 credits)

Select **one** of the following:

- AFRO A150 Intro to African-American Studies (3 cr.)/li>
- ANTH A104 Culture and Society (3 cr.)
- ECON E201 Introduction to Microeconomics (3 cr.)
- ECON E202 Introduction to Macroeconomics (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H109 Perspectives on the World Sinc 1800 (3 cr.)
- HIST H113 History of Western Civilizations I (3 cr.)
- HIST H114 History of Western Civilizations II (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- SOC R100 Introduction to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)
- WOST W105 Introduction to Women's Studies (3 cr.)

Students must be formally admitted to the teacher education program prior to taking Block classes.

Block I

A: Diversity and Learning (7 credits)

- EDUC M320 Diversity and Learning (6 cr.)
- EDUC M303 Field Experience (1 cr.)

B: Literacy and Numeracy in Early Childhood (6 credits)

- EDUC E345 Language Arts and Mathematics for Young Children (6 cr.)
- EDUC M304 Field Experience (1 cr.)

*Benchmark I performance assessment at the end of Block I

Block II

A: Middle Childhood A (6 credits)

- EDUC E340 Reading Methods I (3 cr.)
- EDUC E324 Teaching About the Arts (music)(1.5 cr.)
- EDUC E324 Teaching About the Arts (visual arts) (1.5 cr.)
- EDUC M305 Field Experience (1 cr.)

B: Middle Childhood B (7 credits)

- EDUC E343 Mathematics in the Elementary Schools (3 cr.)
- EDUC E328 Science Methods (3 cr.)
- EDUC M306 Field Experience (1 cr.)

*Benchmark I performance assessment at the end of Block II
*Benchmark II performance assessment at the end of Block II

Block III

A: Individualizing Instruction (7 credits)

- EDUC K307 Methods of Teaching Students with Special Needs (3 cr.)
- EDUC E341 Methods of Teaching Reading II (3 cr.)
- EDUC M307 Field Experience (0 cr.)

B: Reflective Practitioner (8 credits)

- EDUC M425 Elementary Student Teaching (8 cr.)

Block IV

A: Curriculum in a Democracy (7 credits)

- EDUC E325 Social Studies in the Elementary Schools (3 cr.)
- EDUC H440 Education and American Culture (3 cr.)
- EDUC M400 Field Experience (0 cr.)

B: Reflective Practitioner (8 credits)

- EDUC M425 Elementary Student Teaching (8 cr.)

Benchmark IV performance assessment at the end of Block IV

Students doing a dual licensure program will register for an 8 credit hour practicum for the dual program in place of their Block IV student teaching.

STUDENT TEACHING (16 cr. hours)

All interns complete student teaching assignments in two school settings. For elementary education majors, student teaching will comprise two eight-week placements, the first in Block IIIB and the second in Block IVB. Elementary majors will complete one primary placement and one intermediate placement. If a student doing an overseas teaching experience, the first experience will be 10-weeks and must be completed in the Indianapolis area.

The new Indiana licensing regulations require that all elementary majors have a concentration, an institutional minor, or a dual license. The options are listed below.

Concentration areas:

Students electing to do a concentration area take 12 credit hours in a subject area in which they would like to develop additional expertise. Completion of the concentration area will not extend or add an area to the students teaching license. Although concentration areas will not be identified on students transcripts, students will be issued a certificate of completion for the concentration to share with future employers.

Note: classes in the concentration area can also be used to meet prerequisite requirements when indicated. Students must have a total of 128 credit hours to graduate.
Concentrations are available in the following areas:

Language Arts Concentration (12 credits)

Choose **one** course from the following: (3 credits)

- ENG W206 Intro to Creative Writing
- ENG W207 Intro to Fiction Writing
- ENG W208 Intro to Poetry Writing

Choose **one** course from the following: (3 credits)

- ENG L372 Contemporary American Fiction
- ENG L379 Ethnic Minority Literature of the United States

: Choose **one** course from the following:(3 credits)

- ENG Z204 Rhetorical Issues in Grammar
- ENG Z205 Intro to the English Language

: (3 credits)

- EDUC X470 Socio-psycholinguistics of Reading

Social Studies Concentration (12 credits)

: Choose **one** course from the following: (3 credits)

- POLS Y308 Urban Politics
- POLS Y324 Women and Politics
- POLS Y325 African American Politics
- POLS Y200 Contemporary Political Issues
- POLS Y377 Globalization

: Choose **one** course from the following: (3 credits)

- SOC R314 Families and Societies
- SOC R321 Women and Health
- SOC R328 Urban Sociology
- SOC R463 Inequality and Society

: Choose **one** course from the following: (3 credits)

- AMST A304 Transformation of America 1960-1980
- AMST A364 History of Black America

: (3 credits)

- GEOG G110 Introduction to Human Geography

: (3 credits)

- ECON E101 Current Economic Issues and Problems

Note: The American Studies course will serve as the American History requirement and one of the other courses in this concentration will serve as the social studies elective in the prerequisite requirements.

DUAL LICENSE AREAS

Students electing to do a dual license area take 15 to 18 credits in an area that will give them additional expertise and will add an additional teaching area to their K-6 license. Dual license areas are not identified on students transcripts. Please note: classes in the dual license area can also be used to meet prerequisite requirements when indicated. Students must have a total of 128 credit hours to graduate. Dual licenses are available in the following areas:

Students apply to a dual program when completing the application to Teacher Education. However, some of the course work for certain programs may be completed prior to entering the teacher education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each dual licensure area.

Students will student teach in their dual licensure area during the second student teaching experience. They will register for the appropriate 8 credit-hour practicum in place of one of the traditional student teaching experience for their initial program. See an advisor in the School of Education for information.

ENGLISH AS A SECOND (NEW) LANGUAGE Dual Program (15 additional credits outside the teacher education program)

The ESL dual program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ENL as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Student must take and pass the state licensure test for ENL. The license will be issued at the developmental levels of the students initial teaching license.

Prerequisites: Two semesters of high school or one semester of university-level foreign language study or experience required.

Part A: ENL Course Requirements must be taken in the following sequence:

- EDUC L441 Bilingual Education (summer/fall/spring) (3 cr.)
- ENG Z432 Second Language Acquisition (fall)(3 cr.) **OR** ENG Z205 Introduction to English Grammar (3 cr.)
- EDUC L403 Assessment Literacy for Cultural and Linguistic Diversity (spring) (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (elementary major only) (fall/summer I) (3 cr.) **OR** EDUC X401 Critical Reading in the Content Areas (secondary majors only) (summer II) (3 cr.)
- L436 Methods and Material for ESL (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E341/M307 Methods of Teaching Reading II (elementary only)(3 cr.) **OR** EDUC M469/M303 Content Area Literacy (secondary only) (3 cr.)
- EDUC M470 Student Teaching 8 weeks (8 cr.) (done only after all ESL courses have been completed - will replace the second student teaching experience in the teacher education program)

READING Dual Program (15 additional credits outside the teacher education program)

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. Students must select reading as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all reading content tests required by the state for licensure.

Required courses: Elementary Majors

Part A: Advanced Literacy Course Requirements should be taken in the following sequence if possible:

- EDUC E449 Tradebooks in the Classroom (could be counted as literature elective for LTTL) (3 cr.)
- EDUC L400 Instructional Issues in Language Education (prerequisite E449) (fall/spring)(3 cr.)
- EDUC L441 Bilingual Education: Introduction (fall/spring) (3 cr.)
- EDUC X470 Socio-psycholinguistics of Reading (fall/summer I) (3 cr.)
- Reading Elective (select one of the courses below) (3 cr.)
- EDUC F401 Integrating the Arts and Literacy (summer I) (3 cr.)
- EDUC F401 Variable Title Summer in the City Workshop (requires approval of literacy faculty member or advisor) (summer I or II) (3 cr.)
- EDUC L436 Methods and Materials for Teaching ESL (prerequisite L441) (spring) (3 cr.)
- EDUC X400 - Diagnostic Teaching of Reading in Classroom (summer I) (3 cr.)
- EDUC X401 - Critical Reading in Content Areas (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E340 Methods of Teaching Reading I (Block II)(3 cr.)
- EDU M305 Field Experience (Block II) (1 cr.)
- EDUC E341 Methods of Teaching Reading II (Block III) (3 cr.)
- EDUC M307 Field Experience (Block III) (1 cr.)
- EDUC X425 Student Teaching in Reading (Block IV) (8 cr.)

Special Education Dual Program (Mild Intervention) - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program. The program is designed to enable students to complete field experiences as part of their elementary or secondary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the block courses. Students are required to take one of the following 3 credit seminars each semester while completing this program:

This undergraduate program offers licensure in both general education (elementary or secondary) and special education certification in Mild Intervention. Mild Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of dual licensure when applying for admission to the Teacher Education Program (LTTL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all state required licensure tests for special education to obtain a special education license.

Required:

- Seminar 1: EDUC K448 Families School and Society (3 cr.)
- Seminar 2: EDUC K453 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: EDUC K465 Collaboration and Consultation (3 cr.)
- Seminar 4: EDUC K420 Assistive Technology (3 cr.)
- Seminar 5: EDUC K426 Assessment and Instruction I (3 cr.)
- Seminar 6: EDUC K441Transition Across the Lifespan (3 cr.)
- Practicum: EDUC M470 Student Teaching for Special Education (8 cr.) (Taken during student teaching semester in place of the second experience)

Institutional Minors

Institutional minors are issued by the IUPUI school which offers the minor. They range in length from 15 to 21 credits. Completion of the institutional minor will give students additional expertise in the chosen subject area, but will NOT extend or add an areas to the student's teaching license. Institutional minors will be shown on the student's transcript if they arrange to have that done through the school or depratment offering the minor.

Art Minor - Herron School of Art (15 credits)

Chemistry Minor - School of Science (20 credits)

French Minor - School of Liberal Arts (14 credits)

Geology Minor - School of Science (18 credits)

Biology Minor - School of Science (19 credits)

Economics Minor - School of Liberal Arts (15 credits)

Geography Minor - School of Liberal Arts (15 credits)

German Minor - School of Liberal Arts (14 credits)

History Minor - School of Liberal Arts (15 credits)

Mathematics Minor - School of Science (21 credits)

Music Minor - School of Music (20 credits)

Physics Minor - School of Science (18 credits)

Political Science Minor - School of Liberal Arts (15 credits)

Psychology Minor - School of Science (15 credits)

Sociology Minor - School of Liberal Arts (15 credits)

Spanish Minor - School of Liberal Arts (15 credits)

Bachelor of Science in Education with Middle School/High School Teaching License

Each discipline in the secondary program (English, World Languages, Mathematics, and Social Studies) requires a unique and highly prescribed program of studies. Courses in these programs of study fall into three categories: the common core curriculum, the licensure concentration program, and the teacher education program. In all areas of these programs, the courses are carefully selected to prepare students to meet the rigorous content and

teaching standards required for a middle school and high school teaching license in the discipline.

Note the following symbols next to the course title:

+ This course must be completed with a C or better before beginning the Teacher Education Program

Strongly recommended due to current Academic Standards for secondary students.

*****Requires a prerequisite course.

Higher-level courses may be substituted with permission of an advisor in any general education area.

Note: EDUC F110 Windows on Education is designed for beginning freshman, students entering IUPUI or changing majors after their freshman year may substitute an elective.

General Education courses cannot be counted more than once. Example: Anthropology A104 can be counted toward Social Sciences credit requirements **OR** Comparative World Cultures, but not for both.

English Education (124 credits)

Nationally Recognized by the National Council for Teachers of English (NCTE)

General Education (38 credits)

Must complete 33 of these credits before beginning Teacher Education Program

- ENG W131 Elementary Composition 1 (or W140) + (3 cr.)
- ENG W132 Elementary Composition 2 (or W150) + **OR**
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)

- EDUC F110 Windows on Education (see note above)(2 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education +(3 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)

*Select **one** course from the following list:*

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics* (3 cr.)
- MATH 15300 Algebra and Trigonometry (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics* (3 cr.)
- SOC R251 Methods of Social Research* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology # (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan: The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

*Select **one** course from the following list:*

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)
- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 cr.)
- CHEM C100 The World of Chemistry (3 cr.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 crs)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development* (3 cr.)

*Select **one** course from the following list:*

- HIST H108 Perspectives: World to 1800 (3 cr.)
- HIST H109 Perspectives: World 1800 to Present (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H114 History of Western Civilization II (3 cr.)

*Select **two** courses from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST H117 Intro to Historical Studies (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development * (3 cr.)
- PSY B360 Child and Adolescent Development * (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

*Select **one** course from the following list:*

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)

- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

English/Speech Requirements (48 credits)
Must complete 27 of these credits before beginning the Teacher Education Program

- ENG Z205 Intro to the English Language (3 cr.)

*Select **one** of the following in consultation with advisor:*

- ENG Z301 History of the English Language* (3 cr.)
- ENG Z310 Language in Context: Sociolinguistics* (3 cr.)
- ENG W310 Language/Study of Writing*# (3 cr.)

- EDUC X460 Adolescent Literature **OR**
- ENG L376 Literature for Adolescents (3 cr.)
- EDUC X470 Psycholinguistics of Reading (3 cr.)

*Select **one** from the following list:*

- ENG L202 Literary Interpretation# (3 cr.)
- ENG L203 Intro to Drama (3 cr.)
- ENG L204 Intro to Fiction (3 cr.)
- ENG L205 Intro to Poetry (3 cr.)
- FILM C292 Intro to Film Studies (3 cr.)
- ENG L213 Literary Masterpieces I (3 cr.)
- ENG L214 Literary Masterpieces II (3 cr.)

*Select **two** courses from one of the following options:*

Option A: Surveys of British Literature

- ENG L301 Critical/Historical English Lit I (3 cr.)
- ENG L302 Critical/Historical English Lit II (3 cr.)

Option B: Surveys of American Literature

- ENG L351 Critical/Historical American Lit I (3 cr.)
- ENG L352 Critical/Historical American Lit II (3 cr.)
- ENG L354 Critical/Historical American Lit III (3 cr.)

*Select **one** course from the following:*

- ENG L220 Intro to Shakespeare (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)

*Select **two** (6 credits.): one must be African American and/ or Minority Literature*

- ENG L207 Women and Literature (3 cr.)
- ENG L370 Black American Writing (3 cr.)
- ENG L378 Studies in Women in Literature (3 cr.)
- ENG L379 American Ethnic and Minority Lit (3 cr.)
- ENG L382 Fiction of the Non-Western World (3 cr.)
- ENG L406 Topics in African American Lit (3 cr.)
- ENG L411 Literature & Society: South African Lit. (3 cr.)

- ENG W305 Writing Creative Nonfiction (3 cr.)
- ENG W313 Art of Fact: Writing Nonfiction Prose (3 cr.)
- ENG W390 Writing for Social Change (3 cr.)
- ENG W390 Writing Biography (3 cr.)
- ENG W426 Writing Nonfiction: Popular & Professional Publication (3 cr.)
- ENG W366 Written Englishes: Living Cultural Realities # (3 cr.)

- ENG Z204 Rhetorical Issues in Grammar (3 cr.)
- ENG W365 Theory and Practice of Editing (3 cr.)

:

- ENG W206 Intro to Creative Writing (3 cr.)
- ENG W207 Intro to Fiction Writing (3 cr.)
- ENG W208 Intro to Poetry Writing (3 cr.)

- ENG W396 Writing Fellows Seminar** (3 cr.)
- ENG W400 Issues in Teaching Writing **+** (3 cr.)
- ENG W412 Technology and Literacy (3 cr.)

**Prepares students to tutor at the Writing Center

- COMM R110 Speech Communication (3 cr.)

*Select **one** course from the following list:*

- COMM C228 Group Discussion Techniques (3 cr.)
- COMM R227 Argumentation & Debate (3 cr.)
- COMM T133 Introduction to Acting (3 cr.)
- COMM R309 Great Speakers (3 cr.)
- COMM R321 Persuasion (3 cr.)

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Sec. Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

Offered spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M452 Methods of Teaching English (3 cr.)

- EDUC S430 Teaching/Learning in High School (3 cr.)
- EDUC M405 Field Experience (0 cr.)

Benchmark III Assessment

PRAXIS II must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the

content area(s) of licensure prior to student teaching in Block IV.

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10-weeks in the Indianapolis areas prior to the 8-week overseas experience.

World Languages (SPANISH EDUCATION - 123 credits)

General Education (44 credits)

Must complete 36 of these credits before beginning Teaching Education Program

- ENG W131 Elementary Composition 1(or W140) + (3cr.)
- ENG W132 Elementary Composition 2(or W150) + **OR**
- EDUC E201 Multicultural Educ/Global Awareness + (3cr.)
- COMM R110 Speech Communication + **OR**
- COMM C180 Interpersonal Communications + (3cr.)

- EDUC F110 Windows on Education (see note) (2 cr.)
- EDUC W200 Using Computers in Education+ (3 cr.)
- EDUC H341 American Culture & Education+ (3 cr.)
- EDUC F200 Examining Self as Teacher+ (3 cr.)

*Select **one** course from the following list:*

- CSCI N207 Data Analysis Using Spreadsheets (3 cr.)
- ECON E270 Stats in Business/Economics* (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)
- MATH M118 Finite Mathematics* (3 cr.)
- MATH 15300 Algebra and Trigonometry* (3 cr.)
- PHIL P162 Logic (3 cr.)
- POLS Y205 Elements of Political Analysis (3 cr.)
- PSY B305 Statistics* (3 cr.)
- SOC R251 Methods of Social Research* (3 cr.)
- STAT 11300 Statistics and Society (3 cr.)

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- COMM T130 Intro to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- FOLK F101 Intro to Folklore (3 cr.)
- FLAC E231 Japan:The Living Tradition (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Intro to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

*Select **two** courses from the following list:*

- ANTH A103 Human Origins and Prehistory (3 cr.)
- AST A100 Solar Systems (3 cr.)
- AST A105 Stars and Galaxies (3 cr.)
- BIOL N100 Contemporary Biology (3 cr.)
- BIOL N107 Exploring the World of Animals (3 cr.)
- BIOL N200 The Biology of Women (3 crs.)
- CHEM C100 The World of Chemistry (3 crs.)
- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOL G110 Physical Geology (3 cr.)
- GEOL G115 Intro to Oceanography (3 cr.)
- GEOL G132 Environmental Problems (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PSY B105 Psychology as a Biological Science (3 cr.)
- PSY B310 Life Span Development * (3 cr.)

- HIST H108 Perspectives: World to 1800 (3 cr.) and
- HIST H114 History of Western Civilization II (3 cr.) **OR**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) and
- HIST H113 History of Western Civilization I (3 cr.)

*Select **one** course from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Intro to American Politics (3 cr.)
- POLS Y219 Intro to International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development* (3 cr.)
- PSY B360 Child and Adolescent Development* (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems* (3 cr.)
- WOST W105 Introduction to Womens Studies (3 cr.)

*Select **one** course from the following list:*

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- EDUC E201 Multicultural Education/Global Awareness (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)

- REL R212 Comparative Religions (3 cr.)

Spanish Requirements (39-41 credits)
Must complete 24 of these credits before beginning Teacher Education Program

- SPAN S298 Second Yr Spanish (this option is for native speakers only) (6 cr.) **OR**
- SPAN S203 Second Yr Spanish I (4 cr.) **AND**
- SPAN S204 Second Year Spanish II (4 cr.)

*Select **three** from the following list:*

- SPAN S311 Spanish Grammar (3 cr.)
- SPAN S317 Spanish Conversation and Diction (3 cr.)
- (S317 may not be taken by native speakers. If you are a native speaker you will take a 300-400 level elective instead)_____
- SPAN S313 Writing Spanish (3 cr.)
- SPAN S323 Intro to Translating Spanish & English (3 cr.)

Required Foundation Courses

- SPAN S363 Introduction to Hispanic Culture (3 cr.) **AND**
- SPAN S326 Introduction to Spanish Linguistics (3 cr.)

- SPAN S260 Introduction to Hispanic Literature (3 cr.)

*Select **one** from the following list:*

- SPAN S407 or S408 Survey of Spanish Lit I or II (3 cr.)
- SPAN S431 or S432 Survey of Spanish Poetry I or II (3 cr.)
- SPAN S445 Major Dramatists of the Golden Age I (3 cr.)
- SPAN S450 Cervantes' Don Quixote I (3 cr.)
- SPAN S455 Modern Spanish Drama I (3 cr.)
- SPAN S457 Modern Spanish Novel I (3 cr.)
- SPAN S461 Contemporary Spanish Literature I (3 cr.)
- SPAN S470 Women and Hispanic Literature (3 cr.)
- SPAN S471 or S472 Spanish-American Lit I or II (3 cr.)
- SPAN S477 20th Century Spanish-American Fiction (3 cr.)

*Select **one** from the following list:*

- SPAN S411 Spanish Culture and Civilization (3 cr.)
- SPAN S412 Latin American Culture and Civilization (3 cr.)

*Select **one** from the following list:*

- SPAN S440 Hispanic Sociolinguistics (3 cr.)
- SPAN S441 The Acquisition of Spanish (3 cr.)
- SPAN S425 Spanish Phonetics (3 cr.)
- SPAN S427 The Structure of Spanish (3 cr.)
- SPAN S428 Applied Spanish Linguistics (3 cr.)

*Select **two** courses at the 400 level from among the courses listed above or the ones listed below:*

- SPAN S487 Capstone Internship in Spanish (3 cr.)
- SPAN S498 Capstone Seminar in Spanish (3 cr.)

Secondary Teacher Education Program (38 credits)
Students must apply for and be admitted to the Teach Education Program prior to taking Block Courses.

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

Offered in Spring only. May be taken concurrently with Middle School or High School Blocks.

- EDUC M445 Methods of Teaching Foreign Language (3 cr.)

- EDUC S430 Teaching/Learning in High School (3 crs.)
- EDUC M405 Field Experience (0 crs.)

Benchmark III Assessment

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

- EDUC M451 Middle School - 8 weeks (8 cr.)
- EDUC M480 High School - 8 weeks (8 crs)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education.

Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8 week overseas experience.

Social Studies Education (124 credits)

Nationally Recognized by the National Council for the Social Studies (NCSS)

General Education (38 credits)
Students must complete 33 of the General Education credits before beginning the Teacher Education Program

- EDUC F100 Windows on Education (see note above) (2 cr.)
- EDUC F200 Examining Self as Teacher + (3 cr.)
- EDUC W200 Using Computers in Education + (3 cr.)
- EDUC H341 American Culture & Education + (3 cr.)

- ENG W131 Elementary Composition I + (3 cr.)
- EDUC E201 Multicultural Education & Cultural Awareness + (3 cr.) **OR**
- ENG W132 Elementary Composition II +(3 cr.)
- COMM R110 Speech Communications + (3 cr.) **OR**
- COMM C180 Interpersonal Communications + (3 cr.)

- ANTH A103 Anthropology (3 cr.) AND

*Select **one** course from the following list:*

- Astronomy A100, A105 (3 cr.)
- Biology K101, K103, N100, N107, N200, N212 (3 cr.)
- Chemistry C100, C101, C102, C105, C106 (3 cr.)
- GEOL G110 #(3 cr.)
- Geology G107, G109, G115, G132, G180 (3 cr.)
- Physics 10000, 15200, 20000, 21800, 21900, 25100 (3 cr.)
- Psychology B105 (3 cr.)

*Select **one** course from the following list:*

- REL R212 Comparative Religions (3 cr.)
- REL R303 Religions in the Making (3 cr.)
- PHIL P 323 Society and State in the Modern World (3 cr.)

*Select **three** courses that are not in one of your teaching areas from the following list:*

- AFRO A150 Afro-American Studies (3 cr.)
- ANTH A104 Culture and Society (3 crs)
- ECON E101 Survey of Current Econ. Issues (3 cr.)
- GEOG G110 Intor to Human Geograhp (3 cr.)
- POLS Y103 Intro to American Policitcs (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- SOC R100 Intro to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)

Social Studies Major (48 credits)

Survey of American History (6 credits)

- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)

Advanced Early American History Through 1876 (3 credits)

*Choose **one** of the following:*

- HIST A 301-A302 Colonial and Revolutionary America I & II (3 cr.)
- HIST A 337-338 American Frontier I & II (3 cr.)
- HIST A 345-346 American Diplomatic Hist. I & II (3 cr.)

Advanced American History 1877 - present (3 credits)

*Choose **one** of the following:*

- HIST A 315 US History Since WWII (3 cr.)
- HIST A 313 Origins of Modern America (3 cr.)
- HIST A 322 History of American Thought II (3 cr.)

Survey of World History (6 credits)

- HIST H113 Western Civilization I (3 cr.) **AND**
- HIST H109 Perspectives: World 1800 to Present (3 cr.) **OR**
- HIST H108 Perspectives: World 1800 to Present (3 cr.) **AND**
- HIST H114 Western Civilization II (3 cr.)

Advanced World History (6 credits)

- 200-400 African or Asian History (3 cr.)
- Latin American History (3 cr.)

CHOOSE AT LEAST **ONE** OF THE FOLLOWING ADDITIONAL LICENSURE (TEACHING) AREAS:

Economics (24 credits)

- Econ E 201 Intro to Microeconomics (3 cr.)
- Econ E 202 Intro to Macroeconomics (3 cr.)
- Econ E 321 Inter. to Microeconomic Theory (3 cr.)
- Econ E 322 Inter. to Macroeconomics Theory (3 cr.)

*Choose **four** of the following Economics electives (12 credits):*

- Econ E 270 Statistical Theory in Business and Econ (3 cr.)
- Econ E 303 International Economics (3 cr.)
- Econ E 304 Labor Economics (3 cr.)
- Econ E 305 Money and Banking (3 cr.)
- Econ E 308 Public Finance (3 cr.)
- Econ E 325 Comparative Economics (3 cr.)
- Econ E 337 Economic Development (3 cr.)
- Econ E 385 Economics of Industry (3 cr.)

Geography (24 credits)

- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- GEOG G337 Computer Cart. and Graphics (3 cr.)
- GEOG G303 Weather and Climate (3 cr.)

*Choose **two** of the following regional geography courses:*

- GEOG G326 Geography of North America (3 cr.)
- GEOG G321 Geography of Europe (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)

Government/Political Science (24 credits)

- POLS Y103 American Politics (3 cr.)
- POLS Y215 Intro to Political Theory (3 cr.)
- POLS Y217 Comparative Politics (3 cr.)
- POLS Y304 American Constitutional Law I (3 cr.) **OR**
- POLS Y305 American Constitutional Law II (3 cr.)

*Select **four** courses from the following list (12 credits):*

- POLS Y213 Introduction to Public Policy (3 cr.)

- POLS Y301 Political Parties & Interest Groups (3 cr.)
- POLS Y303 Policy Making in the U.S. (3 cr.)
- POLS Y306 State Politics in the US (3 cr.)
- POLS Y307 Indiana State Government & Politics (3 cr.)
- POLS Y317 Voting, Election & Public Opinion (3 cr.)
- POLS Y318 American Presidency (3 cr.)
- POLS Y319 The United States Congress (3 cr.)
- POLS Y324 Women and Politics (3 cr.)
- POLS Y360 United States Foreign Policy (3 cr.)
- POLS Y382 Modern Political Thought (3 cr.)
- POLS Y383 American Political Ideals I (3 cr.)
- POLS Y384 American Political Ideals II (3 cr.)

Secondary Teacher Education Program (38 credits)

Students must apply for and be admitted to the Teacher Education Program prior to taking Block courses.

- EDUC M322 Diversity and Learning (6 cr.)
- EDUC M469 Content Area Literacy (3 cr.)
- EDUC M403 Field Experience (1 cr.)

Benchmark I Assessment

- EDUC S420 Teaching/Learning in Middle School (3 cr.)
- EDUC K306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.)
- EDUC M404 Field Experience (0 cr.)

Benchmark II Assessment

Offered in Spring only. May be taken concurrently with Middle School or High School Block.

- EDUC M442 Teaching Secondary Social Studies (3 cr.)

Benchmark III Assessment

Praxis II - Must be passed prior to student teaching

Students must demonstrate content area skills by achieving passing scores on the PRAXIS II test in the content area(s) of licensure prior to student teaching in Block IV.

- EDUC M451 Middle Schools-8 weeks (8 cr.)
- EDUC M480 High School-8 weeks (8 cr.)

Benchmark IV

For students pursuing a license to teach at the secondary level, student teaching comprises the final semester. Back-to-back placements in a middle school and high school setting are arranged through the School of Education. Either developmental level may be scheduled first; order will depend on student preference and availability of mentor teachers. Students doing an overseas experience must complete 10 weeks in the Indianapolis areas prior to the 8-week overseas experience.

All-Grade Licensure Programs and Dual Programs

Students pursuing an all-grades license must be students in good standing in either HPER or Herron, and must meet both the degree requirements of the relevant school and the School of Education requirements for licensure.

General Education

Students must complete the program of General Education outlined by the relevant school (HPER or Herron).

Teaching Areas

Physical Education

Physical Education students pursuing a teaching license are encouraged to contact the School of Physical Education Tourism Management for a current list of requirements in the teaching area.

Visual Arts

Students wishing to become certified to teach in public schools may pursue either a Bachelor of Art Education or certification within the Master of Art Education at Herron. The Art Education Program of the Herron School of Art is offered in conjunction with the School of Education.

Students are encouraged to consult the Herron School of Art for more information.

Dual Licensure Programs

Students who wish to be licensed in an additional area can take designated course work to earn a dual license. These dual licensure programs are only available to students obtaining their initial teaching license or who currently hold a valid teaching license. The additional content area will be applicable to the developmental levels of the initial license. Programs are available at the graduate level for licensed teachers who seek to add other certification areas to their licenses.

Students apply to a dual program when completing the application to Teacher Education. However, some of the course work for certain programs may be completed prior to entering the Teacher Education program. See an advisor in the School of Education for details. A minimum GPA of 3.00 is required for each dual licensure area.

Students will student teach in their dual licensure area during the second student teaching experience. They will register for the appropriate 8 credit-hour practicum in place of one of the traditional student teaching experiences for their initial program. See an advisor in the School of Education for information.

ENGLISH AS A SECOND (NEW) LANGUAGE Dual Program (15 additional credits outside the teacher education program)

The ESL dual program prepares a teacher to meet the needs of students who are learning to speak English in the school classroom or pull-out programs. Students must select ENL as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must take and pass the state licensure test for ENL. The license will be issued at

the developmental levels of the students initial teaching license.

Prerequisites: Two semesters of high school or one semester of university-level foreign language study or experience required.

Part A: ENL Course Requirements must be taken in the following sequence:

- EDUC L441 Bilingual Education (summer/fall/spring) (3 cr.)
- ENG Z432 Second Language Acquisition (fall)(3 cr.) **OR** ENG Z205 Introducation to English Grammar (3 cr.)
- EDUC L403 Assessment Literacy for Cultural and Linguistic Diversity (spring) (3 cr.)
- EDUC X470 Psycholinguistics for Teachers of Reading (elementary major only) (fall/summer I) (3 cr.) **OR** EDUC X401 Critical Reading in the Content Areas (secondary majors only) (summer II) (3 cr.)
- L436 Methods and Material for ESL (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E341/M307 Methods of Teaching Reading II (elementary only)(3 cr.) **OR** EDUC M469/M303 Content Area Literacy (secondary only) (3 cr.)
- EDUC M470 Student Teaching 8 weeks (8 cr.) (done only after all ESL courses have been completed - will replace the second student teaching expereince in the teacher education program)

READING Dual Program (15 additional credits outside the teacher education program)

The holder of the reading minor is eligible to be a reading teacher at the level of the certification to which it is attached. Students must select reading as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must mainatin an overall GPA of 3.00 or higher in this dual program. Students must pass all reading content tests required by the state for licensure.

Required courses-Elementary Majors

Part A: Advanced Literacy Course Requirements should be taken in the following sequence if possible:

- EDUC E449 Tradebooks in the Classroom (could be counted as literature elective for LT/TL) (3 cr.)
- EDUC L400 Instructional Issues in Language Education (prerequisite E449) (fall/spring)(3 cr.)
- EDUC L441 Bilingual Education: Introduction (fall/spring) (3 cr.)
- EDUC X470 Socio-psycholinguistics of Reading (fall/summer I) (3 cr.)
- Reading Elective (select one of the following courses) (3 cr.)
- EDUC F401 Integrating the Arts and Literacy (summer I) (3 cr.)
- EDUC F401 Variable Title Summer in the City Workshop (requires approval of literacy faculty member or advisor) (summer I or II) (3 cr.)
- EDUC L436 Methods and Materials for Teaching ESL (prerequisite L441) (spring) (3 cr.)
- EDUC X400 - Diagnostic Teaching of Reading in Classroom (summer I) (3 cr.)
- EDUC X401 - Critical Reading in Content Areas (summer II) (3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirements

- EDUC E340 Methods of Teaching Reading I (Block II)(3 cr.)
- EDU M305 Field Experience (Block II) (1 cr.)
- EDUC E341 Methods of Teaching Reading II (Block III) (3 cr.)
- EDUC M307 Field Experience (BLock III) (1 cr.)
- EDUC X425 Student Teaching in Reading (Block IV) (8 cr.)

Required courses-Secondary Majors

Part A: Advanced Literacy Course Requirments should be taken in the following sequence if possible:

- EDUC L400 Instructional Issues in Language Education (spring) (3 cr.)
- EDUC X401 Critical Reading in the Content Area (summer II) (3 cr.)
- EDUC X470 Socio-psycholinguistics of Reading (fall/summer I) (3 cr.)
- EDUC X400 Working with Learner Literacy Difficulties (summer I)(3 cr.)
- EDUC X460 Adolescent/Young Adult Literature (fall/spring/summer)(3 cr.)

Part B: Learning to Teach/Teaching to Learn Course Requirments

- EDUC M469 - Content Area Literacy (Block I) (3 cr.)
- EDUC X425 - Student Teaching in Reading (Block IV) (8 cr.)

Special Education Dual Program (Mild Intervention) - (18 additional credits outside the teacher education program)

Students will be licensed in developmental areas based on their initial program. Students must enroll in either the full-time or part-time Learning to Teach/Teaching to Learn program. The program is designed to enable students to complete field experiences as part of their elementary or secondary education program. Special education seminars are offered one evening each week and twice a week in the summer so they do not conflict with the block courses. Students are required to take one of the following 3 credit seminars each semester while completing this program:

This undergraduate program offers licensure in both general education (elementary or secondary) and special education certification in Mild Intervention. Mild Intervention certification replaces licensure in the areas of learning disabilities, mild cognitive disabilities, and emotional disabilities in the state of Indiana. This program is not available for all-grade majors. Students must select special education as the area of dual licensure when applying for admission to the Teacher Education Program (LT/TL) and must maintain an overall GPA of 3.00 or higher in this dual program. Students must pass all state required licensure tests for special education to obtain a special education license.

Required courses:

- Seminar 1: EDUC K448 Families School and Society (3 cr.)
- Seminar 2: EDUC K453 Classroom Management and Behavior Support (3 cr.)
- Seminar 3: EDUC K465 Collaboration and Consultation (3 cr.)
- Seminar 4: EDUC K420 Assistive Technology (3 cr.)
- Seminar 5: EDUC K426 Assessment and Instruction I (3 cr.)
- Seminar 6: EDUC K441Transition Across the Lifespan (3 cr.)
- Practicum: EDUC M470 Student Teaching for Special Education (8 cr.) (Taken during student teaching semester in place of the second experience)

Junior High/Middle School Extended Coverage Programs for the Elementary License

These programs allow students completing an elementary program or currently holding an elementary license to extend their teaching certification into the middle school grades in one or more subject areas. Subject areas are mathematics, science, language arts, and social studies.

All students must take the following education courses and then select one or more of the content areas.

Education Courses (14 credits)

- EDUC P475 Adolescent Psychology (3 cr) *
- EDUC S405 Teaching & Learning in the Middle School (3 cr) (Web based)*
- EDUC M470 Practicum (8 cr) **

* Students must be admitted to the Teacher Education program before taking these courses.
** This may be completed as the second student teaching experience for students currently in the elementary program.

Select one or more content areas:

Mathematics (20-22 credits)

- MATH M118 Finite Mathematics*(3 cr.)(prerequisite for MATH 154)
- MATH 154 Algebra and Trigonometry II (3-5 cr.)* or
- MATH 159 Pre-calculus* (prerequisite to MATH 163)
- MATH 163 Integrated Calculus and Analytic Geometry I (5 cr.)
- MATH 300 Logic and Foundations (3 cr.) (prerequisite to MATH 463)
- MATH 463 Intermediate Euclidean Geometry ** (3 cr.)
- CSCI N207 Data Analysis with Spreadsheets* (3 cr.)

Science (19-20 credits)

Students must choose one or more content areas:

Earth Space Science (19 credits)

- GEOL G110 Physical Geology (3 cr.)
- GEOL G120 Physical Geology Lab (1 cr.)
- GEOL G132 Environmental Problems(3 cr.)
- GEOL G209 History of the Earth (3 cr.)
- GEOL G300 Environmental and Urban Geology (3 cr.)
- GEOG G303 Geologic Mapping/Field (3 cr.)
- AST A100 The Solar System (3 cr.) or
- AST A105 Stellar Astronomy

Life Science With Biology Focus (18 credits)

- BIOL K101 Concepts of Biology I (5 cr.)
- BIOL K103 Concepts of Biology II (5 cr.)
- BIOL K341 Principles of Ecology (3 cr.)
- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C125 Principles of Chemistry Lab I (2 cr.)

Biological Science (20 credits)

- CHEM C105 Principles of Chemistry I (3 cr.)
- CHEM C125 Principles of Chemistry Lab I (2 cr.)
- CHEM C106 Principles of Chemistry II (3 cr.)
- CHEM C126 Principles of Chemistry Lab II (2 cr.)
- PHYS P201 General Physics I (5 cr.)
- PHYS P202 General Physics II (5 cr.)

Social Studies (21 credits)

Students must choose one content area:

Historical Perspectives (21 credits)

- HIST H105 American History I (3 cr)
- HIST H106 American History II (3 cr.)
- HIST H113 Western Civilization I (3 cr.) or
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H114 Western Civilization II (3 cr.) or
- HIST H109 Perspectives on the World 1800 to Present (3 cr.)
- HIST elective 300 level or higher (3 cr.)
- HIST elective 300 level or higher (3 cr.)
- HIST elective 300 level or higher (3 cr.)

Geographical Perspectives (21 credits)

- GEOG G107 Physical Geography (3 cr.)
- GEOG G110 Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- GEOG G300 The World of Maps (3 cr.)
- GEOG elective 300 level or higher (3 cr.)
- GEOG elective 300 level or higher (3 cr.)
- GEOG elective 300 level or higher (3 cr.)

Language Arts (21 credits)

- ENG L202 Literary Interpretation (3 cr.
- ENG L213 Literary Masterpieces (3 cr.)
- ENG W206 Creative Writing (3 cr.)
- ENG W313 Art of Fact: Writing Nonfiction Prose(3 cr.)
- ENG W400 Issues in Teaching Writing (3 cr.)
- ENG G204 Rhetorical Issues: Grammar and Usage (3 cr.)
- EDUC X460 Books for Reading Instruction (3 cr.)

Certification Programs

A minimum GPA of 2.50 is required for each program.

Coaching (18 cr.)

- HPER P280 Principles and Care of Athletic Injuries (1 cr.)
- HPER P397 Kinesiology (3 cr.)
- HPER P450 Principles and Psychology of Coaching (3 cr.)

- HPER Theory and Techniques of Coaching: 6 credits from the following: A361, A362, A363, A364, A365, A366, A367, A368, A369, A370, A371, or A372.
- BIOL N217 Human Physiology (5 cr.)

Driver and Traffic Safety

- HPER S350 Content and Materials in Safety Education (2 cr.)
- HPER S456 Traffic Safety Education for Teachers (4 cr.)
- HPER S458 Driver Education Multiple Instruction Techniques (3 cr.)
- HPER S360 Highway Safety Administration (3 cr.)

Program Framework

The School of Education has integrated the campus "Principles of Undergraduate Learning" and the various state and national frameworks for beginning teachers into the IUPUI Principles of Teacher Education. These principles provide the conceptual framework for all undergraduate degree and licensure programs.

Principles of Teacher Education

Principle 1: Conceptual Understanding of Core Knowledge

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.

Principle 2: Reflective Practice

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.

Principle 3: Teaching for Understanding

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.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote learning.
- Build on childrens prior knowledge.

Principle 4: Passion for Learning

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.

Principle 5: Understanding School in the Context of Society and Culture

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 teching.
- 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 and utilize strength-based approaches to engage wtih students, families, and communities.

Principle 6: Professionalism

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 state, national, 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.

Program Format

IUPUI is recognized as a leader in urban education. Students are prepared according to the standards established by the Indiana Professional Standards Board and earn Rules 2002 Indiana Teaching Licenses. In addition, students are immersed in programs of study that challenge them intellectually with new models of instruction and explorations of diversity.

All students in the Learning to Teach/Teaching to Learn program spend significant time in community schools, where they learn the importance of social justice and democratic practices. They learn to tap the wealth of assets in Indianapolis as they hone their expertise as discipline-based teachers and passionate professionals. The School of Education is committed to preparing teachers who want to make a difference and have the knowledge and skills to do so.

The undergraduate teacher education program is called Learning to Teach/Teaching to Learn. Upon succssful completion, this program leads to a Bachelor of Science in Education and a license to teach in Indiana.

The program consists of three parts:

1. Prerequisite Courses
2. Teacher Education Courses
3. Student Teaching

Prerequisite Courses

Teachers are first and foremost required to be knowledgeable about the subjects they teach. Specific prerequisite courses are required for every different teaching license available through Indiana University School of Education at IUPUI. School of Education advisors and the School of Education Web site provide advising sheets that list the specific courses required to prepare for admittance into each teaching license program.

Elementary education majors complete a program of prerequisite courses that prepares them to be strong generalists. They typically take all their prerequisite courses as freshmen and sophomores, building their skills in written and oral communication, information technology, science, language arts, mathematics, social sciences, and fine arts.

Secondary and all-grade education majors prepare more specifically for teaching in a discipline area like English, social studies, science, mathematics, world languages, visual art, or physical education. Their prerequisite courses focus on the development of core knowledge. These courses help students develop their abilities to think critically and communicate, and prepare them to meet the rigorous content and teaching standards required for middle school, high school, or all-grade teaching.

Teacher Education Courses

The Learning to Teach/Teaching to Learn program is a gateway into the profession of teaching. The courses in the program are carefully aligned with standards and integrate field experiences so students develop the knowledge, skills, and dispositions they need to be professional educators. Elementary majors enter the program as juniors and spend four full semesters in the teacher education blocks. They learn about the developmental needs of children, the complexities of schools and social systems, and research-based methods of teaching.

Secondary and all-grade students also take teacher education courses in sequenced blocks, but their preparation is a combination of continued learning in their discipline and gaining the knowledge, skills, and dispositions required for teaching adolescents and young adults or all levels of students. All new teachers must meet

professional standards and pass professional tests before they can be licensed, so all of the teacher education courses teach toward these measures of preparedness.

Student Teaching

Student teaching represents the culminating experience in the Learning to Teach/Teaching to Learn program. By assuming full responsibility for a class of students, candidates demonstrate their achievement of standards, and reflect both on student learning and on their own effectiveness as teachers. At IUPUI, all students are prepared to teach at two developmental levels and can expect to complete two separate student teaching assignments.

Indiana Teaching Licenses

Every Indiana Teaching License requires preparation to meet multiple categories of professional standards. Teachers must be prepared to teach both content and children, so each license program is aligned to content standards and developmental standards. In addition to doing well in teacher education courses, benchmark assessments, and student teaching, prospective teachers must also pass PRAXIS I and PRAXIS II tests.

IUPUI offers the following license programs:

- Primary/Intermediate Elementary
- Middle School/High School Content Area
- All-Grade Content Area

Indiana License Types and Coverage

IUPUI's educator preparation programs at both the graduate and undergraduate levels were developed to meet the 2002 Licensure Framework adopted by the Division of Standards of the Indiana Department of Education. This framework establishes requirements not in terms of courses to be taken, but rather in terms of the standards that program graduates are expected to meet. The license framework addresses the principles set forth by the Interstate New Teacher Assessment and Support Consortium (INTASC) and includes both content standards for different subjects and teaching areas, and developmental standards associated with particular educational settings (early childhood, elementary, middle school, high school).

Elementary License

- Preparation to teach kindergarten through sixth grades
- School Settings: Elementary; Primary and Elementary; Intermediate
- Content Standards: Elementary; Primary Generalist and Elementary; Intermediate Generalist

Middle School/High School Content Area License

- Preparation to teach sixth through twelfth grades in a particular content area
- School Setting: Middle School/Junior High School and High School
- Content Standards: Language Arts, Social Studies, Science, Mathematics, or Foreign Languages

All-Grades License

- Preparation to teach kindergarten through twelfth grades
- School Settings:Elementary; Primary, Elementary; Intermediate, Middle School/ Junior High School; High School
- Content Standards: Fine Arts, Health and/or Physical Education

Education Degrees

Students in the Learning to Teach/Teaching to Learn program may be working toward a specific teaching license or both a license and a Bachelor of Science degree.

Degrees are offered in the following areas:

- Elementary Education
- Secondary Education in
  - English
  - Foreign Language: Spanish
  - Mathematics
  - Science
  - Social Studies

- All-Grade Education in
  - Visual Arts
  - Physical Education

Dual Licensure Programs

Students may complete any of the following dual programs in conjunction with one of the licensure programs listed above. The developmental standards and school setting of the license will be the same as the partner license except for all-grade programs where the dual license will be for middle school and high school only.

English as a Second Language (ESL) Dual License

- Preparation to teach children whose first language is not English
- Content Standard: English as a Second Language

Special Education Dual License

- Preparation to teach children with special needs
- Content Standard: Exceptional Needs

Reading Dual License

- Provides extra expertise in the teaching of reading
- Content Standard: Reading

The School of Education at IUPUI also offers programs at the graduate level that lead to the following licenses:

- School Services (Counselor)
- Building-Level Administrator

Specific Degree Requirements

Students must enroll in a program at the School of Education at IUPUI and meet all of the requirements for that program.

Students pursuing an early childhood, elementary, or elementary/middle school license must

1. Meet the regular matriculation requirements of the university;
2. Be admitted to the LT/TL Teacher Education Program;
3. Complete at least 30 of the last 60 credit hours required for a specific degree program at IUPUI. These 30 credit hours must include student teaching

as well as methods courses in the major teaching area. No more than 15 hours of teacher education coursework can be transferred from another institution;
4. Complete the professional education courses as stipulated in the specific program, and all of the general education and subject-matter courses required for recommendation by Indiana University for an initial teaching license;
5. Complete a minimum of 123 credit hours of academic credit (see specific program requirements). Some programs require additional hours for graduation;
6. Maintain a minimum cumulative grade point average (GPA) of 2.50 in all courses taken for the degree;
7. Achieve a minimum grade of C in each professional education class and a passing grade for all student teaching while maintaining a cumulative GPA of 2.50 in professional education courses;
8. Earn a C or better in all courses

Students pursuing a middle/high school or all-grades license must
1. Meet conditions 1 through 7 above;
2. Achieve a minimum GPA of 2.50 in the teaching area(s);
3. Take no more than 15 credit hours of professional teacher education courses at other institutions.

Assessment in the Teacher Education Program

Students recommended for a teaching license by IUPUI will be expected to demonstrate the knowledge, disposition, and skills expected of beginning teachers. It is IUPUI's responsibility to ensure that students recommended for an initial license have met all relevant standards set by the Division of Professional Standards and the national professional organizations.

Students will be required to complete Benchmark assessments as they move through the program. Failure to complete a Benchmark will result in removal from the program. Students whose Benchmarks are evaluated as not supporting that the student has adequate skills, knowledge and/or dispositions may be required to do a follow-up to the benchmarks. Benchmark evaluations will also be considered when determining if students will be readmitted to the program.

Student Learning Outcomes

The following Student Learning Outcomes apply to all undergraduate degree and certification programs offered by the School of Education. Elementary Education, Secondary Education and Transition to Teaching Programs.

Principle #1: Conceptual Understanding of Core Knowledge

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.

Principle #2: Reflective Practice

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.

Principle #3: Teaching for Understanding

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.
- Motivate all children to learn.
- Create an inviting, interactive learning environment.
- Ask questions that promote meaningful learning.
- Build on childrens prior knowledge.

Principle #4: Passion for Learning

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.

Principle #5: Understanding School in the Context of Society and Culture

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.

Principle #6: Professionalism

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.

Degree Programs

Bachelor of Science in Education (B.S.Ed.)

- Elementary Education
- English Secondary School Teaching
- Social Studies Secondary School Teaching
- Spanish Secondary School Teaching

Student Responsibilities

The School of Education has established academic requirements concerning admission, course of study, majors and minors, and campus residence, all of which must be met before a degree is granted. Students are held responsible for understanding the requirements and for meeting the conditions prior to graduation.

A student pursuing a secondary (middle school/high school) or all-grades license while enrolled in a degree-granting program in another school must satisfy requirements of the degree-granting school as well as School of Education requirements for licensure.

Students are encouraged to:

1. Develop a strong foundation for meeting the campus principles of undergraduate learning by following the course sequence presented in this bulletin and by enrolling in course blocks or learning communities designated for education majors whenever they are available.
2. Plan a program with an academic advisor in the School of Education and meet with that advisor at least once each semester.
3. Check the advising report at least once each semester (onestart.iu.edu). For questions about accessing OneStart, please see an advisor or visit Education Student Services.
4. Apply for admission to the LT/TL Teacher Education Program during the semester (Fall/Spring) prior to when you intend to begin the program.

Graduate Programs

A full range of graduate opportunities is available through the School of Education at IUPUI. Students can earn the Master of Science in Elementary Education, Secondary Education, Early Childhood Education, Language Education, Special Education, and complete requirements for the Master's in Higher Education/Student Affairs. The

program in Counseling and Counselor Education leads to a master's degree and a license in school counseling. The school also offers a masters degree with a special focus on technology integration on-site in several area school systems.

IUPUI provides unique opportunities for collaborative studies (for example, Education and Museum Studies) or interprofessional work (for example, courses that enroll students from Education, Nursing, and Social Work to emphasize service integration at the school site).

Through its "Summer in the City" program, the school offers a range of graduate workshops each summer on contemporary topics of interest to teachers and administrators. A growing number of courses for license renewal or continuing professional development is available online or through interactive video technology.

Post-Baccalaureate Licensure Programs

Students who already hold a baccalaureate degree may apply to the School of Education to complete just the courses need to obtain a teaching license provided their undergraduate GPA is 2.50 or higher. A formal transcript evaluation and an orientation session are required before enrollment. There is a fee for the transcript evaluation. Information and the transcript evaluation request form are available on the School of Education Web site (education.iupui.edu) or by calling Education Student Services at (317) 274-6801.

Urban Doctorate Program

Starting in Fall 2012, the IU School of Education at IUPUI will offer the first doctorate degree in education to be offered entirely on the IUPUI campus. The degree will be one of just a handful of urban education doctorates in the country, focused on preparing researchers to study schools in complex urban environments. Faculty and students in the program will conduct community-based research designed in partnership with P-12 schools and community organizations. It will be the only urban education doctoral program in the state of Indiana. The program is a distinctive, research-oriented degree program, and the first of its kind in Indiana. The interdisciplinary focus will prepare scholars who are capable of making significant contributions to improve urban education. The focus will be on research addressing the needs of high risk students and other factors that impact student learning. The community-based, collaborative model will place researchers in the social context of urban education issues.

Student Learning Outcomes

The advanced professional programs in the School of Education are committed to improving schooling by enhancing academic, social, and emotional learning, with the ultimate goal of improving social justice for all. The four beliefs that guide this work are as follows and apply to all of our advanced professional programs.

Core Belief #1: Comprehensive Knowledge Base

- Professional educators must have a comprehensive knowledge base that includes content and pedagogical and practical forms of knowledge.

Core Belief #2: Intellectual Skills and Abilities

- Professional educators must possess discipline-specific skills that allow them to plan, implement, inquire about, and assess practices related to their field of concentration.

Core Belief #3: Focus on Diversity, Culture, Community, and Context

- Professional educators must focus on the community context in which education takes place (from school community to our global society), understanding the role of family, culture, and community and their impact on the learner.

Core Belief #4: Commitment to Personal and Professional Growth

- Professional educators must make a commitment to education, to their particular discipline, and to all learners.

Degree Programs

Master of Science in Education (M.S.Ed.)

- Counseling and Counselor Education
- Curriculum and Instruction with a Focus on Technology
- Educational Leadership
- Elementary Education
- English as a New Language
- Higher Education and Student Affairs
- Language Education
- Secondary Education
- Special Education

Admissions

Fall Semester deadline: **May 1**
Spring Semester deadline: **November 1**
Summer Session deadline: **March 1**
All students applying for a Master's degree in education must apply to the School of Education.

NOTE: The Graduate Non-Degree policy states that students may take no more than 9-12 graduate credit hours in an academic discipline under the graduate non-degree status.

You should address these questions in your personal goals statement:

1. Are you a licensed teacher in Indiana?
2. What are your personal, academic, and career goals?
3. How will this program help you meet your academic and career goals?
4. What experiences have prepared you for this program?

License Renewal/Education graduate non-degree

Complete ONLY these areas in the application:

- Personal Information
- Educational Objective (*Academic Program*: Education Graduate Non-Degree, *Major*: License Renewal, and select the semester you plan to enroll)
- Educational History
- Work Experience

Graduate Certification Applicants

In addition to the online application with the personal goals statement, you must also submit:

1. Two (2) letters of recommendation on official letterhead with signatures*
2. Official transcripts (with the exception of IU schools)
3. Submit letters and transcripts directly to:

   School of Education, Graduate Admissions

   902 W. New York Street
   Indianapolis, IN 46202-5155

*__NOTE:__We do NOT accept recommendation letters via the online application system. They must be mailed to the School of Education at the address listed above.

You will need to choose the last option "To complete continuing education courses for licensing purposes" when you begin the application. In the application you should choose "*Academic Program"*: Education Graduate Non-Degree, "*Major"*: Teacher Certfication.

Master's Degree Applicants

In addition to the online application with the personal goals statement, you must also submit:

1. Official GRE scores
2. Two (2) letters of recommendation on official letterhead with signatures*
3. Official transcripts (with the exception of IU Schools)
4. Submit letters and transcripts directly to:

   School of Education, Graduate Admissions

   902 W. New York Street
   Indianapolis, IN 46202-5155

*__NOTE:__We do NOT accept recommendation letters via the online application system. They must be mailed to the School of Education at the address listed above.

In the "*Educational Objectives"* section of the application choose "*Type of Admission"*: Master's, "*Academic Program"*: Education, "*Major"*: choose master's program to which you are applying.

Contact Information

IU School of Education
Education/Social Work Building (ES) 3116
902 West New York Street
Indianapolis, IN 46202
Phone: (317) 274-6801
Fax: (317) 274-6864

Academic Policies & Procedures

- Appeals
- Grading Policy
- Probation, Dismissal, and Reinstatment
- Nondiscrimination Policy
- Other Special School or Program Requirements, Including Graduation Policies

Grading Policy

Below is the undergraduate grading policy of the School of Education as approved by the faculty.

A	Extraordinary high achievement; shows unusually complete command of the subject matter; represents an exceptionally high degree of originality and creativity.**
A-	Exceptionally thorough knowledge of the subject matter; outstanding performance, showing strong analytical abilities.
B+	Significantly above average understanding of material and quality of work.
B	Very good, solid, above average under-standing of material and quality of work.
C+	Good, acceptable performance.
C	Satisfactory quality of work.
C- to D	Unacceptable work. Not meeting requirements for certification in the School of Education.
F	Completely unacceptable work.

Most students should expect grades ranging between C + and B. Students should recognize that effort alone does not necessarily guarantee above average grades, since grades are assigned on the basis of the overall quality of a students work.
** The School of Education does not recognize a grade of A+.

Pass/Fail Option

Within certain restrictions, students in good standing may choose to take some elective courses or general education courses on a Pass/Fail basis. Instructor approval is not needed for the student to take a course Pass/Fail.

There are two restrictions to the Pass/Fail option:

1. The Pass/Fail option may not be used for any course in a subject in which the student wishes to be certified to teach. That is, all courses in the teaching area (or supporting areas) and all professional education courses must be taken for a letter grade. No courses identified to meet unit expectations for communication and quantitative reasoning may be Pass/Fail. Elementary education majors may use the Pass/Fail option only for credit hours over and above the minimum hours required in literature, fine arts, science, or social studies. Secondary and all-grade license candidates may use the Pass/Fail option only for elective credit hours, or for courses that satisfy the general education requirements.
2. A maximum of two courses per academic year may be taken on a Pass/Fail basis. The academic year

begins in the fall and includes the following year's summer sessions.

The grade of Pass (P) is assigned no grade points and is not considered in computing the grade point average. A grade of P may not subsequently be changed to a letter grade. A grade of Fail (F) received in a course taken with the Pass/Fail option is entered on the transcript, treated as a regular letter grade, and used in computing the grade point average.

The decision to take a class Pass/Fail must be made on or before the end of the first three weeks of class during the regular semester, and on or before the end of the first two weeks in a summer session. Check the Schedule of Classes for the exact dates. Appropriate forms are available at Education Student Services, ES 3131, and must be signed by the Assistant Dean for Student Services.

Incomplete (I) Grades

If a student is not in attendance during the last several weeks of a semester, the instructor may report a grade of Incomplete (I) (indicating that the work submitted is satisfactory but that the entire course has not been completed) if the instructor has reason to believe that the absence was beyond the students control. If this is not a valid assumption, the instructor shall record a grade based on the work submitted to date.

The student must have completed 75 percent of the course requirements and must have an I grade contract completed and on file. The time allowed for the removal of an I grade is one calendar year from the date of its initial recording, unless, in exceptional circumstances, the School of Education authorizes adjustment of this period. By assigning a grade of I, an instructor implicitly authorizes and requires that the registrar automatically change an I to an F at the end of the appropriate time period if the student fails to complete the course work to the instructors satisfaction. Both the student and the instructor in whose course the student received the Incomplete will be notified of this change of grade. Students receiving an incomplete in block courses cannot move forward in the program until all work is completed and the incomplete has been changed to a grade of "C" or higher.

Withdrawal (W) from Courses

Withdrawal is not a grade and does not figure in hours of credit or grade point average (GPA) calculations. However, students should be aware that a pattern of repeated withdrawals may affect admission to Teacher Education, student teaching placement, financial aid, and/or eventual employment.

A student must refer to the Schedule of Classes to determine the last date for an automatic W from a class for each semester or summer session. The Schedule is available online at registrar.iupui.edu. After the automatic withdrawal date has passed, the instructor and the Assistant Dean of Student Services make a determination whether to assign a W or an F.

Ordinarily the only acceptable reason for withdrawal is illness or obligation of employment. Students withdrawing from a class during the second half of a regular semester or summer session may be assigned a W only for compelling nonacademic reasons, and only if the students work up to that point is passing. Otherwise, the instructor may elect to assign a grade of "F."

Any student withdrawing from a block course after the beginning of the fourth week of classes or dropping block courses during two or more semesters must appeal to the School of Education Appeals Committee to re-enter the program. Readmission is not automatic.

It is the students responsibility to start the withdrawal procedure by getting the form from Education Student Services and securing the appropriate signatures. The application for withdrawal must be processed within 10 days of its receipt.

Important: Students withdrawing from a course to which a Laboratory/Field Experience is linked must withdraw from the Field Experience as well as from the course itself; such withdrawal is not automatic. Failure to withdraw from both sections may result in a grade of F in the Laboratory/Field Experience. Students are cautioned that withdrawing from courses my jeopardize their financial aid.

Appeals

School of Education Appeals Committee

Students who wish to appeal decisions concerning admission to teacher education or retention in teacher education, or who seek a waiver for a requirement in a specific program, must follow this appeals process:

1. Submit all appeals to the School of Education Appeals Committee by letter or email to the Assistant Dean for Program Assessment in the School of Education.
2. If a student has a concern about the quality of teaching or grade in a course in which he or she is enrolled in the School of Education, the student should follow this process:
    - Discuss those concerns with the instructor. If that discussion does not resolve the students concerns, the student should:
    - Schedule a meeting with the appropriate department chair.
    - If deemed necessary, submit an appeal to the School of Education Appeals Committee.

Students should contact the Assistant Dean for Assessment in the School of Education for information about filing an appeal.

Grievance Hearing Committee The purpose of the School of Education's Grievance Hearing Committee is to provide a five-member hearing board for any student who believes that his/her rights, as defined in Part I of Indiana University's *Code of Student Rights, Responsibilities, and Conduct*, have been violated by a member of the faculty or administration. After considering the appeal during a formal hearing, the hearing board votes in private and forwards its recommendation for action to the dean of the School of Education, who makes final disposition of the appeal in the School of Education. Should the student wish to appeal further, the *Code of Student Rights, Responsibilities, and Conduct* provides an avenue through the Dean of Students (see below for details).

Grievance Jurisdiction The Grievance Hearing Committee hears appeals in the following categories:

- Violations of Individual Rights and Academic Affairs, as defined in Parts I. A and B of the *Code of Student Rights, Responsibilities, and Conduct*. These include:
  - Individual Rights (I. A.1-5)
  - Citizenship Rights
  - Discrimination
  - Sexual Harassment
  - Harassment Based on Sexual Orientation
  - Racial Harassment
- Academic Affairs (I.B.1-5)
- Provision of advising for academic planning
- Classes conducted in accordance with the Indiana University Code of Academic Ethics
- Freedom to raise issues and express ideas or opinions relevant to classroom work
- Sensitivity by faculty to student personal or political beliefs, and protection of privacy of student information
- Ethical behavior of faculty in relationships with students
- Academic misconduct, as defined in the *Code of Student Rights, Responsibilities, and Conduct* (Part III.A.). This includes:
  - cheating
  - fabrication
  - plagiarism
  - interference
  - violation of course rules
  - facilitating academic dishonesty
- Grades in a course - if the student feels the grade is a result of bias or discrimination
- Terms and conditions of associate instructor and graduate assistant appointments

The *Code of Student Rights, Responsibilities, and Conduct* distinguishes between personal misconduct and academic misconduct. Appeals regarding personal misconduct are not within the jurisdiction of the IUPUI Grievance Hearing Committee and are handled by the Dean of Students according to the Code (VI.D).

Grade Replacement Policy: Policy and Procedure on Course Reenrollment and Recalculation of Student Grade Point Average

The University Faculty Council has stated that any undergraduate who has retaken a course previously failed shall have only the second grade in that course counted in the determination of the overall grade point average by the Office of Records and Admissions. The student's transcript shall record both grades. Any grade point average calculated in accord with this policy shall be marked replaced denoting that a grade has been replaced by the grade in the course when taken subsequently.

The policy can take effect only if the course was taken at IUPUI and repeated after the beginning of the academic year 1976-77. The IUPUI School of Education grade replacement policy has been revised, effective fall 1996. The new policy allows approved undergraduate students seeking their first degree to repeat a maximum of 15 credit hours subject to school/division approval. Students may not replace any EDUC course. Students in education must submit a grade replacement form before the policy can take effect. These forms are available from the Office of Student Support and Diversity located in room 3131 in the Education/Social Work Building.

Determination of GPA

The School of Education uses the grade point average (GPA) indicated on the advising system for all audits, including those for admission to the Teacher Education program, probation and dismissal, and graduation.

Note: Only credit hours are transferred to Indiana University from schools outside of the IU system. Grades made in courses taken at other universities will be used to compute GPAs for purposes of admission to the teacher education programs when students are transferring in more than 27 credit hours.

Grade Change Appeal

Students wishing to appeal a grade in any course offered by the School of Education should follow the appeals policy within one semester of receiving the grade.

Students wishing to have a grade changed to a "W" after a semester has passed should follow the IUPUI grade appeal procedure as outlined in this bulletin. Grade appeal forms are available online from registrar.iupui.edu. These grade petitions in undergraduate courses will not be considered for concluded courses older than 5 years. Exceptions will only be considered if an extremely serious and documented circumstance (e.g., coma, unmanageable schizophrenia, etc.) literally prevented the student from filing the petition within the 5-year period.

A students request to have a grade in a course offered by the School of Education changed from a grade of F to Withdrawn (W) will be granted only if one or more of the following conditions exists:

1. The student has provided official documentation of a medical emergency that prevented the student from attending and officially withdrawing from the course.
2. The student was a first-semester freshman and never attended the class.

If a student feels there were other extenuating circumstances that prevented him or her from attending and/or officially withdrawing from the course, he or she may write a letter of appeal to the School of Education Appeals Committee. Any available official documentation pertaining to the extenuating circumstances should be included with the letter of appeal.

Good Standing

A student is determined to be in good standing in the School of Education when the undergraduate grade point average (GPA) meets or surpasses the minimum 2.50 standard, has grades of C or higher in all professional (block) education courses, and when the student has no pending issues with the Office of Program Evaluation and Assessment.

Bulletin Designation

Students must meet requirements for graduation as stated by the school in the IUPUI Campus Bulletin at the time of initial enrollment, or as set forth in any subsequent bulletin. Students are expected to meet requirements of a single bulletin for graduation but must meet the state licensure requirements in place at the time of completion of the program.

Probation, Dismissal, and Reinstatement

Failure to meet the minimum standards results in academic probation or in dismissal. A cumulative minimum grade point average (GPA) of 2.50 and minimum grades of or in all professional education courses and related field experiences are required to remain in good standing.

Probation

The academic progress of students in the School of Education working toward admission into a School of Education program is reviewed at the close of each fall and spring semester; students will receive formal, written notice if they have been placed on probation and are, or may be, subject to dismissal. Students on academic probation have two semesters to meet the minimum academic standards before they are dismissed from the school and possibly the university.

Dismissal and Reinstatement from the LT/TL Teacher Education Program

Students receiving grades below a "C" or "S" in any teacher education (block) courses or whose overall GPA or GPA in the block courses falls below 2.50 will be automatically dismissed from the teacher education program. Students may appeal to reenter the program within one semester of dismissal. Students should contact the Assistant Dean for Program Assessment in the School of Education. Students dismissed from the teacher education program but who still meet the minimum IUPUI requirements to remain at the university must move their files to another school within one semester of dismissal from the program.

Dismissal from the University

Once dismissed from the School of Education for academic reasons, students are placed on the all-university checklist, which means that they may not enroll in courses on any Indiana University campus.

Reinstatement in the University

Once dismissed for academic reasons, the student must wait for at least one semester (not including summer sessions) before applying for readmission. If the student is readmitted, the course load may be restricted or adjusted in the students best interest. The student should send a letter and completed form petitioning for readmission to:

Assistant Dean for Program Assessment School of Education 902 W. New York Street IUPUI Indianapolis, IN 46202-5155

Voluntary Withdrawal While on Probation

If a student voluntarily withdraws from the School of Education while on probation, that student may enter another school at the university if the students grade point average is acceptable to that school. Some schools require an application process. The student may reenter the School of Education in good standing if, by taking academic course work in other divisions or schools of the university, grades have been earned that raise the cumulative grade point average to a minimum of 2.50, and the student has made progress toward fulfilling program requirements.

Stopping Out

Once admitted to the Teacher Education Program, a student in good standing who intends to stop out of the professional education courses for one or more semesters must notify Education Student Services in writing in order to be guaranteed readmission to the program. The student must petition for readmission within two years of stopping out. Upon reentering the program, the student must meet any new program requirements. Student who do not return within two years of stopping out must reapply for admission to the Teacher Education Program.

Other special school or program requirements, including graduation policies

Currency of Professional Education Courses

Professional education courses must be current in order to be acceptable in undergraduate certification programs. No professional education or technology courses can be more than 10 years old at the time of student teaching. Course work that is older, whether taken at IUPUI or another university, will need to be retaken. The student should consult with a School of Education academic advisor.

Graduates should apply for their teaching license upon completion of their program. Delays in applying for initial licensure may result in graduates needing to retake portions of the program as the state requirments for licensure constantly change.

Campus Residency Requirement

A student must complete at least 30 of the last 60 credit hours required for a specific degree program while in residence at IUPUI. These 30 credit hours will include methods courses in the major as well as student teaching. For students who are completing a first undergraduate degree, some work in the major must also be completed at IUPUI, unless the student has transferred from an IU campus offering a degree in that major.

Correspondence Courses

Students in education degree or license programs are not encouraged to take correspondence courses. Neither professional education courses nor courses meeting unit expectations for communication and quantitative reasoning may be taken by correspondence.

Temporary and Permanent Intercampus Transfers

To register for a single semester or for the summer session(s) at another campus of Indiana University, or to transfer on a permanent basis, a student must complete

the appropriate intercampus transfer form found on the Web by visiting www.iupui.edu/moveiu.

Honors Program

The School of Education Honors Program is part of the university-wide Honors Program at IUPUI, and is available to students who are interested in strengthening and/or enriching their academic experiences. This program is built on the IUPUI Principles of Undergraduate Learning and the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for teacher education. Honors students are eligible for financial stipends and have opportunities to work closely with faculty. Students must complete an application for admission to the Honors Program through the university.

Undergraduate Students in Graduate Courses

Undergraduate students may not enroll in graduate courses.

Graduation

The School of Education requires a minimum of 124 credit hours to qualify for graduation, determined by specific degree requirements. Some programs require additional hours for graduation. Consult a School of Education academic advisor for specific requirements.

Students should file an application for a Bachelor of Science degree in the School of Education at the beginning of their final year of classes or at the beginning of their senior year. The application for graduation is available on the Web at education.iupui. edu/forms/home.htm, or from Education Student Services (ES 3131). Application for a degree is a student responsibility, and the School of Education will not be responsible for the graduation of students who fail to file an application.

Degree with Honors

The School of Education recognizes high cumulative grade point averages with the designations Distinction,High Distinction, and Highest Distinction. To earn a degree with honors, students must earn a minimum grade point average of 3.6 in all course work taken toward the B.S. in Education degree, must be in the top 10 percent of the class, and must complete at least four full semesters in residence at Indiana University campuses. Since only the top 10 percent of students from the School of Education may receive honors, students with a GPA above 3.60 are not guaranteed this designation.

Application for Licensure

Students should file an Indiana State Application for a Teaching License once the degree is posted to the transcript, or all grades are posted for certification-only programs. The application requires evidence of passing scores for all state licensure exams as well as proof of successfully completing training for CPR-Heimlich Maneuver-AED certification.

Information about exams can be obtained at Education Student Services or through the Indiana Department of Education website (www.state.in.us/psb). Students taking state licensure tests after September 1, 2013, must take new content tests offered by Pearson. Those students having already taken the ETS PRAXIS II series tests before September 1, 2013 may use them for licensure, but PRAXIS II tests taken after September 1, 2013 will not be accepted by the state.

Nondiscrimation Policy

The School of Education has a standard policy that affects student teaching and educational placement. It states:

Discrimination refers to the exclusion of a teacher or a prospective teacher from any position, assignment, or learning opportunity on the basis of any of the following criteria: race, color, minor variations in accent or dialect, religion, sex, national or social origin, economic condition of birth, age, handicap, or any other criterion not directly related to ability as a teacher.

The central characteristic of discrimination rests in its denial of an objective judgment of individual worth by assigning, deliberately or unintentionally, a stereotyped status to an individual. It thus introduces criteria that are not relevant to confirmable professional judgment of the quality of an individuals performance.

Any complaint related to this policy should be called to the attention of the Assistant Dean for Student Services.

Student Organizations & Services

Education Students Advisory Council (ESAC)

ESAC serves as the representative body for students enrolled in the School of Education. It promotes programs that enhance student life, foster a sense of identity among students, and increase the School of Educations visibility in the university community while providing opportunities for involvement with alumni and opportunities to develop student leadership. It contributes to the professional development of students, honors students, and faculty whose efforts have distinguished them and the School of Education. Membership is elected from students admitted to the teacher education program.

Kappa Delta Pi

Kappa Delta Pi (Pi Omicron Chapter) is an international honorary organization founded to recognize excellence in education. Students who are invited for membership exhibit the ideals of scholarship, high personal standards, and outstanding achievement in professional education courses. The IUPUI chapter of Kappa Delta Pi sponsors a wide variety of programs for its members and the School of Education.

School of Education Alumni Association

The School of Education Alumni Association was founded in 1951 to further the educational, professional, and social interests of the School of Education and the alumni. The association provides an ongoing link between the graduate and the university. The Education Alumni Association sponsors education-related events throughout the state, and publishes Chalkboard, a semi-annual magazine for all graduates of the Indiana University School of Education.

National Science Teachers Association Student Chapter

This organization promotes the mission of the National Science Teachers Association by providing pre-service teachers with support resources and professional development in science education.

Elementary and Secondary Urban Educators Organizations

These organizations serve as official assemblies within the School of Education for all students on the IUPUI campus enrolled in the elementary or secondary education program. These memberships are dedicated to issues relating to urban education in Indianapolis, developing connections within urban schools, and helping urban schools with projects.

Faculty

- Banta, Trudy W., Ed.D. (University of Tennessee, 1967), Professor (Graduate School)
- Berghoff, Beth, Ph.D. (Indiana University, 1995), Associate Professor (Graduate School-Associate)
- Blackwell, Jacqueline, Ph.D. (University of Maryland, 1977), Associate Professor (Graduate School-Associate)
- Borgmann, Cindy, Ph.D. (Indiana University, 1981), Associate Professor
- Chism, Nancy Van Note, Ph.D. (Ohio State University, 1984), Professor (Graduate School)
- Dare, Mary Jo, Ed.D. (Indiana University, 1993), Clinical Associate Professor
- Flowers, Natasha, Ph.D (Indiana State University, 2007) Clinical Assistant Professor
- Gill, Lonnie, Ph.D. (Indiana University, 2005), Clinical Assistant Professor
- Helfenbein, Robert, Ph.D. (University of North Carolina-Chapel Hill, 2004), Associate Professor (Graduate School-Associate)
- Hill, Crystal, Ph.D. (University of North Carolina-Chapel Hill, 2008), Assistant Professor (Graduate School-Associate)
- Houser, Linda, Ph.D. (Indiana State University, 1992), Assistant Dean for Program Evaluation and Assessment
- Hughes, Robin, Ph.D (Texas A & M University, 2001), Associate Professor (Graduate School-Associate)
- Jamison, Sharon, M.S.L.I.S. (University of Illinois, 1989), Clinical Lecturer
- Keller, Deborah, Ph.D. (Purdue University, 2004), Lecturer
- King, Kathleen Thorius Ph.D. (Arizona State, 2009), Assistant Professor
- Leland, Christine H., Ed.D. (Boston University, 1986), Professor (Graduate School)
- Levy, Ofer, Ph.D. (Indiana University, 2009), Clinical Lecturer
- Little, Charles, Ed.D. (Indiana University, 1978), Clinical Associate Professor
- Magee, Paula, Ph.D. (City University of New York, 1992), Clinical Associate Professor
- Maxcy, Brendan, Ph.D. (University of Texas at Austin, 2004), Associate Professor
- Matern, Carol, M.S. (Butler University, 2002), Lecturer
- Medina, Monica, M.S. (Indiana University, 1979), Clinical Lecturer
- Morran, Keith, Ph.D. (Indiana University, 1980), Professor (Graduate School)
- Morrone, Anastasia, Ph.D. (University of Texas at Austin, 1992), Associate Professor (Graduate School -Associate)
- Murtadha, Khaula, Ph.D. (Miami University, 1994), Associate Professor (Graduate School-Associate)
- Mutegi, Jomo, Ph.D. (Florida State University, 1997), Associate Professor (Graduate School-Associate)
- Nguyen, Thu Suong, Ph.D. (University of Texas at Austin, 2006), Assistant Professor
- Ociepka, Anne, Ph.D. (Indiana University, 2003), Clinical Assistant Professor
- Pike, Gary, Ph.D. (Ohio State University, 1985), Associate Professor
- Plankis, Brian, Ph.D. (University of Houston, 2009), Assistant Professor
- Robison, Floyd F., Ph.D. (Indiana University, 1982), Associate Professor (Graduate School)
- Rogan, Patricia M., Ph.D. (University of Wisconsin-Madison, 1987), Professor (Graduate School)
- Rosario, Jose, Ph.D. (University of Wisconsin-Madison, 1976), Professor (Graduate School)
- Scribner, Samantha, Ph.D. (University of California-Riverside, 2006) Assistant Professor (Graduate School-Associate)
- Schuster, Dwight, Ph.D. (Penn State University, 2005), Assistant Professor (Graduate School-Associate)
- Seybold, Joy, Ph.D. (Purdue University, 2004), Clinical Assistant Professor
- Smith, Joshua, Ph.D. (University at Albany, 2002), Associate Professor (Graduate School-Associate)
- Stephenson, Jane, Ph.D. (George Washington University, 2008), Assistant Professor (Graduate School-Associate)
- Teemant, Annela, Ph.D (The Ohio State University, 1997), Associate Professor (Graduate School-Associate)
- Tillema, Erik, Ph.D (University of Georgia, 2007), Assistant Professor (Graduate School-Associate)
- Thompson, Chalmer, Ph.D. (University of Maryland, College Park, 1988), Associate Professor
- Weis, Patricia, M.S. (Indiana University, 1987), Clinical Lecturer
- Willey, Craig, Ph.D. (University of Illinois at Chicago, 2010), Assistant Professor
- Wood, Elizabeth, Ph.D. (University of Minnesota, 2005), Associate Professor, Public Scholar of Museums, Families, and Learning (Graduate School-Associate)
- Yoder, Gina, Ph.D. (Indiana University, 2002), Clinical Assistant Professor

Faculty Emeriti

- Abel, Billy, Ed.D. (Indiana University, 1970)

- Arrington, J. Donald, Ed.D. (Indiana University, 1972)
- Barman, Charles, Ed.D. (University of Northern Colorado, 1974)
- Best, William P., Ph.D. (Purdue University, 1968)
- Brill, Arthur D., Ed.D. (Indiana University, 1969)
- Britton, Ronald B., Ed.D. (University of Missouri, 1972)
- Cohen, Michael R., Ph.D. (Cornell University, 1968)
- Davis, Bette Joe, Ph.D. (Wayne State University, 1975)
- Dehnke, Ronald E., Ed.D. (Wayne State University, 1966)
- Draper, Merle R., Ed.D. (Indiana University, 1965)
- Ebbert, J. Marvin, Ph.D. (Purdue University, 1964)
- Gilchrist, Mary A., Ed.D. (University of Colorado, 1968)
- Goud, Nelson H., Ph.D. (Michigan State University, 1967)
- Grigsby, Clifford E., Ed.D. (Indiana University, 1971)
- Hart, Stuart N., Ph.D. (Indiana State University, 1972)
- Hobbs, Philip J., Ph.D. (Purdue University, 1969)
- Holland, Ruth E., Ed.D. (Indiana University, 1967)
- Jarboe, Everett, Ed.D. (Indiana University, 1949)
- Mannan, Golam, Ph.D. (Indiana University, 1967)
- McBurney, Wendell F., Ed.D. (Indiana University, 1967)
- Perisho, M. Joan, M.S. in Ed. (Indiana University, 1950)
- Preusz, Gerald C., Ed.D. (Indiana University, 1970)
- Robbins, Edward L., Ed.D. (Indiana University, 1971)
- Scannell, Dale, Ph.D. (University of Iowa, 1958)
- Silk, David, Ph.D. (University of Maryland, 1972)
- Wilcox, Barbara L., Ph.D. (University of Illinois, 1972
- Wood, Leslie A., Ed.D. (Stanford University, 1962)

Courses

Computer Education

EDUC-W 200 Using Computers in Education (1-3 cr.) Develops proficiency in computer applications and classroom software; teaches principles and specific ideas for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development. (Required of all students pursuing teacher education.)

EDUC-W 201 Beginning Technology Skills (1 cr.) Develops proficiency in computer applications and classroom software; teaches principles and specific ideas for appropriate, responsible, and ethical computer use to make teaching and learning more effective; promotes critical abilities, skills, and self-confidence for on-going professional development.

EDUC-W 301 Integrating Technology into Teaching Part I (1 cr.) P: EDUC W201. This course is designed to provide the student with skills and experiences that will allow for effective and appropriate integration of technology into teaching and learning activities. In this course, the focus will be on reviewing current models of effective technology integration, surveying available technology in schools, and developing classroom lessons and activities.

EDUC-W 401 Integrating Technology into Teaching Part II (1 cr.) P: EDUC W201 and W301. This course is designed to provide the student with skills and experiences that will 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 450 Internship in Instructional Computing (1-6 cr.) Prerequisite EDUC W210 or permission of instructor. Complete semester long internship experience with a classroom teacher or other individual or group in an appropriate setting. Exchange regular reflections with the practicum supervisor. A corequisite for Computer Endorsement Cohort. (Enrollment in this course should be for one credit each semester for up to 6 credits for the Cohort.)

Education Psychology

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-P 490 Research in Educational Psychology (1-3 cr.)

Elementary Education

EDUC-E 201 Multicultural Education and Global Awareness (3 cr.) This course examines educator's and student's responsibility (ies) in a complex and interdependent world. Students will be guided to develop the skills, knowledge, and attitudes needed to live effectively in a world of limited resources, ethnic diversity, and cultural pluralism. Taught as a writing intensive course at IUPUI.

EDUC-E 325 Social Studies in the Elementary Schools (3 cr.) Emphasizes the development of objectives, teaching strategies, and evaluation procedures that facilitate the social learning of young children. Special attention given to concept learning, inquiry, decision making, and value analysis.

EDUC-E 328 Science in the Elementary Schools (3 cr.) The focus of this course will be on developing teacher competencies in writing performance objectives, question-asking, evaluating, and sequencing. These competencies will reveal themselves in the preparation and development of science activities and the teaching strategies involved in presenting those activities to elementary school children.

EDUC-E 340 Methods of Teaching Reading I (2-3 cr.) Describes the methods, materials, and techniques employed in elementary school developmental reading programs.

EDUC-E 341 Methods of Teaching Reading II (2-3 cr.) P: E339 and E340. Describes the methods, materials, and techniques employed in diagnosis and corrective instruction in elementary school reading programs.

EDUC-E 343 Math in the Elementary Schools (3 cr.) B-I Emphasizes the developmental nature of the

arithmetic process and its place as an effective tool in the experiences of the elementary school child.

EDUC-E 345 Language Arts and Mathematics for Young Children (6 cr.) Methods of developing language, cognition, reading and mathematical readiness; mathematical thinking through play, the arts, and directed experiences; design of curriculum and appropriate teaching strategies for young children.

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

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

EDUC-E 495 Workshop in Elementary Education (arr. cr.) For elementary school teachers. Gives 1 credit hour for each week of full-time work.

Foundations of Education

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-H 440 Capstone Seminar in American Elementary Education (3 cr.) This course serves as a capstone seminar in foundations for senior elementary education students. It covers essential content knowledge, theory and themes in educational history, sociology, and philosophy. It also addresses key issues for understanding the professional world of teachers. It is linked to extensive field experience including student teaching.

Graduate Courses

EDUC-A 500 Introduction to Educational Leadership (3 cr.) This course entails an introduction to the history, philosophy, and social aspects of educational leadership. It reviews relevant theories of administration; the historical role of administration in schools; and the political, social, economic, and philosophical frameworks that have informed administrations.

EDUC-A 560 Political Perspectives of Education (3 cr.) This course focuses on theoretical and conceptual approaches useful in describing, explaining, and predicting political behavior related to schools. Forces for continuity and change at local, state, and federal levels are explored.

EDUC-A 590 Independent Study in Educational Leadership (1-3 cr.) Individual research or study with an educational leadership faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, A590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-A 608 Legal Perspectives on Education (3 cr.) This course entails an overview of the legal framework affecting the organization and administration of public schools, including church-state issues, pupil rights, staff-student relationships, conditions of employment, teacher organizations, tort liability, school finance, and desegregation.

EDUC-A 635 Public School Budgeting and Accounting (3 cr.) This course explores the normative and positive aspects of financing K-12 public education. After a rigorous introduction to the foundation of school finance theory, the course will investigate the concepts and practices of effective budget management.

EDUC-A 640 Planning Educational Facilities (3 cr.) This course focuses on the basic concepts in planning educational facilities as they relate to educational needs. It covers educational specifications for learning environments, and renovation and modernization of school buildings.

EDUC-A 695 Practicum in Educational Leadership (3 cr.) P: Consent of instructor. This course provides for closely supervised field experience in various areas of educational leadership.

EDUC-A 799 Doctoral Thesis in Educational Leadership (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area. S/F grading.

EDUC-C 565 Introduction to College and University Administration (3 cr.) Types of institutions and their organization and roles on the nationwide scene; their principle administrative functions, including faculty personnel, business management, public relations; relationship of student personnel to other administrative positions.

EDUC-C 620 Pro Seminar in Higher Education (3 cr.) This course id designed to introduce you to and provide you with the opportunity to reflect upon higher education as: the location of your educational experiences; the environment in which you participate in professional practice; an organizational entity; the subject of scholarly research; and an economic, social, cultural, and political institution within American society.

EDUC-C 675 Supervised College Teaching (3 cr.) P: Master's degree. Opportunities for advanced graduate students to teach college classes under close supervision and to participate in a seminar on college teaching.

EDUC-C 690 Independent Study in Higher Education (1-3 cr.) P: Individual research or study with a higher education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term, specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, C690 should not be used for the study of material taught in a regularly scheduled course.

EDUC-C 750 Topical Seminar (1-6 cr.) P: Master's degree and consent of instructor. Current issues, developments, and concerns bearing on higher education. Specific topics vary each semester.

EDUC-C 788 Seminar in Research in Higher Education (3 cr.) Study of research design, techniques, and procedures applicable to research problems in administration.

EDUC-C 790 Research in Higher Education (1-12 cr.)

EDUC-C 799 Doctoral Thesis in Higher Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-E 506 Curriculum in Early Childhood Education (3 cr.) Planning the curriculum and selecting and evaluating learning experiences for children ages three through eight years with reference to relevant research. Organizing the classroom to provide maximum integration among experiences in different academic areas. A one-semester course; should be followed by E525 in the same year.

EDUC-E 555 Human Diversity in Education (3 cr.) Explores issues related to teaching in a complex and diverse culture. Through this class students will become familiar with a range of diversity issues that teachers confront in our society, including cognitive abilities, learning styles, and cultural, racial, and economic backgrounds of children.

EDUC-E 590 Independent Study or Research in Elementary Education (1-3 cr.)

EDUC-E 599 Master's Thesis in Elementary Education (3 cr.)

EDUC-G 502 Professional Orientation and Ethics (3 cr.) The psychological and educational foundations for counseling and guidance. Overview of counseling theories, practices, and organization.

EDUC-G 522 Counseling Techniques (3 cr.) P: G502 or equivalent. C: G523. Introduction to counseling theories and psychological processes involved in individual counseling.

EDUC-G 523 Laboratory in Counseling and Guidance (3 cr.) C: G522. Laboratory experiences in counseling, analysis of counseling interviews, role playing, and closely supervised counseling in the laboratory setting.

EDUC-G 524 Practicum in Counseling (1-3 cr.) P: G502, G522 and G523. Closely supervised counseling practice with clients in the department's counseling laboratories or in approved field sites in schools or agencies. Intensive supervision. Special application required.

EDUC-G 532 Introduction to Group Counseling (3 cr.) P: G502 (for M.S. students). Psychological and theoretical foundations of group counseling. Analysis of the dynamics of groups.

EDUC-G 550 Internship in Counseling (1-6 cr.) Counseling experience in actual school or agency situations. Under direction and supervision of the counselor/supervisor, students get practice in counseling, interviewing, in-service training, orientation procedures, and data collection.

EDUC-G 552 Career Counseling - Theory and Practice (3 cr.) An introduction to career development theory, psychological assessment for career planning, and sources and uses of career information in counseling.

EDUC-G 562 School Counseling (3 cr.) Foundations and contextual dimensions of school counseling. Knowledge and skills for the practice of school counseling, developmental counseling. Program development, implementation, and evaluation. Consultation, principles, practices, and applications of needs assessment. Provides an overall understanding of the organization of schools and the function of the counselor and counseling program.

EDUC-G 580 Topical Seminar in Counseling and Guidance (1-3 cr.) An intensive study of theory and research of selected topics in counseling.

EDUC-G 590 Research in Counseling and Guidance (1-3 cr.) P: Consent of instructor. Individual study or research with a counseling faculty member.

EDUC-G 598 Seminar on Professional Issues (3 cr.) An examination of professional issues and trends in the field of counseling and their implications for practice.

EDUC-G 799 Doctoral Thesis in Counseling Pscyhology (1-15 cr.) Credit may be earned over a period of several semesters. The thesis is to be an organized scientific contribution to the field of counseling psychology.

EDUC-G 901 Advanced Research (3 cr.) Open only to doctoral candidates who have been admitted to candidacy, i.e., have passed qualifying examinations and completed all program course work except the dissertation. Enrollment is restricted to six semesters. This course is not offered in summer sessions.

EDUC-H 590 Independent Study or Research in History, Philosophy and Comparative Education (1-3 cr.) P: Individual research or study with a History, Philosophy, and Comparative Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, H590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-H 637 Topical Seminar (3 cr.) P: Consent of instructor. Critical examination of a problem area in history of education or comparative education that has been extensively studied by the instructor.

EDUC-H 799 Doctoral Thesis in the History or Philosophy of Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-J 500 Instruction in the Context of Curriculum (3 cr.) First course for the master's degree in curriculum and instruction. Extends concepts introduced in undergraduate teacher preparation. Topics include conceptions and definitions of curriculum and instruction and their impact on social contexts, learning theories, and schooling practices. Elementary and secondary contexts are studied.

EDUC-J 538 M.S. Practicum/Internship (1-6 cr.) Supervised practice in a school or other approved agency. Includes performance in such roles as curriculum development, program evaluation, action research, staff training and development, consultation, or program development. A comprehensive report involving a systematic analysis of the practicum activity must be completed.

EDUC-J 799 Doctoral Thesis in Curriculum and Instruction (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-K 505 Introduction to Special Education for Graduate Students (3 cr.) P: Graduate standing or consent of instructor. 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-K 525 Survey of Mild Handicaps (3 cr.) An advanced survey of the literature relating to mild handicaps, including historical foundations, definitions, and current issues facing workers in the field.

EDUC-K 541 Transition Across the Life Span (3 cr.) In this course, issues and strategies related to the array of transitions students with disabilities need to make as they progress from pre-school to public school and on to adult life are discussed. The course covers laws, policies and guidelines governing service provision across age groups and levels of instruction, and it addresses strategies for program planning, interagency cooperation and collaboration, and resource utilization.

EDUC-K 548 Families, School and Society (3 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-K 553 Classroom Management and Behavior Support (3 cr.) The course provides basic knowledge and skills for (1) developing and maintaining a productive and proactive classroom environment, (2) teaching students discipline, self-control, conflict resolution and other self-management skills, (3) managing and preventing crisis behavior, and (4) developing and implementing behavior intervention and management plans in classroom programs and in cooperation with parents, teachers, and other personnel.

EDUC-K 590 Independent Study or Research in Special Education (1-3 cr.) P: Individual research or study with a Special Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, K590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-K 595 Practicum in Special Education (1-6 cr.) P: Consent of instructor. Provides for closely supervised field experience in various areas of special education.

EDUC-K 599 Master's Thesis in Special Education (3 cr.)

EDUC-K 799 Doctoral Thesis in Special Education (1-15 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-L 500 Instructional Issues in Language Learning (3 cr.) This course reviews the principles and the 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 502 Socio-Psycholinguistic Applications to Reading Instruction (3 cr.) Explores the linguistic and cognitive dimensions of language as they relate to the teaching of reading. Discusses relationships among the systems of language and among the various expressions of language. Always includes topics on pragmatics, semantics, grammar, and dialect.

EDUC-L 505 Secondary Language Literacy Instruction (3 cr.)

EDUC-L 524 Language Issues in Bilingual and Multicultural Education (3 cr.) A survey of language education issues related to the linguistic abilities and educational needs of students requiring bilingual or bidialectal instruction. Topics discussed include language acquisition, language pedagogy, program models, cultural influences, teacher training, and research directions.

EDUC-L 525 Practicum in Literature, Culture and Language Education (1-4 cr.) Supervised application of language and literacy teaching methods. Special emphasis on setting up effective learning environments, selecting materials, designing instruction, monitoring student growth, adjusting instruction based upon student performance, and communicating with other professionals.

EDUC-L 559 Trade Books in Elementary Classrooms (3 cr.) Emphasizes the use of trade books in language and reading in elementary classrooms.

EDUC-L 590 Independent Study or Research in Literature, Culture and Language Education (1-3 cr.) P: Individual research or study with a Language Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, L590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-L 599 Master's Thesis in Literature, Culture and Language Education (3 cr.) To be used as the master's thesis in language education or the early inquiry experience as part of the doctoral program. The thesis or inquiry experience may be an organized study or a systematic and comprehensive analysis of theory and practice in a specific area.

EDUC-L 650 Internship in Literature, Culture and Language Education (1-3 cr.) Provides directed and supervised experience for advanced graduate students in the field of language education.

EDUC-L 795 Dissertation Proposal Preparation (1-3 cr.) P: Authorization required. This course is for the development of a dissertation proposal in language education. Students must have the consent of a dissertation director or prospective director to enroll. Students should be finished or nearly finished with program course work.

EDUC-L 799 Doctoral Thesis in Literature, Culture and Language Education (1-15 cr.) P: Authorization required. Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-M 500 Integrated Professional Seminar (0-6 cr.) This seminar is linked to courses and field experiences included in the Transition to Teaching (T2T) program. It will allow for collaboration among school-based mentors, university-based instructors, and T2T candidates in offering academic content appropriate to the program. The seminar will provide a technology-rich and performance-based professional experience. This course has a fee attached.

EDUC-M 525 Practicum in Junior High School and Middle School Education (1-6 cr.)

EDUC-M 550 Practicum (1-16 cr.) Teaching or experience in an accredited school, normally in Indiana. Credit will be commensurate with time spent in the instructional setting. S/F grading.

EDUC-N 590 Independent Study or Research in Mathematics Education (1-3 cr.) Individual research or study with a Mathematics Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, N590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 507 Assessment in Schools (3 cr.) Introductory assessment course for teachers and school administrators. Topics include principles of assessment, formal and informal classroom assessment instruments and methods, formative and summative assessment, interpretation and use of standardized test results, social and political issues in assessment, use of student data bases in schools.

EDUC-P 510 Psychology in Teaching (2-3 cr.) Basic study of psychological concepts and phenomena in teaching. An analysis of representative problems and of the teacher's assumptions about human behavior and its development. Intended for current and prospective classroom teachers who are working toward a master's degree.

EDUC-P 514 Life Span Development: Birth to Death (3 cr.) A survey course of human development from infancy through old age, emphasizing the life span perspective of development. Classical stage theorists, current popular conceptions, major research findings, and educational implications for all life stages from birth to death.

EDUC-P 516 Adolescent Development (3 cr.) Individual research or study with an Educational Psychology faculty member, arranged in advance of Factors of growth and development in adolescents, including physical, psychological, social, cognitive, and emotional, with particular reference to relevance for the practitioner and potential for future research. Examines contemporary issues, such as drug and alcohol abuse, sexuality, vandalism, ethnic and cultural issues, and problems of handicapped youths.

EDUC-P 590 Independent Study or Research in Educational Pscyhology (1-3 cr.) Individual research or study with an Educational Psychology faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, P590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-P 799 Doctoral Thesis in Educational Psychology (1-12 cr.) Credit may be earned over a period of several semesters. The thesis may be an organized scientific contribution or a comprehensive analysis of theory and practice in a specific area.

EDUC-Q 590 Independent Study or Research in Science Education (1-3 cr.) P: Individual research or study with a Science Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Q590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Q 690 Advanced Research in Science Education (1-6 cr.) Individual research participation in an

attempt to determine what science process and content can be learned by whom and how science learning can be facilitated through teacher training or improved instructional design. Open only to advanced graduate students. Credit may be extended over several semesters.

EDUC-S 505 The Junior High and Middle School (3 cr.) Role of the junior high school and middle school in American education. Total program: philosophy, functions, curriculum, guidance, activities, personnel, and administration.

EDUC-S 509 Middle School STEM Methods (3 cr.)

EDUC-S 555 Diversity and the Communities of All Learners (1-3 cr.) This class explores issues related to teaching all learners in increasingly complex secondary schools. It draws on anthropology to understand diversity across culture, sociology to examine the social complexities of pluralistic societies, special education to address the individualize student needs. The course emphasizes educational practice and communities of learners. (Offered on both Bloomington and Indianapolis campuses.)

EDUC-S 590 Independent Study or Research in Secondary Education (1-3 cr.) P: ndividual research or study with a secondary education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, S590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-S 599 Master's Thesis in Secondary Education (3 cr.)

EDUC-T 531 Organizational Change in Culturally and Linguistically Diverse Schools (3 cr.) Organizational development in linguistically and culturally diverse school sites: legal basis; administrative strategies; staff development models; use of community resources; and formative evaluation techniques for organizational development in school contexts.

EDUC-T 550 Cultural/Community Forces and the Schools (3 cr.) Promotes modification of instructional strategies within diverse educational settings by providing opportunities to analyze community forces and cultures through cultural orientation workshops and seminars, culturally focused readings, direct residential participation in community-related activities, and site-based culture/ strategies reports.

EDUC-T 590 Independent Study or Research in Urban Multicultural Education (1-3 cr.) Individual research or study with an Urban Multicultural Education faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily, T590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-U 548 Student Development Theory and Research (3 cr.) Overview of the social, psychological, and student affairs literature related to college student development. Relationships between student characteristics and college outcomes. Applications of psychosocial, cognitive developmental, and person-environment interaction theories to student affairs work are considered in depth.

EDUC-U 549 Environmental Theory and Assessment in Higher Education (3 cr.) Selected environmental theories are examined (e.g., human aggregate, physical/ architectural, campus ecology, cultural, perceptual). Various environmental assessment approaches for use in postsecondary settings are reviewed. Strategies for humanizing campus environments are examined, with a particular emphasis on members of historically underrepresented groups.

EDUC-U 550 Topical Seminar in College Personnel (1-3 cr.) P: Appointment to off-campus internship. An investigation of issues, functions, and concerns that relate to higher education and student affairs administration, current issues in college personnel, and international student concerns.

EDUC-U 590 Internship in Student Personnel (1-4 cr.) P: Appointment to off-campus internship. Relates theory to practice through supervised experience in student personnel.

EDUC-U 590 Independent Study or Research in College Student Personnel Adminstration (1-3 cr.)

EDUC-U 599 MA Thesis in College Student Personnel Administration (3 cr.)

EDUC-W 505 Professional Development Workshop (1-3 cr.)

EDUC-W 520 Instructional Technology (3 cr.) An exploration of computer-related technology, computer peripherals, and their applications across the curriculum. Technical issues and applications will be studied through research and projects using a variety of software and hardware.

EDUC-W 531 Computers in Education (3 cr.) A survey of computer technology as applied to instructional processes. Students will be introduced to a variety of computer systems and to the ways computers are used in instruction and classroom management.

EDUC-W 540 Computers in the Curriculum (3 cr.) Focuses on developing instructional techniques. Students will address instructional design issues, instructional strategies, and planning techniques. Also, students will explore modern trends in using educational technology and will examine issues of integrating computer technology into the classroom.

EDUC-W 566 Internship in Integration in Educational Computing (6 cr.)

EDUC-W 590 Individual Research in Computer Education (1-6 cr.) Individual study or research for students exploring issues in educational technology. To be arranged with a technology faculty member in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student product(s). Ordinarily W590 will not be used for the study of material

taught in a regularly scheduled course. (This course is offered within IU system)

EDUC-Y 520 Strategies for Educational Inquiry (3 cr.) Introductory course intended to orient beginning graduate students to the conduct of social science inquiry in general and educational inquiry in particular and to acquaint them with key terms and generally accepted procedures in qualitative and quantitative inquiry.

EDUC-Y 535 Evaluation Models and Techniques (3 cr.) P: Y520 or equivalent. An overview of evaluation as an inquiry process, including a discussion of the history of evaluation and the state of the art. Frameworks and models for planning evaluation studies are discussed and applications are demonstrated. Criteria for evaluating studies, steps for writing evaluation proposals and reports, and techniques for the collection of information are discussed. This course is similar to J660. Credit may not be earned in both courses.

EDUC-Y 590 Independent Study or Research in Inquiry Methodology (1-3 cr.) Individual research or study with an Inquiry faculty member, arranged in advance of registration. A one- or two-page written proposal should be submitted to the instructor during the first week of the term specifying the scope of the project, project activities, meeting times, completion date, and student products. Ordinarily, Y590 should not be used for the study of material taught in a regularly scheduled course.

EDUC-Y 611 Qualitative Inquiry in Education (3 cr.) P: Y520, H510 or consent of instructor. Examination of qualitative approaches to educational inquiry e.g., case study, naturalistic inquiry, educational anthropology, educational connoisseurship, and criticism. Exploration of methods for collecting and analyzing qualitative data, criteria for field studies, and approaches to writing up field studies.

Language Education

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

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

EDUC-L 441 Bilingual Education: Introduction (3 cr.) Introduction to the development of bilingual/ bicultural education in the United States and its antecedents, rationale, and theories. Comparison of existing bilingual/ bicultural programs.

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

EDUC-L 490 Research in Language Education (1-3 cr.) Individual research and study in language education.

Mathematics Education

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-N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) To develop an understanding of mathematics content and pedagogy relevant to be a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching and the Indiana Academic Standards. Pedagogical methods address geometry, measurement and algebra.

EDUC-N 343 Math in the Elementary School (1-6 cr.) Emphasizes the developmental nature of mathematical ideas and processes and the role of mathematics in the elementary school curriculum. Public School participation required.

Methods

EDUC-M 101 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 201 Laboratory/Field Experience (0-3 cr.) Laboratory or field experience for sophomores. Grade: S or F.

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

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

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

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

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

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

EDUC-M 317 Student Commonality and Diversity (1-3 cr.) Examines the implications of diversity and the value of cultural sensitivity in education. Students will become familiar with differences in learning and communication styles on the basis of race, gender, ethnicity, religion, socio-economic class, and language; and become familiar with multicultural education in practice and its effects on the curriculum, classroom, and school structure.

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 322 Diversity and Learning: Reaching Every Adolescent (6 cr.) This course integrates information from educational psychology and multicultural and special education to prepare students to teach adolescents and young adults. The content includes adolescent 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 330 Foundations of Art Education and Methods I (3 cr.) P: H340, P254, M300 and 15 credit hours of studio art courses. An introduction to art education theory and related social issues. Supervised art teaching in elementary schools is an important part of this course.

EDUC-M 371 Foundations of Art Education (4 cr.) Historical, sociological, and philosophical foundations of art education; curriculum development; individualized and interdisciplinary learning; instructing K-12 audiences; K-12 school organization; and general processes and practices of teaching art, including the creative problem-solving process, along with interpreting, understanding, and judging art. School and museum field experiences included.

EDUC-M 400 Laboratory/ Field Experience (0-3 cr.) Laboratory or field Experience.

EDUC-M 401 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 402 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 403 Laboratory/Field Experience (0-3 cr.) Laboratory or field experiences at the high school level. (May be repeated.) Corequisite with the required special methods course. Grade: S or F.

EDUC-M 404 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 405 Laboratory/Field Experience for Seniors (0-3 cr.) Laboratory or field experience. Grade: S or F.

EDUC-M 408 Laboratory/ Field Experience (0-3 cr.) Laboratory or field Experience.

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 in 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 442 Teaching Secondary School Social Studies (4 cr.) Develops concepts and theories from social science, humanities, and education into practices of successful social studies instruction. Integrates social issues and reflective thinking skills into the social studies curriculum. Emphasis on curriculum development skills and on building a repertoire of teaching strategies appropriate for middle/secondary school learners. Includes micro-teaching laboratory.

EDUC-M 445 Methods of Teaching Foreign Languages (1-4 cr.) Development and practice of skills and techniques for teaching foreign languages, selecting content and materials, and evaluating student and teacher performance. Micro-teaching laboratory included. This course should be taken during the semester immediately preceding student teaching. (Sem. I only)

EDUC-M 446 Methods of Teaching Senior High/Junior High/Middle School Science (1-5 cr.) P: 35 credit hours of science. Designed for students who plan to teach biology, chemistry, earth science, general science, or physics in the junior high/middle school or secondary school. Assignments and credit will be differentiated for graduate students.

EDUC-M 451 Student Teaching: Junior High/Middle School (1-16 cr.) Full-time supervised student teaching for a minimum of 10 weeks in a junior high or middle school accredited by the state of Indiana, or in 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 452 Methods of Teaching English in the Senior High/Junior High/Middle School (1-5 cr.) Methods, techniques, content, and materials applicable to the teaching of English in secondary schools, junior high schools, and middle schools. Experiences provided to assess ongoing programs in public schools and to study materials appropriate for these programs.

EDUC-M 456 Methods of Teaching Physical Education (3 cr.) P: M314 General Methods. Development and organization of teaching materials for various teaching styles found in the elementary and secondary public schools. Includes class management concepts and demonstration of teaching skills in laboratory sessions.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.) P: 30 credit hours of mathematics. Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affiliations, and teaching of daily lessons in the domain of secondary and/or junior high/ middle school mathematics. (Sem. I only)

EDUC-M 469 Content Area Literacy (1-3 cr.) Focuses on middle, junior, and senior high school. Curriculum, methods, and materials for teaching students to read and learn more effectively in all content areas.

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. Placement will be 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-M 472 Teaching Art in the Elementary School (3 cr.) P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching in the elementary schools. Includes curriculum and lesson planning, organization of materials and ideas, and techniques of classroom management. To be taken concurrently with M301, which encompasses off-campus experiences in the elementary schools.

EDUC-M 473 Teaching Art in the Secondary Schools (3 cr.) P: M371, HER C311. Develops understanding and appreciation of teaching, with emphasis on teaching art in the secondary schools. Includes advanced studies of curriculum and lesson planning, classroom organization, and management techniques. Must be taken concurrently with M401, which encompasses Herron Saturday School experience.

EDUC-M 480 Student Teaching in the Secondary School (1-16 cr.) Full-time supervised student teaching for a minimum of 10 weeks in a junior high/middle school or senior high school accredited by the state of Indiana, or in an equivalent approved school out of state. The experience is directed by a qualified supervising teacher and has university-approved supervision. Grade: S or F.

EDUC-M 482 Student Teaching: All Grades (1-16 cr.) Full-time supervised student teaching in the areas of visual arts, music, physical education, special education, or school library/media services for a minimum of 10 weeks at an elementary school, junior high/middle school, and/or senior high school accredited by the state of Indiana, or at 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.

Reading Education

EDUC-X 400 Diagnostic Teaching of Reading in the Classroom (3 cr.) Diagnosis of reading difficulties and solution to problems through research, conference, and practice in the use of materials and equipment.

EDUC-X 401 Critical Reading in the Content Area (1-3 cr.) Aids elementary and secondary teachers in the development of instructional strategies that assist students in the comprehension, critical analysis, and integration of ideas presented in print material of various subject matter areas.

EDUC-X 425 Practicum in Reading (1-6 cr.) Students will work in selected elementary and secondary classrooms diagnosing and developing reading competence. Prerequisites: X400 or E339-41 or E331-32; or consent of instructor.

EDUC-X 460 Books for Reading Instruction (3 cr.) Examines use of trade books and non-text materials for teaching language arts and reading K-8. Special sections may focus on specific student populations. Section emphasis announced each semester.

EDUC-X 470 Psycholinguistics for Teachers of Reading (1-3 cr.) 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.

EDUC-X 490 Research in Language Education (1-6 cr.) Individual Research.

Science Education

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-Q 490 Research in Science Education (1-6 cr.) Individual research and study in science education.

Secondary Education

EDUC-P 475 Adolescent Development and Classroom Management (3 cr.) Focuses on discipline approaches appropriate for middle and high school through an understanding of adolescents. Analysis of cognitive and moral development, puberty, environmental and cultural issues, family and peer relationships, identity formation, and social and personal problems. Provides tools to diagnose students' behaviors and to establish learning climate.

EDUC-S 405 The Middle and Junior High School (3 cr.) The course provides future middle and junior high teachers with an understanding of how early adolescent students and school structures impact curriculum, instruction and classroom management decisions. The course meets the middle/junior high school endorsement requirement for elementary school majors.

EDUC-S 420 Teaching and Learning in the Middle School (3 cr.) Middle schools operate on unique philosophical and organizational foundations. This course will explore the design of middle schools and the ways teachers work to meet the needs of a diverse range of learners including those with specific needs. Preservice teachers will develop the skills needed to provide challenging learning opportunities to young adolescent learners.

EDUC-S 430 Teaching and Learning in the High School (3 cr.) This course for secondary teachers explores curriculum planning for conceptual learning that is developmentally appropriate for adolescents and young adults. It includes the topics of high school organization and reform, assessment, critical thinking, urban school settings, risk behaviors, identity development, and importance of the larger community context.

EDUC-S 490 Research in Secondary Education (1-3 cr.) Individual research.

Special Education

EDUC-K 201 Schools, Society, and Exceptionality (1-3 cr.) B-I This course is designed to provide an overview of the many complex issues related to special education policy and practice in the United States. Content will include an introduction to the definitions and characteristics of various exceptionalities; an exploration of the options available for instructing exceptional children in public school settings; and discussion of the many important topics and issues related to planning and implementing special education in American public schools.

EDUC-K 306 Teaching Students with Special Needs in Secondary Classrooms (3 cr.) This course includes an overview of the skills and knowledge necessary for effective instruction of students with disabilities in inclusive secondary programs.

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 410 Seminar 4: Assistive Technology in Education (3 cr.) This seminar assists students in developing an understanding of assistive technology and its role in assisting individuals with disabilities in all areas of life, including education, employment, housing, recreation, and transportation.

EDUC-K 420 Assistive Technology in Special Education (3 cr.) Develops a basic understanding of Assistive Technology and its potential impact on the daily lives of individuals with disabilities. Explores the options available for children and youth as well as the legislation that regulates its use.

EDUC-K 426 Seminar 4: Assessment and Instruction (3 cr.) This seminar teaches students how to gain knowledge of formal and informal assessment techniques, how to link assessment to curriculum and instruction, and how to effectively choose, construct, deliver, and evaluate curriculum and instruction to students with diverse learning needs.

EDUC-K 441 Seminar 6: Transition Across the Lifespan (3 cr.) This course provides an in-depth discussion of issues and strategies related to transitions from pre-school through elementary, middle, and high school, and into adulthood. Relevant laws, planning, processes, strategies for interagency collaboration, and resources will be highlighted.

EDUC-K 448 Seminar 1: Individuals and Families in School and Society (3 cr.) The purpose of this seminar is to learn the perspectives of individuals with disabilities and their families regarding the impact of disabilities in their daily lives. A life-span approach will be used to discuss issues related to birth and early childhood, school-age years, and adulthood. Additional topics include labeling, legal issues, person-centered planning, and academic, social/emotional, behavioral, and environmental issues.

EDUC-K 453 Seminar 2: Classroom Management and Behavior Support (3 cr.) The purpose of this course is to provide students with basic knowledge and skills for (1) developing and maintaining proactive classroom environments; (2) teaching children social problem-solving and self-control skills; (3) managing and preventing school-based crisis behaviors; and (4) working with parents and other professionals.

EDUC-K 465 Seminar 3: Collaboration and Service Delivery (3 cr.) The purposes of this seminar are to explore service delivery options currently available in special education and to assist students in building their collaborative skills, including effective communication and consultation skills.

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

EDUC-K 495 Laboratory/Field Experiences in Special Education (arr.: max. 9 cr.) P: Consent of instructor. This course provides the student a field-based, supervised experience with individuals with severe handicaps. It allows the opportunity to interact within school/work/community settings on a daily basis (three hours a day, five days a week). Specific assignments, which are mutually agreed upon among student, cooperating teacher, and practicum supervisor, are also required.

Purdue School of Engineering and Technology

Welcome to the Purdue School of Engineering and Technology!

The Purdue School of Engineering and Technology offers undergraduate and graduate programs that prepare students for careers in industry. The school is one of the largest degree-granting schools at IUPUI, with an enrollment of approximately 2,500 students. All degrees are awarded by Purdue University, with the exception of those awarded through the Department of Music & Arts Technology.

History

The School of Engineering and Technology was formed in 1972 and is the successor to Purdue University programs that began in Indianapolis in 1940. The first Purdue University courses in the city were defense training courses sponsored by the U.S. Office of Education. After World War II, the curriculum was changed from a certificate to a diploma program. Three technical-institute programs were established: drafting and mechanical technology, electrical technology, and supervision and production technology. Ten students graduated at the first commencement in 1947. Freshman engineering courses were added in 1948; the Bachelor of Science in Engineering degree was first offered in 1969.

Today the school offers undergraduate and graduate programs leading to Purdue University degrees. Several of the programs have transfer and articulation agreements with a few Indiana colleges and universities as well as with international institutions abroad.

Overview

Vision and Mission of the School

The vision of the Purdue School of Engineering and Technology at IUPUI is to be one of the best urban university leaders in the disciplines of engineering and technology.

The mission of the Purdue School of Engineering and Technology at IUPUI is to provide for our constituents:
• high quality, well-rounded, and relevant educational experiences in an urban environment;
• opportunities to develop technical proficiency, leadership, and lifelong learning skills;
• outreach and accessibility to the broader community through civic engagement;
• excellence in the pursuit of basic and applied research, scholarship, and creative activity; and
• activities that support the intellectual and economic development of business, industry, government, and community stakeholders.

The current strategic plan for the School of Engineering and Technology is located on its Web site: www.engr.iupui.edu/.

Update on 11/17/2011

Accreditation & Licenses

- Computer Engineering Technology
- Construction Engineering Management Technology
- Electrical Engineering Technology
- Mechanical Engineering Technology
- Computer & Information Technology
- Computer Graphics Technology
- Mechanical Engineering
- Electrical Engineering
- Computer Engineering
- Biomedical Engineering

The programs listed above are accredited by ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202, telephone 410-347-7700.

- Interior Design Technology (accredited by Council of Interior Design Accreditation (CIDA) and National Association of Schools of Art and Design (NASAD))

Contact Information

Purdue School of Engineering and Technology Technology Building (ET) 215
799 W. Michigan Street
Indianapolis, IN 46202 (317) 274-2533 etinfo@iupui.edu

Requirements

Graduate Admission Requirements

Students who hold a baccalaureate degree from an accredited institution with a grade point average (GPA) of 3.00 on a 4.00-point scale, or with an overall “B” grade equivalent may be considered for admission to graduate degree programs in the School of Engineering and Technology. International applicants must submit official test score reports from the Educational Testing Service (ETS) for the Test of English as a Foreign Language (TOEFL) and the Graduate Record Exam (GRE) to be considered for admission.

Undergraduate Admissions

Admission is based on evidence presented by individual applicants to show that they are capable of profiting from and contributing to one of the academic programs of the school. Inquiries about admission to engineering and technology programs, as well as requests for admission applications, should be addressed to the IUPUI Office of Admissions, 420 University Boulevard, Campus Center 255, Indianapolis, IN 46202-5140.

Undergraduate Engineering Admission Requirements

In determining the qualifications of an applicant to undergraduate engineering programs, the Office of Admissions uses the following criteria:

- Graduation from a high school accredited by a state Department of Public Instruction.
- The extent to which the student meets or exceeds the following minimum requirements:
- High School GPA of 3.0.

- Completion of Core 40 including chemistry and 4 years of math including trigonometry or pre-calculus.
- Minimum SAT scores of 550 math and 480 critical reading or ACT scores of 24 math and 20 verbal.

- All applicants who have not completed a full year of college work are required to take the College Entrance Examination Board (CECEB), Scholastic Assessment Test (SAT), or American College Test (ACT). For admission to the engineering programs, minimum SAT scores of 480 verbal (critical reading) and 550 mathematics or minimum ACT scores of 20 English and 23 mathematics are required.
- Because of a limitation on the total number of applicants that may be accepted as first-year students, out-of-state admissions may close at any time. When it becomes necessary to limit the number of Indiana residents accepted for a specific program, students will be offered admission to an alternate program or admission to the desired program for a subsequent semester.

Undergraduate Technology Admission Requirements

In determining the qualifications of an applicant to undergraduate technology programs, the Office of Admissions uses the following criteria:

- Graduation from a high school accredited by a state Department of Public Instruction.
- The extent to which the student meets or exceeds the following minimum requirements:
- Complete Academic Honors Diploma, Core 40, or equivalent, with
- High School GPA of 3.0 or higher, OR
- Minimum SAT scores of 500 math and 450 verbal/critical reading, or equivalent ACT scores of 21 math and 19 verbal.

- All applicants who have not completed a full year of college work are required to take the College Entrance Examination Board (CECEB), Scholastic Assessment Test (SAT), or American College Test (ACT).
- Because of a limitation on the total number of applicants that may be accepted as first-year students, out-of-state admissions may close at any time. When it becomes necessary to limit the number of Indiana residents accepted for a specific program, students will be offered admission to an alternate program or admission to the desired program for a subsequent semester.

Transfer Students

Transfers

From IUPUI Schools, Indiana University Campuses, or Purdue University Campuses

Students wishing to transfer from these schools must have a minimum cumulative grade point average of 2.0 on a 4.0 scale and be in good academic and disciplinary standing. The required minimum cumulative grade point average may be higher in some programs. Students must follow the procedures listed below. After reviewing the transfer request and supporting materials, the school will inform students in writing of the acceptance or rejection of the application.

- IUPUI students or students in the IU system wishing to transfer into the School of Engineering and Technology must apply directly to their intended department. Transfers from the School of Engineering and Technology to another IUPUI school must be processed by the transfer school's recorder.
- A Purdue University student from another campus must complete an official undergraduate application through the IUPUI Office of Admissions.
- If a student seeking admission to the School of Engineering and Technology previously has been dismissed for academic reasons, he or she must file a petition for readmission that will be reviewed by the Committee on Readmissions. The petition may be obtained from the New Student Academic Advisint Center, School of Engineering and Technology, 723 W. Michigan Street, Room 174, Indianapolis, IN 46202.

From Other Colleges and Universities

Applicants transferring from colleges and universities other than Indiana University or Purdue University must fulfill the following requirements:

- An IUPUI application for undergraduate admission and a copy of high school records must be submitted to the Office of Admissions.
- An official transcript of all course work done, from all institutions previously attended, also must be forwarded to the Office of Admissions.
- For admission to an engineering or technology program, residents of Indiana must have a cumulative grade point average of at least 2.0 on a 4.0 scale, and out-of-state applicants must have an average of at least 2.5, for all courses previously taken at a recognized college or university. Transfer credits are evaluated by the Office of Admissions and distributed by the Office for Academic Programs in coordination with the department in which the student enrolls.
- There is a residency requirement to receive a degree: transfer students must complete a program of study that includes at least 32 credit hours for a bachelor's degree and at least 15 credit hours for an associate degree in the School of Engineering and Technology. For the associate degree, at least 6 out of the 15 credits are expected to be in the major. For the bachelor's degree, at least 12 out of the 32 credits are expected to be in the major at the junior level or higher.
- Individual academic programs may require that transfer students complete specific courses prior to admission with advanced standing.
- Transfer students must be in good academic and disciplinary standing at the college(s) previously attended. Students who have been dismissed for academic reasons by another college or university, or who have less than a 2.0 grade point average, must file a petition for readmission that will be reviewed by the committee on readmissions. The petition form may be obtained from the New Student Academic Advising Center, 723 W. Michigan Street, Room 174, Indianapolis, IN 46202.

Transfer students may receive credit in the School of Engineering and Technology for successfully completed course work of equivalent amount and character from another accredited college. However, if a student changes to a

different course of study in the process of transferring from another college or university, credits for certain courses may not be applicable toward requirements in the new curriculum.

Transfer credit is not granted for work done at institutions that are not fully approved by a regional accrediting association of secondary schools and colleges. In addition to regional association approval, certain programs may require accreditation by professional organizations and/or societies before credit will be considered for transfer. Credit will not be transferred from any institution whose regional accreditation designation is A/V (Associate/Vocational-Technical).

The only exception is when agreements exist that specify courses or blocks of credit that will transfer into specific Purdue University degree programs.
Graduates of unaccredited institutions, proprietary institutions, or institutions accredited only as occupational training institutions are encouraged to review their academic plans carefully before seeking advanced credit. All prospective transfer students are encouraged to write or visit the school for further information about their opportunities.

To Other Indiana University Campuses

Indiana University credits transferred from one campus of Indiana University to another will be evaluated and accepted in terms at least as favorable as credits transferred from other accredited institutions in the United States. No review of the credits will be undertaken except on good-faith terms, using the same criteria as those used in evaluating external credits.

Special Expenses

Fees and Payment Procedures

University Fees

All fees are due and payable by the due date on the student's schedule confirmation and are subject to change without notice by action of the Trustees of Indiana University. A complete listing of all fees is published for each term in the class schedule. Extra laboratory fees may be charged when appropriate and when laboratory instruction is required.

Residency Status

The criteria for establishing in-state residency and thus qualifying for in-state fee rates are very strict. Inquiry about establishing resident status for fee purposes should be made to the registrar, who is the proper source of this information. Contact the Office of the Registrar, Campus Center, Room 250, 420 N. University Boulevard, IUPUI, Indianapolis, IN 46202; phone (317) 274-1519 or visit http://registrar.iupui.edu/resident.html

General Fees

In order to support programs, services, and facilities that benefit all students at IUPUI each semester students are charged a fee. All students include every person enrolled in a credit bearing course - and may be graduate, undergraduate, full and/or part time.

Often these fees are mistaken for certain optional fees for which students may or may not choose. This fee is not optional and must be paid by all students.

More information is available at http://www.iupui.edu/~fees/

Late Enrollment and Late Program Change Fees

All classes are considered closed following final registration for a specific term. Schedule changes after that date are considered a special privilege and require special authorization and an additional fee. The student should refer to the appropriate class schedule for a listing of these fees.

The School of Engineering and Technology does not normally allow any student to register after expiration of the 100 percent refund period. (See "Refunds" in this section of the bulletin.)

Special Credit Fees

The Trustees of Indiana University have approved the following fee structure for special credit:

1. If the credit is awarded as a result of an examination within the first three semesters following matriculation, there is no charge.
2. If the credit is awarded as a result of an examination and the student is a first-semester transfer student, there is a nominal fee per credit hour.
3. If the credit is awarded as a result of an examination and the student does not meet either of the above conditions, the charge per credit hour is at the regular resident or nonresident rate.
4. If the credit is awarded as a result of experience or credentials, the student will be charged a nominal fee per credit hour.

Auditing Fees

An audit form must be presented to the Office of the Registrar from a student's school or division to audit a course for record. No grades or credits are received for audits. If a course is changed from credit to audit after the first week of classes, a late program change fee will be assessed.

Students who desire an official record of auditing a particular course will be charged full tuition. Written permission from the instructor must be obtained before a student may register to audit. Courses with a laboratory component may not be audited.

Other Fees

Students may also be required to pay special fees for the following services: housing, locker rental, parking, recreation, student identification card (depending on enrollment status and anticipated use), and transcript request. A complete listing of special fees is provided each term in the IUPUI *Schedule of Classes and IUPUI* Web site.

Payment Procedures

Payments must be made in cash or by bank draft, express order, postal money order, traveler's check, personal check, MasterCard, Visa, or Discover for the exact amount of fees due at the time of registration. For information about this fee payment, refer to the IUPUI *Schedule of Classes or IUPUI* Web site www.iupui.edu.

Refunds

Refund credits are determined by the date the drop activity is processed by the IUPUI Office of the Registrar. For information about refunds, refer to http://bursar.iupui.edu/Help/default.htm.

To be eligible for a refund, the student must officially notify the Office of the Registrar at the time of withdrawal. Refund information for summer sessions and courses scheduled

from 1 to 8 weeks in length is published in the *IUPUI Schedule of Classes*.

Financial Aid
It is the goal of IUPUI to encourage students in their educational endeavors and to reduce financial barriers. IUPUI recognizes that many students and their parents cannot afford to finance a college education entirely from their own income and assets. For this reason, a program of financial assistance is available to admitted and enrolled students who have a demonstrated financial need. Aid is available in the form of scholarships, grants, and loans.

Students desiring further information about any of the following financial aid programs should write to:

Office of Student Fianacial Services Campus Center 250 420 N. University Boulevard IUPUI Indianapolis, IN 46202-5147 phone: (317) 274-4162 Web: http://www.iupui.edu/%7efinaid/

Application Procedures
Potential financial aid recipients must complete the Free Application for Federal Student Aid (FAFSA), which is available from high schools, on the Web, or at the Office of Student Financial Services. The priority application deadline for any summer session and/or the following academic year is March 1, although applications will be processed as long as funds are available. Students who apply late should plan on finding other funds to pay for tuition and books until their financial aid applications are processed.

Eligibility
Financial aid awards are given on the basis of need as determined by the information supplied on the FAFSA. IUPUI students enrolled for 6 or more credit hours are eligible if need is demonstrated. The amount of the award will be less for part-time students than for full-time students; full-time student status is considered to be 12 or more credit hours. Only regularly admitted students and transient students from Purdue University are eligible.

Types of Aid
Financial aid is generally offered as a package consisting of a combination of scholarships, grants, loans, and/or work-study awards, although awards may vary with individual students. All awards are subject to the availability of funds.

Scholarships
Scholarships are awarded on the basis of academic achievement. Sources of scholarships may be both inside and outside IUPUI. Scholarship awards are often not based on need, and the student does not pay back the award later. An applicant will be contacted by IUPUI if you are eligible to apply for scholarships; if an application is required, it will be sent automatically.

Grants
Grants are awarded on the basis of need only and do not have to be repaid by the student.

Student Loans
Unlike scholarships and grants, loans must be repaid. Several different student loan programs are available at IUPUI. Some are based on financial need; some are not. Interest rates and maximum awards vary by program. Contact the Office of Student Financial Services for details.

Part-Time and Summer Employment
Many students who attend IUPUI are able to earn part of their expenses through part-time and summer employment. The IUPUI Office of Student Employment, 815 W. Michigan Street, Taylor Hall Third Floor (317) 274-4856, offers help in finding part-time jobs and maintains current information about part-time job opportunities. Students should contact this office for further information on employment assistance.

Work-Study Program
The Federal College Work-Study Program available at IUPUI was established by the Higher Education Act of 1965. The main purpose of the program is to give eligible students the chance to do paid work that will complement their academic programs and career aspirations. Students who have been admitted to IUPUI may apply through the Office of Student Financial Services.

Veterans Benefits
Information on benefits, including Veterans Administration paid tutorial assistance and work-study opportunities, is available from the veterans affairs representative at the Campus Center, Theater Level (lower Level), 420 University Blvd., IUPUI, Indianapolis, IN 46202; (317) 278-9163, or visit http://veterans.iupui.edu/.

General Requirements
Undergraduate Engineering Requirements

To earn a Bachelor of Science in Engineering (B.S.E.), Bachelor of Science in Biomedical Engineering (B.S.B.M.E.), Bachelor of Science in Computer Engineering (B.S.Cmp.E.), Bachelor of Science in Electrical Engineering (B.S.E.E.), or Bachelor of Science in Mechanical Engineering (B.S.M.E.), students must satisfy the following requirements. Requirements for graduation include receiving credit in all required courses: at least 130 credit hours in the biomedical engineering program, 129 credit hours in the computer engineering program, 129 credit hours in the electrical engineering program, 131 credit hours in the engineering management program, 130 credit hours in the interdisciplinary engineering program, or 130 credit hours in the mechanical engineering program.

Each student must have an approved plan of study that lists all courses for the specific degree program. Students should prepare their plans of study for approval during the junior year. If a student wants to deviate from the published curricula, written permission of the administrator of the program is required.

Additional requirements include the following:

1. Students must complete the program of study for the degree by resident course work, by examination, or by credit accepted from another institution. The dean may refuse to accept as credit toward graduation any course that was completed 10 or more years previously, and former students will be notified of all such decisions upon reentering. Substitution of courses required for graduation may be made by the dean of the school.
2. Students must complete at least two semesters of resident study at IUPUI, and they must complete at least 32 credit hours of appropriate course work, of which 12 credit hours must be completed in the major at the junior level or higher. Students are also expected to complete the senior year in residence: however, with the approval of the dean,

students who have had at least four semesters of resident study may complete a maximum of 20 credit hours of the senior year in another approved college or university. For the purpose of this rule, two summer sessions are considered equivalent to one semester.
3. Students must be registered in the School of Engineering and Technology, either in residence or in absentia, during the semester or summer session immediately preceding the awarding of the degree.
4. Students must have an index of 2.0 in required engineering courses in addition to an overall graduation index of 2.0 for all courses on the approved plan of study. Students who have completed all other requirements for a bachelor's degree but have failed to meet the minimum graduation index may register for additional courses, with the approval of an authorized representative of the dean, after a review of their record. The additional courses may not exceed 20 credit hours. Students may take a maximum of 9 of the 20 credit hours in another approved college or university, provided the courses are approved in advance and in writing by an authorized representative of the dean of the School of Engineering and Technology. A copy of the approval must be filed in the office of the engineering and technology recorder. Credit in these additional courses must be established within five years of the date on which all other degree requirements were met. Students will have fulfilled the requirements for graduation if graduation indexes, including extra courses, equal or exceed the minimum specified at the time when all other graduation requirements were satisfied.
5. Applicants for a second bachelor's degree, after they are admitted to the second bachelor's degree program, must complete at least 32 credit hours of appropriate course work, of which 12 credit hours must be completed in the major at the junior level or higher.
6. Courses taken under the Pass/Fail option and courses taken by correspondence may not be used to fulfill graduation requirements for engineering students.

Undergraduate Technology Requirements

Associate Degree

To earn an Associate of Science (A.S.) degree, students must satisfy the following requirements:
1. Students must complete the plan of study for the degree by resident course work, by examination, or by credit accepted from another institution. The dean of the school may refuse to accept as credit toward graduation any course that was completed 10 or more years previously, and former students will be notified of all such decisions upon reentering. Substitutions of courses required for graduation may be made by the dean of the School of Engineering and Technology.
2. Students must complete at least two semesters of resident study at IUPUI, and they must complete at least 15 credit hours of appropriate course work, of which 6 credit hours must be in the major. Students are generally expected to complete the entire second year in residence; however, with the approval of the dean of the school, students who have at least three semesters of resident study may complete a maximum of 16 credit hours of the second year in another approved college or university. For the purpose of this rule, two summer sessions are considered equivalent to one semester.
3. Students must be registered in the School of Engineering and Technology, either in residence or in absentia, during the semester or summer session immediately preceding the award of the degree.
4. Students must have a minimum graduation index of 2.0. Students who have completed all other requirements for an A.S. degree but have failed to meet the minimum graduation index (the average of grades earned in courses required for a degree) may register for additional courses, with the approval of an authorized representative of the dean of the school, after a review of their record. These additional courses may not exceed 10 credit hours, and credit in these courses must be established within three years of the date on which all other degree requirements were met. Students will have fulfilled the requirements for graduation if their graduation indexes, including the extra courses, equal or exceed the minimum specified at the time when all other graduation requirements were satisfied.
5. Applicants for a second A.S. degree must complete at least 15 credit hours at IUPUI of appropriate course work after admission to the second associate degree program. At least 6 of the 15 credit hours must be completed in the major. A second associate degree may not be earned in the same program.

Bachelor's Degree

To earn a Bachelor of Science (B.S.) degree, students must satisfy the following requirements.
1. Students must complete the program of study for the degree by resident course work, by examination, or by credit accepted from another institution. The dean may refuse to accept as credit toward graduation any course that was completed 10 or more years previously, and former students will be notified of all such decisions upon reentering. Substitution of courses required for graduation may be made by the dean of the school.
2. Students must complete at least two semesters of resident study at IUPUI, and they must complete at least 32 credit hours of appropriate course work, of which 12 credit hours are required to be in the major at the junior level or higher. Students are generally expected to complete the senior year in residence; however, with the approval of the dean, students who have had at least four semesters of resident study may complete a maximum of 20 credit hours of the senior year in another approved college or university. For the purpose of this rule, two summer sessions are considered equivalent to one semester.
3. Students must be registered in the School of Engineering and Technology, either in residence or in absentia, during the semester or summer session immediately preceding the awarding of the degree.
4. Students must have a minimum graduation index of 2.0. Students who have completed all other requirements for a bachelor's degree but have failed to meet the minimum graduation index may register for additional courses, with the approval of an authorized representative of the dean, after a review of their record. The additional courses may not exceed 20 credit hours. Students may take a maximum of 9 of the 20 credit hours in another approved college or university, provided the courses are approved in advance and in writing by an authorized representative of the dean of the School of Engineering and Technology. A copy of the approval must be filed in the Office of the Recorder. Credit in these additional courses must be established within five years of the date on which all other degree requirements

were met. Students will have fulfilled the requirements for graduation if graduation indexes, including extra courses, equal or exceed the minimum specified at the time when all other graduation requirements were satisfied.
5. Applicants for a second bachelor's degree must complete at IUPUI at least 32 credit hours of appropriate course work after they are admitted to the second bachelor's degree program. At least 12 of the 32 credit hours must be completed in the major at the junior level or higher.

Second Bachelor's Degrees

Applicants for a second bachelor's degree, whose first degree was from an institution other than IUPUI, IU or Purdue, must complete at IUPUI at least 32 credit hours of appropriate course work after they are admitted to the second bachelor's degree program. At least 12 of the 32 credit hours must be completed in the major at the junior level or higher.

Engineering and Technology Minors

Minimum criteria for academic minors offered within the School of Engineering and Technology will include an overall 2.0 GPA; a grade of C– or above for each course required for the minor; and at least one-half of the required courses for the minor must have been completed in residency at IUPUI. Any courses (e.g., Web-based courses or courses via the Internet) delivered by an IUPUI school are considered to be residence courses for this purpose. The academic requirements for each minor offered by the school will consist of at least 21 semester hours.

Certificate Programs

Students who are seeking one of the certificate programs offered by the School of Engineering and Technology must qualify for admission under the published criteria of the academic unit at IUPUI and must complete at least one-half of the required courses at IUPUI. Any courses (e.g., Web-based courses or courses via the Internet) delivered by an IUPUI school are considered to be residence courses for this purpose.

Internship and Cooperative Education Programs

Good career opportunities almost always require previous work experience. While earning a degree at the Purdue School of Engineering and Technology, Internship and Cooperative Education Programs provide essential opportunities to launch a career.

The lessons that students learn in classes and laboratories receive their ultimate test through the school's cooperative education, internship, professional work experience, and international student exchange programs. The school interacts with a broad variety of area companies to provide the technical experience required to succeed in today's globally competitive economic markets.

The Cooperative Education Program (Co-op) is a five-year professional development experience, designed to combine practical on-the-job experiences with the classroom training of a four-year college curriculum; the Internship Program allows students to work full time or part time for an employing organization while simultaneously taking courses during one semester. This internship program allows flexibility for students who wish to obtain work experience, but are not able to take a semester away from school as is required in the co-op program.

The greater metropolitan Indianapolis community offers a number of employment enrichment opportunities through extensive professional, governmental, and manufacturing resources. Our community resources provide rich, practical, well-paid professional opportunities generally unavailable at residential campuses.

After students have satisfactorily completed the first year of the academic program, they have a choice of employment programs to meet their needs.

Eligibility

To be eligible for one of the Internship/Cooperative Education Programs, a student must:
1. be admitted to the Purdue School of Engineering and Technology, IUPUI;
2. be enrolled in one of the academic programs offered by the school;
3. continue in one of the school's Bachelor of Science degree programs;
4. have satisfactorily completed the first year of an academic program;
5. meet and maintain minimum GPA requirements;
6. register for the appropriate Employment Enrich-ment Programs course before each work period;
7. satisfactorily complete the work period requirements;
8. attend a co-op/internship orientation session.

During periods of professional employment, students will earn a competitive salary and might also earn academic credit toward the bachelor's degree. The amount and distribution of credit is determined by the student's academic department. For further information, contact the Office of Student Placement Services, Engineering and Technology Building (ET) 141, 799 W. Michigan Street, IUPUI, Indianapolis, IN 46202-5160; (317) 274-0805.

Undergraduate

The School of Engineering and Technology is unique in offering programs in both engineering and engineering technology. What is the difference between the two areas? Engineering students learn the principles and theories needed to plan, design, and create new products and are more likely to use broad analytical skills in achieving engineering solutions. Technology students learn technical methods and practices to become experts who apply technology to solve industrial problems.

Undergraduate Engineering Degree Programs

Programs for full-time students pursuing bachelor's degrees in engineering are presented in this section. The admission requirements, curricula, graduation requirements, and course descriptions of each program listed are those that were in effect at the time of printing and may subsequently change. Students are encouraged to obtain the latest course and curriculum information from their academic advisors.

The following undergraduate engineering degree programs are available in the School of Engineering and Technology:

- Bachelor of Science in Biomedical Engineering (BSBME)

- Bachelor of Science in Computer Engineering (BSCmpE)
- Bachelor of Science in Electrical Engineering (BSEE)
- Bachelor of Science in Energy Engineering (BSEEN)
- Bachelor of Science in Engineering (BSE)
- Bachelor of Science in Mechanical Engineering (BSME)
- Bachelor of Science in Motorsports Engineering (BSMSTE)

Undergraduate Engineering Curriculum

All undergraduate engineering curricula in this bulletin are presented as four-year programs. Well-qualified students with excellent high school preparation should be able to complete all requirements in four years or less. Students with gaps in their high school preparation or those who participate in the Cooperative Education Program may require more time to complete their degrees. Other students may adjust their semester credit loads to maintain employment or for other reasons. Programs can be tailored for part-time and evening students, as classes are scheduled for both day and evening. Part-time and evening students are urged to consult their advisors to avoid future scheduling problems.

It is important for students to recognize that some flexibility is provided in each of the curricula to allow for individual differences in backgrounds and academic goals. It is students' responsibility to consult with an academic advisor to design a program to fit personal needs.

Creative accomplishment in an engineer's career often derives from an education that stresses major ideas and fundamental concepts of engineering rather than specific technologies. Engineering curricula provide wide experience in mathematical, physical, and engineering sciences as well as in social sciences and the humanities. In this way a student obtains both thorough training in engineering and a well-rounded education. Such an approach provides the best preparation for an engineer who must envision and develop the technologies of the future and deal with scientific advances.

Engineers are responsible for translating the ever-expanding reservoir of scientific knowledge into systems, devices, and products and for further expanding knowledge. To meet these responsibilities, those who are learning to be engineers must not only master the ideas of others but must also originate new ideas. Moreover, although engineers deal extensively with facts and scientific fundamentals as a matter of course, they cannot rely on these alone. Engineers inevitably face decisions that cannot be made only on the basis of technical skills, but that require a broad understanding of human values and behavior as developed by studies in the social sciences and humanities. They must also be able to accommodate situations where judgment and wisdom, combined with scientific knowledge or technical skills, can provide a solution.

Minor in Business for Engineering Students

Indiana University Kelley School of Business and the School of Engineering and Technology have established a minor in business for engineering students. To qualify for the minor, students must meet course prerequisites and entrance requirements. In certain cases, substitutions are permitted for some requirements. Please consult with a Kelley School of Business academic advisor for more information: (317) 274-2147. Application deadlines are March 1 for the summer and fall semesters, and October 1 for the spring semester. Applications are available in the undergraduate office, Indiana University Kelley School of Business, Business/SPEA Building 3024.

Freshman Engineering Program

Interim Director of Freshman Engineering: D. King
Senior Lecturer: P. Orono
Lecturer: P. Gee
Assistant Professor Part-Time: N. Lamm

All qualified students interested in pursuing an engineering degree at IUPUI are admitted to the Freshman Engineering Program. This includes second-degree and transfer students as well as beginning students.

While in this program, beginning students complete the basic sequence of courses common to all engineering majors. These courses include calculus I and II, chemistry and physics for science and engineering majors, English composition, and public speaking. Freshman engineering courses taken by all students include: ENGR 19500 Introduction to the Engineering Profession, ENGR 19600 Introduction to Engineering, and ENGR 19700 Introduction to Programming Concepts. The Freshman Engineering Program provides students with an opportunity to explore the various engineering disciplines before making a commitment to a specific curriculum.

Transfer and second-degree students remain in Freshman Engineering until the evaluation of their transfer credits is completed.

The New Student Academic Advising Center (NSAAC) has a full-time staff available year round. Prospective students and their families are invited to contact the NSAAC regarding any questions they may have concerning engineering and the engineering degree programs offered at IUPUI. The advisors in the NSAAC provide academic counseling and advising to prospective and continuing students. New students in engineering receive individualized attention while completing the basic core of freshman engineering courses. Transfer and second-degree students likewise work closely with freshman engineering advisors until all transfer credit issues are resolved. The office has an open-door policy, and students are encouraged to consult with advisors about any issues that might affect their academic progress.

Technology Degree Programs

The School of Engineering and Technology offers a variety of technology programs at the associate and bachelor's degree levels. Programs for full-time students pursuing these technology departments are presented in this section. Although the school sets the normal length of time needed to complete each degree program, the required time may vary for individual students. For example, well-qualified students with excellent high school preparation may complete a program in less than the length of time indicated. Other students who decide to combine cooperative (co-op) education or internships with their course work may take more time to complete all degree requirements. Students may adjust their course loads for job or personal reasons, and plans of study can be tailored to meet the needs of part-time and evening students. Needing to study over a

longer time should be no obstacle to completing the program successfully.

Associate of Science

Science and technology activities range from the applied and practical to the highly theoretical and abstract. At one extreme are the theoretical scientists; at the other are the mechanics, draftspersons, and service personnel. Within this spectrum, educational backgrounds include doctoral degrees, master's degrees, bachelor's degrees, and associate degrees at the university level, as well as certificates and diplomas from other postsecondary educational and training institutions.

The Associate of Science degree offered in the School of Engineering and Technology at IUPUI is awarded upon successful completion of two years of university-level study in applied science. Graduates of these programs are called technicians.
Technicians' jobs require applying technical knowledge and skills and, normally, the manipulative skills necessary to perform technical tasks.

Technicians have considerable knowledge of the materials and processes involved and are equipped with the ability to apply the principles of physical and biological sciences, generally using instruments rather than tools. Their job contribution is mainly through mental activity, combined with applied skills. In many organizations the technician can move up in the organization to higher levels of responsibility, if he or she is capable and is willing to pursue further education.

The following associate degree programs are offered by the School of Engineering and Technology at IUPUI:

Architectural Technology: Department of Design & Communication Technology
Biomedical Engineering Technology: Department of Engineering Technology
Interior Design: Department of Design & Communication Technology

Bachelor of Science

The Bachelor of Science degree is awarded under the "two-plus-two" education plan. A student following this plan first earns an associate degree in two years and then may complete a bachelor's degree after two more years. Transfer students must meet all departmental requirements.

A student is awarded an Associate of Science degree upon successful completion of the two-year program. This degree indicates that the person who receives it is educated at the technician level. These individuals may go directly into the work force, or they may decide to continue their studies. Students who want to continue may be admitted for an additional two years of bachelor's-level study in the various technology programs. Students who successfully complete such a program are awarded a Bachelor of Science degree, which provides the basis for increased job responsibility.

The following technology bachelor's degree programs are available to qualified students:

- Biomedical Engineering Technology
- Computer Engineering Technology
- Computer Graphics Technology
- Computer & Information Technology
- Construction Engineering Management Technology
- Electrical Engineering Technology
- Interior Design Technology
- Mechanical Engineering Technology
- Music Technology
- Organizational Leadership and Supervision

For more specific information, see the advisors in the respective departments.

* Jointly offered with Purdue University, West Lafayette.
** See Department of Music & Arts Technology section of this bulletin.

Awards & Scholarships

The Purdue School of Engineering and Technology offers scholarships through IUPUI's Office of Student Scholarships. Early admission to IUPUI is the best way to be assured of scholarship opportunities. The Purdue School of Engineering and Technology offers scholarships to incoming freshmen and continuing students. Most scholarships are merit-based awards offered at the departmental level, but some are designated specifically for new students, or for minority, women, and other students from underrepresented populations.

Information on all scholarships can be found at http://www.iupui.edu/~scentral/

Scholastic Recognition

Dean's List

All undergraduate students in the School of Engineering and Technology who complete at least 6 credit hours during a semester, who have a semester grade point average of 3.8 or higher, a cumulative GPA of 2.5 or higher, and who are approved by the program faculty are placed on the Dean's List. These honor students receive certificates from the Dean recognizing their meritorious efforts. ***Approved by Faculty Senate on May 12, 2009 with policy effective fall 2009.***

Graduation with Distinction

By awarding degrees "With Distinction" or "With Highest Distinction" the School of Engineering and Technology recognizes the outstanding scholastic achievement of selected associate and bachelor's degree candidates.

Distinction at graduation is awarded on the basis of all course work taken for letter grades. Individuals must complete all the requirements for their field of study and meet the following conditions:

- A candidate for the bachelor's degree with distinction must have earned at least 65 hours of credit in the Purdue University or Indiana University system. A candidate for an associate degree with distinction must have earned at least 35 hours of credit in the Purdue University or Indiana University system.
- Honors are awarded according to the following cumulative semester grade point averages:
- Top 10 percent—With Distinction
- Top 30 percent of the top 10 percent—With Highest Distinction

Note: For the purpose of determining graduation honors, the calculated cumulative semester grade point average includes all courses taken for a grade in either the Purdue or the

Indiana University system, regardless of when the courses were taken.

Students who are awarded their degrees with distinction receive corresponding diplomas and are given special recognition during the annual Commencement exercise.

Degree Programs

Engineering Degree Programs

- Bachelor of Science in Biomedical Engineering (BSBME)
- Bachelor of Science in Computer Engineering (BSCmpE)
- Bachelor of Science in Electrical Engineering (BSEE)
- Bachelor of Science in Energy Engineering (BSENE)
- Bachelor of Science in Engineering (BSE)
- Bachelor of Science in Mechanical Engineering (BSME)
- Bachelor of Science in Motorsports Engineering (BSMSTE)

Technology Degree Programs

Associate of Science (A.S.) degrees with a major field of study in one of the following:

- Architectural Technology
- Biomedical Engineering Technology
- Interior Design Technology

Bachelor of Science (B.S.) degrees with a major field of study in one of the following:

- Biomedical Engineering Technology
- Computer Engineering Technology
- Computer Graphics Technology
- Computer & Information Technology
- Construction Engineering Management Technology
- Electrical Engineering Technology
- Interior Design Technology
- Mechanical Engineering Technology
- Music Technology
- Organizational Leadership and Supervision

Design & Communication Technology

Architectural Technology, A.S.

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

1. Demonstrate knowledge, techniques (including the use of modern tools), and skills in the use of components, programs and systems encountered in the degree program's courses.
2. Use current knowledge of mathematics, science and emerging technology tools of their discipline to solve problems and demonstrate solutions.
3. Identify, analyze and solve technical problems as required in the degree program's courses.
4. Apply and/or design components, systems and software programs in their specialty area.
5. Conduct, analyze and interpret experiments, and assess results.
6. Function as a member of a 2-4 person team to complete a task in a timely manner.
7. Demonstrate ability to organize work done by team members.
8. Write technical reports; present data and results coherently in oral and graphic formats.
9. Demonstrate skills for life-long learning by locating, evaluating and applying relevant information using external resources such as the Internet, data books, trade publications and library resources and participating in industry conferences, trade organizations/societies and continuing educational opportunities.
10. Demonstrate ethical conduct as described in the university student code of conduct.
11. Demonstrate knowledge of professional code of ethics.
12. Demonstrate a respect for diversity as described in the university civility statement.
13. Recognize contemporary professional, societal and global issues in case studies and course projects.
14. Demonstrate quality, timeliness and ability to complete increasingly complex homework and projects throughout the degree experience.

Computer Graphics Technology, B.S.

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

1. Demonstrate an ability to correctly demonstrate and implement computer literacy practices.
2. Demonstrate an ability to effectively apply algebra and trigonometry principles appropriate to visual communication projects and applications.
3. Demonstrate an ability to analyze a specific problem, by identifying and defining the component parts of the problem, properly documenting the principles requirements of the solution(s), and effectively documenting and reporting the associated requirements appropriate to its solution(s).
4. Demonstrate an ability to design, implement and evaluate a computer-based system, process, component, or programs to meet desired visual communication needs.
5. Demonstrate an ability to function effectively on teams and in a collaborative setting to accomplish a common goal.
6. Demonstrate an understanding of professional, ethical, legal (including copyright), security, and social issues and responsibilities.
7. Demonstrate an ability to communicate effectively with a wide range of audiences, and diverse populations in both domestic and international settings.
8. Demonstrate an ability to analyze the local and global impact of computer generated images and applications on individuals, organizations, and society.
9. Demonstrate an ability to demonstrate how to identify professional development needs, and implement a plan to ensure continuing professional development.
10. Demonstrate an ability to demonstrate how to identify and use current techniques, skills, and tools necessary for computing practice related to visual communication problems.

Interior Design Technology, A.S. and B.S.

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

1. Demonstrate technical knowledge and application of the design process.

2. Solve problems that are quantitative in nature.
3. Analyze complex issues and apply sound design methodology in multidisciplinary fields of interior design technology.
4. Practice effective communication skills in, oral, written and visual presentations.
5. Increase knowledge and demonstrate solutions sensitive to health, safety and welfare of the public.
6. Work collaboratively and effectively in technology and design related industries.
7. Continue Professional advancement through life-long learning.
8. Understand the environmental, ethical, diversity, cultural and contemporary aspects of their work.
9. Be responsible citizens.

Technical Communication Certificate
Upon completion of this program, students will be able to:

1. Demonstrate that they have the core knowledge, skills, and professional practices necessary for entry-level technical communicators.
2. Demonstrate their ability to gather and transform technical knowledge for a variety of audiences.
3. Design, develop, and edit effective, usable publications using rhetorical principles and current technology.

Student Learning Outcomes

The School of Engineering & Technology has organized its Student Learning Outcomes (SLOs) by department. Please choose the appropriate department in the links below, or the left-hand navigation, and then find the program you are looking for. You can also click the link for the program below and it will take you directly to that program's SLOs. Students in all programs will graduate with a Bachelor of Science degree unless otherwise noted.

Please note that certificate program learning outcomes can be found under the appropriate department below the degree program learning outcomes. Any questions or concerns about the Student Learning Outcomes should be directed to the department of the program in question, or the Office of Academic Programs in ET 215.

Engineering

- Biomedical Engineering
- Biomedical Engineering

- Electrical and Computer Engineering
- Electrical Engineering
- Computer Engineering

- Mechanical Engineering
- Mechanical Engineering
- Energy Engineering

- Motorsports Engineering

Technology

- Computer, Information and Leadership Technology
- Computer & Information Technology
- Organizational Leadership & Supervision
- Computer Technology Applications Certificate
- E-Commerce Certificate
- Information Technology Certificate
- Network Security Certificate
- Human Resource Management Certificate
- International Leadership Certificate
- Leadership Studies Certificate

- Design & Communication Technology
- Architectural Technology (AS)
- Computer Graphics Technology
- Interior Design Technology
- Technical Communications Certificate

- Engineering Technology
- Biomedical Engineering Technology
- Computer Engineering Technology
- Construction Engineering Management Technology
- Electrical Engineering Technology
- Mechanical Engineering Technology
- Motorsports Engineering
- Construction Management Certificate
- Motorsports Engineering Technology Certificate
- Quality Assurance Certificate

- Music & Arts Technology*
- Music Technology

*Music & Arts Technology students are awarded Indiana University degrees.

Biomedical Engineering, B.S.B.M.E.

Upon completing the undergraduate B.M.E. degree, our students will possess:

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to 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. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and an ability to engage in lifelong learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. An understanding of biology and physiology.

13. The capacity to apply advanced mathematics (including differential equations and statistics), science and engineering to solve problems at the interface of engineering and biology.
14. The ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.

Music & Arts Technology

Music Technology, B.S.

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

1. Think, speak, and write clearly and effectively.
2. Demonstrate acquaintance with mathematical and experimental methods of the physical and biological sciences; including analysis and historical and quantitative techniques
3. Address culture and history from a variety of perspectives.
4. Understand and experience thinking about moral and ethical problems.
5. Respect, understand, and evaluate work in a variety of disciplines.
6. Explain and defend one's views effectively and rationally.
7. Understand and have experience with art forms other than music.
8. Hear, identify, and work conceptually with the elements of music-rhythm, melody, harmony, and structure.
9. Understand compositional process, aesthetic properties of style, and the ways these shape and are shaped by artistic and cultural forces.
10. Demonstrate acquaintance with a wide selection of musical literature - the principal eras, genres, and cultural sources.
11. Develop and defend musical judgments.
12. Perform in areas appropriate to the student's needs and interests.
13. Sight read.
14. Understand procedures for realizing a variety of musical styles.
15. Demonstrate capacity to create derivative or original music both extemporaneously and in written form.
16. Compose and improvise at a basic level in one or more musical languages
17. Understand how technology serves the field of music as a whole.
18. Demonstrate a working knowledge of the technological developments applicable to their area of specialization.
19. Work independently on a variety of musical problems by combining their capabilities in performance; aural, verbal and visual analysis; composition and improvisation; and history and repertory.
20. Form and defend judgments about music.
21. Acquire the tools of work with a comprehensive repertory, including music from various cultures of the world and music of their own time.
22. Understand basic interrelationships and interdependencies among the various professions and activities that constitute the musical enterprise.
23. Acquire the skills necessary to assist in the development and advancement of their careers.
24. Develop teaching skills, particularly as related to their major area of study.
25. Develop improvisational skills in all areas of musicianship
26. Experience a broad range of repertory through attendance at events such as recitals, concerts, opera and music theatre productions, and other types of performances.
27. Explore areas of individual interest related to music in general or to the major.
28. Explore multidisciplinary issues that include music.
29. Practice synthesis of a broad range of musical knowledge and skills, particularly through independent study that involves a minimum of faculty guidance, where the emphasis is on evaluation at completion.

Computer, Information & Leadership Technology

Computer & Information Technology, B.S.

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

1. Demonstrate mastery of core computing and mathematical concepts.
2. Analyze user needs and identify the computing requirements appropriate to an IT solution.
3. Plan, design, implement, and evaluate IT-based systems to meet desired needs.
4. Function effectively on teams to accomplish a common goal.
5. Acknowledge diverse opinions in regards to professional, ethical, legal, and social issues in a global perspective.
6. Communicate effectively with a wide range of audiences.
7. Analyze and explain the impact of IT on individuals, organizations and societies.
8. Explain the need to engage in continuing professional development.
9. Use current technical concepts, techniques and practices in the information technologies within the student's area of expertise.
10. Apply the best practices and standards within the student's area of expertise.

Organizational Leadership Supervision, B.S.

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

1. Demonstrate and apply knowledge of:
1. the process and roles of leadership.
2. leadership traits.
3. leadership behavior concepts.
4. situational approaches to leadership.
5. power and influence.
6. leading during times of uncertainty, turbulence, and change.

2. Design and conduct research, as well as analyze and interpret data in order to:
1. evaluate their personal leadership effectiveness.

2. evaluate their organization's effectiveness and sustainability.
3. evaluate their organization's social and environmental impact.

3. Lead an organization, or processes and functions within it that meet or exceeds desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, and sustainability.
4. Function on multi-disciplinary teams.
5. Identify, formulate, and solve organizational problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively verbally and nonverbally to all size audiences.
8. Understand the impact of leadership and supervision in a global, economic, environmental and societal context.
9. Demonstrate knowledge of contemporary organizational issues.
10. Use the techniques, skills, tools and concepts necessary for effective strategic and tactical planning.

Certificates

Computer Technology Applications Certificate
Upon completion of this program, students will be able to:

1. Use traditional application software at the highest level.
2. Customize and modify application software for end users.
3. Train end users of application software in best practices.
4. Research, learn, and apply new software techniques.
5. Create sophisticated and interactive Web interfaces using application software.
6. Use Web 2.0 tools to further their career.

E-Commerce Certificate
Upon completion of this program, students will be able to:

1. Apply tools and techniques for effective Web site planning and analysis.
2. Allow individuals to develop dynamic web applications in a variety of programming languages.
3. Explore sophisticated data management and information exchange as it applies to interactive and e-commerce applications.
4. Apply optimal Web design strategies to deploy usable Web applications for a global audience.
5. Utilize current web development standards appropriately.

Information Technology Certificate
Upon completion of this program, students will be able to:

1. Apply tools and techniques for effective Web site planning and analysis.
2. Introduce fundamental client and server side languages for developing dynamic websites.
3. Explore database development and technologies used to build database-driven web applications.
4. Apply optimal Web design strategies to deploy usable Web applications for a global audience.
5. Research, learn and apply new web technologies.

Network Security Certificate
Upon completion of this program, students will be able to:

1. Apply information assurance and security principles to secure systems and networks.
2. Conduct accurate and comprehensive digital forensics investigations and apply appropriate rules of evidence.
3. Use an appropriate analytic framework to assess risk and recommend strategies for mitigation.
4. Analyze and produce comprehensive security policies, standards, and procedures.
5. Analyze and create comprehensive business continuity plan to include incident response, disaster recovery, and continuous operations.

Human Resource Management Certificate
Upon completion of this program, students should be able to:

1. Describe, use, and evaluate tactical and strategic Human resource management principles.
2. Develop, implement and provide a safe and effective work environment.
3. Comply with local, state, and federal employment law and related public policies.
4. Promote training and development of individuals, work teams, and organizations.
5. Assess, design, develop, implement, and evaluate learning solutions in various organizational contexts.
6. Promote positive, productive employer-employee relationships.
7. Create, negotiate, and manage regulations concerning collective bargaining, grievance, and arbitration procedures.
8. Leverage compensation, benefits, rewards, and recognition to attract, motivate, and retain talent.
9. Develop policy, practice, and procedure to select talent aligned with the strategic direction of the organization.

International Leadership Certificate
Upon completion of this program, students will be able to:

1. Demonstrate techniques to analyze and solve intercultural problems that typically occur within diverse organizations.
2. Apply knowledge and techniques to devise strategies for successfully leading a diverse workforce within an international organization.
3. Use knowledge and techniques to devise strategies for successfully managing diversity within an international organization.
4. Demonstrate substantial knowledge of at least one foreign country, or region, (or distinct subculture within the USA), including demographic profile, economic status, political climate, commerce, history, language, and cultural norms as a result of intensive experience and/or study.

Leadership Studies Certificate
Upon completion of this program, students will be able to:

1. Define and defend their personal philosophy of leadership and ethical behavior.
2. Describe behavior in organizational settings at the individual, team/group, and macro-organization levels.

3. Identify the stages of team development that occurs within organizations.
4. Make leadership-oriented decisions that are ethically, legally, morally, and strategically sound.
5. Apply concepts of supervisory management, team building, personnel selection and development, decision-making, resource allocation, conflict resolution, and strategic planning to the solving of individual, team/group, and organizational problems.
6. Explain the importance of attracting, managing, and motivating a globally-diverse workforce.
7. Improve individual and organizational performance by applying the appropriate leadership theories and processes in practice.
8. Evaluate the appropriateness of leadership behaviors in given situations, and make suggestions for improving those behaviors.

Mechanical Engineering

Mechanical Engineering, B.S.

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

1. Demonstrate and apply knowledge of mathematics, science, and engineering with:
1. Chemistry and calculus-based physics in depth.
2. Mathematics through multivariate calculus, differential equations, and linear algebra.
3. Probability and statistics.
4. 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:
1. Mechanical systems.
2. 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:
1. Mechanical engineering analysis tools. (e.g., ProMechanica)
2. Engineering design and manufacturing tools. (e.g., ProEngineer)
3. Internet and library information resources.
4. Mathematical computing and analysis tools. (e.g., Matlab, Excel, LabView, and C)

Energy Engineering, B.S.

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

1. Demonstrate and apply knowledge of mathematics, science, and engineering with:
1. Knowledge in chemistry and calculus-based physics in depth.
2. Mathematics through multivariate calculus, differential equations, and linear algebra.
3. Probability and statistics a4. Energy engineering sciences: solid mechanics, fluid-thermal science, energy conversion, supply, and storage.

2. Design and conduct experiments methodically, analyze data, and interpret results.
3. Design a system, component, or process to meet desired needs with applications to energy 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 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:
12. Engineering analysis tools.
1. Engineering design and manufacturing tools. (e.g., ProEngineer)
2. Internet and library resources.
3. Mathematical computing and analysis tools. (e.g., Matlab,C, Excel, LabView)

Electrical & Computer Engineering

Computer Engineering, B.S.C.E.

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

1. an ability to apply knowledge of mathematics, science, and engineering.
2. an ability to design and conduct experiments, as well as to analyze and interpret data.
3. an ability to 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. an ability to function on multidisciplinary teams.
5. an ability to identify, formulate, and solve engineering problems.
6. an understanding of professional and ethical responsibility.
7. an ability to communicate effectively.
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. a recognition of the need for, and an ability to engage in lifelong learning.
10. a knowledge of contemporary issues.
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Electrical Engineering, B.S.
Upon completion of this program, students will be able to demonstrate:

1. an ability to apply knowledge of mathematics, science, and engineering.
2. an ability to design and conduct experiments, as well as to analyze and interpret data.
3. an ability to 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. an ability to function on multidisciplinary teams.
5. an ability to identify, formulate, and solve engineering problems.
6. an understanding of professional and ethical responsibility.
7. an ability to communicate effectively.
8. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. a recognition of the need for, and an ability to engage in lifelong learning.
10. a knowledge of contemporary issues.
11. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Engineering Technology

Biomedical Engineering Technology, A.S. and B.S.
Upon completion of tthis program, students will be able to:

1. Demonstrate knowledge and skills in the use of the electrical and/or computer components of medical equipment systems as encountered in the degree program's courses. Demonstrate a working medical vocabulary and knowledge of clinical safety requirements and regulations as encountered in the degree program's classes.
2. Use current knowledge of mathematics, science and emerging technology tools to solve problems and demonstrate solutions.
3. Identify, analyze and integrate the technical equipment requirements with the needs of medical staff and patients as required in the degree program's courses.
4. Apply and design solutions for issues identified in heallth care technology as demonstrated in a senior project.
5. Conduct, analyze and interpret experiments, and access results.
6. Function as a member of a 2-4 person team to complete a task in a timely manner. Demonstrate ability to organize work done by team members.
7. Write technical reports; present data and results coherently in oral and graphic formats.
8. Demonstrate skills for lifelong learning by locating, evaluating and applying relevant information using external resources such as the Internet, data books, trade publications and library resources.
9. Demonstrate ethical conduct as described in the university student code of conduct. Demonstrate knowledge of professional code of ethics.
10. Demonstrate a respect for diversity as described in the university civility statement. Recognize contemporary professionals, societal and global issues in case studies and course projects.
11. Demonstrate quality, timeliness and ability to complete increasingly complex homework and projects throughout the degree experience.

Computer Engineering Technology, B.S.
Upon completion of this program, students will be able to:

1. Demonstrate knowledge, techniques (including the use of modern tools), and skills in the use of microprocessors, programs, networks and systems encountered in the degree program's cources.
2. Use current knowledge of mathematics, science and emerging technology tools of their discipline to solve problems and demonstrate solutions.
3. Identify, analyze, and solve technical problems as required in the degree program's courses.
4. Apply and design hardware, systems, and software programs in their specialty area demonstrated in a senior project.
5. Conduct, analyze and interpret experiments, and assess results.
6. Function asa member of a 2-4 person team to complete a task in a timely manner. Demonstrate ability to organize work done by team members.
7. Write technical reports; present data and results coherently in oral and graphic formats.
8. Demonstrate skills for lifelong learning by locating, evaluating and applying relevant information using external resources such as the Internet, data books, trade publications and library resources.
9. Demonstrate ethical conduct as described in the university student code of conduct. Demonstrate knowledge of the professional code of ethics.
10. Demonstrate respect for diversity as described in the university civility statement. Recognize contemporary professional, societal and global issues in case studies and course projects.
11. Demonstrate quality, timeliness and ability to complete increasingly complex homework and projects throughout the degree experience.

Construction Engineering Management Technology, B.S.
Upon completion of this program, students will be able to demonstrate:

1. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.
2. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology.
3. An ability to conduct, analyze and interpret experiments and apply experimental results to improve processes.
4. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.
5. An ability to function effectively in teams.
6. An ability to identify, analyze and solve technical problems.
7. An ability to communicate orally.
8. An ability to communicate writen and visual.

9. Recognition of the need for, and ability to engage in lifelong learning.
10. An ability to understand professional, ethical and social responsibilities.
11. A respect for diversity and knowledge of contemporary professional, societal and global issues.
12. A committment to quality, timeliness, and continuous improvement.

Electrical Engineering Technology, B.S.
Upon completion of this program, students will be able to:

1. Demonstrate knowledge, techniques (including the use of modern tools), and skills in the use of components, circuits, programs and systems encountered in the degree program's courses.
2. Use current knowledge of mathematics, science and emerging technology tools of their discipline to solve problems and demonstrate solutions.
3. Identify, analyze and solve technical problems as requires in the degree program's courses.
4. Apply and design components, circuits, systems and software programs in their specialty area as demonstrated in a senior project.
5. Conduct, analyze and interpret experiments and assess results.
6. Function as a member of a 2-4 person team to complete a task in a timely manner. Demonstrate ability to organize work done by team members.
7. Write technical reports; present data and results coherently in oral and graphic formats.
8. Demonstrate skills for lifelong learning by locating, evaluating and applying relevant information using external resources such as the Internet, data books, trade publications and library resources.
9. Demonstrate ethical conduct as described in the university student code of conduct. Demonstrate knowledge of professional code of ethics.
10. Demonstrate a respect for diversity as described in the university civility statement. Recognize contemporary professional, societal and global issues in case studies and course projects.
11. Demonstrate quality, timeliness and ability to complete increasingly complex homework and projects throughout the degree experience.

Mechanical Engineering Technology, B.S.
Upon completion of this program, students will be able to:

1. Demonstrate an appropriate mastery of the knowledge, techniques, skills, and modern tools of their discipline within designated courses which provide laboratory components.
2. Apply current knowledge in mathematics, science, engineering and technology, and recognize emerging applications in these areas.
3. Conduct experiments, analyze and interpret experimental data, and apply experimental parameters in order to improve and/or modify processes.
4. Apply creativity in the design of systems, components, or processes within Mechanical Engineering Technology projects.
5. Function effectively as a member of a project team, or with group projects.
6. Identify, analyze , and solve technical problems.
7. Communicate effectively in written, oral and graphical modes.
8. Recognize the need for lifelong learning, and participate in educational and professional opportunities to expand your knowledge base.
9. Understand and communicate professional, ethical, and social responsibilities as a practitioner of MET.
10. Demonstrate a respect for diversity and a knowledge of contemporary professional, societal, and global issues.
11. Demonstrate via actions a commitment to quality, timeliness, and continuous improvement.

Certificates

Construction Management Certificate
Upon completion of this program, students will be able to demonstrate:

1. An appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines.
2. An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology.
3. An ability to conduct, analyze and interpret experiments and apply experimental results to improve processes.
4. An ability to apply creativity in the design of systems, components or processes appropriate to program objectives.
5. An ability to function effectively in teams.
6. An ability to identify, analyze and solve technical problems.
7. An ability to communicate orally.
8. An ability to communicate writen and visual.
9. Recognition of the need for, and ability to engage in lifelong learning.
10. An ability to understand professional, ethical and social responsibilities.
11. A respect for diversity and knowledge of contemporary professional, societal and global issues.
12. A committment to quality, timeliness, and continuous improvement.

Motorsports Engineering Technology Certificate
Upon completion of this program, students will be able to:

1. Demonstrate an appropriate mastery of the knowledge, techniques, skills, and modern tools of the following disciplines within designated courses which provide laboratory components:
1. Thermodynamics/Engine Design
2. Dynamics/Vehicle Dynamics/Aerodynamics
3. Static & Dynamic Loading/Modeling and Analysis of Loaded Structures
4. Electronics/Instrumentation/Data Acquisition
5. System Analysis & Design

2. Apply current knowledge in mathematics, science, engineering and technology, and recognize emerging applications in these areas.
3. Conduct experiments, analyze and interpret experimental data, and apply experimental parameters in order to improve and/or modify processes.

4. Apply creativity in the design of systems, components, or processes as displayed in motorsports related projects.
5. Function effectively as a member of a project teams, or with project groups.
6. Identify, analyze, and solve technical problems.
7. Communicate effectively in written, oral, and graphical modes.
8. Recognize the need for lifelong learning, and participate in educational and professional opportunities to expand your knowledge base.
9. Understand and communicate professional, ethical, and social responsibilities as a practitioner of engineering
10. Demonstrate a respect for diversity and a knowledge of contemporary professional, societal, and global issues.
11. Demonstrate via actions a commitment to quality, timeliness, and continuous improvement.

Quality Assurance Certificate
Upon completion of this program, students will be able to:

1. Demonstrate a basic understanding of statistics as applied to engineering
2. Demonstrate a thorough understanding of quality assurance principles and procedures.
3. Demonstrate a working knowledge of data measurement and assessment as pertains to quality.
4. Demonstrate a working knowledge of implementing quality management in organizations.
5. Demonstrate a working knowledge of 6-Sigma concepts and implementation.

Motorsports Engineering, B.S.

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

1. Demonstrate an appropriate mastery of the knowledge, techniques, skills, and modern tools of the following disciplines within designated courses which provide laboratory components:
- Thermodynamics/Engine Design
- Dynamics/Vehicle Dynamics/Aerodynamics
- Static & Dynamic Loading/Modeling and Analysis of Loaded Structures
- Electronics/Instrumentation/Data Acquisition
- System Analysis & Design

2. Apply current knowledge in mathematics, science, engineering and technology, and recognize emerging applications in these areas.
3. Conduct experiments, analyze and interpret experimental data, and apply experimental parameters in order to improve and/or modify processes.
4. Apply creativity in the design of systems, components, or processes as displayed in motorsports related projects.
5. Function effectively as a member of a project teams, or with project groups.
6. Identify, analyze, and solve technical problems.
7. Communicate effectively in written, oral, and graphical modes.
8. Recognize the need for lifelong learning, and participate in educational and professional opportunities to expand your knowledge base.
9. Understand and communicate professional, ethical, and social responsibilities as a practitioner of engineering
10. Demonstrate a respect for diversity and a knowledge of contemporary professional, societal, and global issues.
11. Demonstrate via actions a commitment to quality, timeliness, and continuous improvement.

Graduate Programs

M. Razi Nalim, Associate Dean for Research and Graduate Programs

The School of Engineering and Technology offers five graduate degrees at the M.S. level: Master of Science in Biomedical Engineering (M.S.Bm.E.), Master of Science in Electrical and Computer Engineering (M.S.E.C.E.), Master of Science in Mechanical Engineering (M.S.M.E.), Master of Science in Engineering (M.S.E.), and Master of Science (M.S.).

Qualified students may pursue Ph.D. degrees in biomedical engineering, electrical and computer engineering, or mechanical engineering at IUPUI through programs jointly administered with the respective schools at Purdue University, West Lafayette. Students are usually expected to complete the M.S.E.C.E. or M.S.M.E. before pursuing the Ph.D. degree.

Students completing a master's or doctoral degree in engineering will be prepared to enter the work force at a high level of responsibility and expertise. Knowledge of the dynamics of expanding new technologies and the strategic importance of high productivity prepares master's degree graduates to advance rapidly in today's business and industries.

Graduate courses are usually offered on the IUPUI evening schedule. The programs are designed to meet the needs of part-time students employed in the Indianapolis area, as well as traditional students who are preparing for careers in research.

For more information, call (317) 278-4960, send e-mail to et_grad@iupui.edu, or see the Web site: www.engr.iupui.edu.

General Requirements

Degree Programs

Contact: Valerie Lim Diemer, Graduate Programs Coordinator

- Master of Science in Biomedical Engineering (M.S.Bm.E.)
- Master of Science in Engineering (M.S.E.)
- Master of Science in Electrical and Computer Engineering (M.S.E.C.E.)
- Master of Science in Mechanical Engineering (M.S.M.E.)
- Master of Science in Technology (M.S.Tech)
- Master of Science in Music Techology (M.S.)

- Master of Science in Music Therapy (M.S.)
- Doctor of Philosophy in Biomedical Engineering (Ph.D.)
- Doctor of Philosophy in Electrical and Computer Engineering (Ph.D.)
- Doctor of Philosophy in Mechanical Engineering (Ph.D.)

*Jointly offered with Purdue University, West Lafayette.

Master of Science in Technology

The School of Engineering and Technology offers graduate education in technology with the primary goal of developing advanced levels of practitioners in industry. The Master of Science in Technology degree program is designed so that graduates holding a B.S. degree in a technology discipline or a related area can complete their degrees as a full-time student or while working full-time. The graduate degree program offers concentration or area of specialization in Applied Information Technology, Construction Engineering Management Technology, Facilities Mangaement (an online program), and Organizational Leadership and Supervision in addition to more interdisciplinary plans of study that draw courses from the various technology programs in the School. The curriculum consists of a total of 33 credit hours, including a directed project, and can be completed in four semesters (two academic years) and must be completed within five years.

For more information, send e-mail to gradengr@iupui.edu or gradtech@iupui.edu. To view the program requirements visit http://engr.iupui.edu/gradprogs/progreq.shtml?menu=req.

Graduate Programs in Biomedical Engineering

Biomedical engineering is an interdisciplinary program and a joint effort of the Purdue School of Engineering and Technology, the Purdue School of Science, and the Indiana University Schools of Medicine and Dentistry at Indiana University–Purdue University at Indianapolis (IUPUI). In addition to these participating academic units, the program operates in close collaboration with several centers and facilities on campus, and with the Department of Biomedical Engineering at Purdue University, West Lafayette.

Students interested in the M.S.Bm.E. degree should apply directly to the Graduate Programs Office of the Purdue School of Engineering and Technology in Indianapolis. Students with a master's degree, or who are solely interested in the Ph.D. degree, should apply to the Department of Biomedical Engineering at West Lafayette, even though they may be resident and study on the Indianapolis campus.

For more information about the M.S.B.m.E visit http://engr.iupui.edu/bme/ms_bme_pos.shtml?menu=ms.

For more information about the PhD program visit https://engineering.purdue.edu/BME/Academics/BMEGraduateProgram/Admissions/.

Graduate Programs in Electrical and Computer Engineering

Students can earn the Master of Science in Electrical and Computer Engineering (M.S.E.C.E.), and the Master of Science in Engineering (M.S.E.), through the Department of Electrical and Computer Engineering at the Purdue School of Engineering and Technology at IUPUI. The M.S.E.C.E. degree is organized into several areas of study, including computer engineering, controls and automation, communication and signal processing, and VLSI and circuit design. The M.S.E. degree is interdisciplinary in nature and is primarily for Bachelor's degree holders in fields other than electrical or computer engineering. Students holding a bachelor's degrees in fields other than electrical or computer engineering may pursue the M.S.E.C.E. if they complete a prescribed list of prrerequisite courses.

Qualified students may be authorized to pursue the Ph.D. degree in electrical and computer engineering at IUPUI. Programs leading to the Ph.D. in electrical and computer engineering are jointly administered with the School of Electrical and Computer Engineering at Purdue University, West Lafayette.

For more information about electrical and computer engineering graduate programs visit http://engr.iupui.edu/ece/graduate.shtml?menu=grad.

Graduate Programs in Mechanical Engineering

The Department of Mechanical Engineering has an outstanding and up-to-date engineering faculty with expertise and research interests in the areas of advanced manufacturing, advanced materials, biomechanics, composites, computational fluid dynamics, computer-aided design, computer-aided manufacturing, combustion, controls, fluid mechanics, finite element analysis, fracture, heat transfer, propulsion robotics, solid and structural mechanics, stress analysis, and turbomachinery. The department offers graduate programs of study that lead to the degrees of Master Science (M.S.), Master of Science in Engineering (M.S.E.), Master of Science in Mechanical Engineering (M.S.M.E.), and Ph.D. The program leading to the Ph.D. in mechanical engineering is jointly administered with the School of Mechanical Engineering at Purdue University, West Lafayette.

The department also offers combined bachelor's and master's degree programs, in which students may receive both B.S. and M.S. degrees in five years at IUPUI. These degree programs are open to qualified undergraduates at IUPUI, leading to either: 1) B.S. and M.S.M.E. degrees (B.S./M.S.M.E.) for mechanical engineering undergraduates, or 2) a B.S. degree in physics and an M.S. degree in mechanical engineering (B.P.M.M.E.) for physics undergraduates. The combined degrees prepare students for advanced engineering careers with two degrees (bachelor's and master's) in as little as five years.

For more information about http://engr.iupui.edu/me/bulletin/GraduatePrograms.shtml?menu=academics.

Student Learning Outcomes

The School of Engineering & Technology has organized its Graduate Student Learning Outcomes by program. Please choose the appropriate program in the links below, or the left-hand navigation.

Any questions or concerns about the Student Learning Outcomes should be directed to the Office of Academic Programs in ET 215.

Engineering

- Master of Science in Biomedical Engineering
- Master of Science in Electrical & Computer Engineering
- Master of Science in Mechanical Engineering

Technology

- Master of Science in Technology
- Master of Science in Music Technology*
- Master of Science in Music Therapy*

*Music & Arts Technology students are awarded Indiana University degrees.

Biomedical Engineering

Upon completion of the Master's degree (**with thesis**) in Biomedical Engineering at IUPUI, students will be able to:

1. Assess the quality and relevance of published results from the literature.
2. Apply appropriate laboratory, computational, and analysis techniques in the service of answering a research question or contributing to product development relevant to biomedical engineering.
3. Communicate (in speech, writing, and appropriate supporting visuals) the results and implications of biomedical research.

Upon completion of the Master's degree (**non-thesis**) in Biomedical Engineering at IUPUI, students will be able to:

1. Apply the tools of mathematics, science, and engineering to solve problems at the interface of engineering and biology.
2. Demonstrate knowledge of biological and physiological principles that advance the broad spectrum of life science application areas that is biomedical engineering.
3. Communicate (in speech, writing, and appropriate supporting visuals) information related to the theory and practice of biomedical engineering in research, clinical or industrial settings.

Technology

Upon program completion, students will be able to:

1. Identify, explain, and compare the major quantitative and qualitative approaches in measurement and evaluation within industrial, technological, educational and/or organizational contexts.
2. Use appropriate quantitative and qualitative approaches to measure and evaluate a variety of phenomena in industrial, technological, educational, and organizational settings.
3. Explain, identify, apply and utilize quantitative and qualitative processes to develop and sustain organizational cultures that emphasize quality, productivity, and continuous improvement.
4. Recognize the importance of evidence-based decision-making in industrial, technological, educational, and organizational contexts.
5. Locate and evaluate the credibility and appropriateness of research and applied studies for use in problem-solving in industrial, technological, educational, and organizational contexts.
6. Select and plan an in-depth area of study in industry, technology, education, and/or organizational leadership related to the one's personal, academic, and/or professional objectives.
7. Identify, explain, and apply major theories, concepts, models, and approaches from an in-depth discipline within industry, technology, educational, and/or organizational leadership.
8. Design and implement an appropriate project related to a specifically-identified research or applied problem in an industrial, technological, educational, or organizational context.
9. Conduct a literature review or benchmarking analysis, gather and analyze relevant data, develop sound conclusions and recommendations, and present findings in professionally-presented oral and written reports.

Electrical & Computer Engineering

Graduates of the Masters program in ECE will have the ability to:

1. Apply their knowledge and skills to solve advanced Electrical and Computer Engineering problems.
2. Conduct research in topics within the electrical and computer engineering area.
3. Communicate effectively.

Mechanical Engineering

Upon completion of the Master’s degree (**with thesis**) in Mechanical Engineering at IUPUI, students will be able to:

1. Assess the quality and relevance of published results from the literature.
2. Apply appropriate laboratory, computational, and analysis techniques in the service of answering a research question or contributing to product development relevant to mechanical engineering.
3. Communicate (in speech, writing, and appropriate supporting visuals) the results and implications of mechanical engineering research.

Upon completion of the Master’s degree (**non-thesis**) in Mechanical Engineering at IUPUI, students will be able to:

1. Apply the tools of mathematics, science, and engineering to solve problems in the broad area of mechanical engineering.
2. Demonstrate knowledge of mechanical engineering principles that advance the broad spectrum of application areas that is mechanical engineering.
3. Communicate (in speech, writing, and appropriate supporting visuals) information related to the theory and practice of mechanical engineering in research or industrial settings.

Music Technology

Upon completion of the program, students will be able to:

GENERAL

1. Investigate the components of music technology.
2. Assess commonly used music software and hardware.

3. Determine best-fit music production models for creative operations.
4. Assess personal skills and knowledge of music production field.
5. Investigate the components of music technology.
6. Explain the basic computing concepts of music sequencing and notation, including the digital electronic process with some analysis of microchips and microprocessors.
7. Describe the function and operational technique of hardware components used in a typical computer music system.
8. Explain the basic computing concepts of music sequencing and notation, including the digital electronic process with some analysis of microchips and microprocessors.
9. Determine project cost analysis for human resources and materials.
10. Develop a theoretical position on ethical use of technology.
11. Discuss the ethical considerations and legal implications of using software.
12. Final Project Example: Develop a new tool, resource, application, artistic production, literary work, or another form of informed expression that utilizes new technologies. Take the project through planning, production and completion stages, and writing pre and post assessments.
13. Identify and evaluate innovative entities in a specific area of music technology.
14. Develop a music program design utilizing storyboard and flowchart modeling.
15. Apply software to create music notation, sound samples, and music graphics.
16. Develop a music program design utilizing storyboard and flowchart modeling.
17. Define Musical Instrument Digital Interface (MIDI) and outline its development.
18. Review major software applications related to music sequencing, timing codes, editing, notation, multimedia, and computer-assisted instruction.
19. Demonstrate conceptual understanding of the multimedia project design process.
20. Demonstrate understanding of psychological concepts that affect multimedia project design.
21. Learn about standard media formats that are used to create media products.
22. Create a CD that employs sound, text, video and or animation.
23. Submit a revised proposal draft for the final project or internship.
24. Develop a multimedia project through the final project proposal. These include determining project parameters, using flowcharts to display project organization, generating subject content, scripting, storyboarding, testing a beta version of the project, and submitting a full proposal.
25. Engage in ownership and responsibility for his or her culminating set of personal, academic, and professional experiences related to the internship.
26. Apply APA style guidelines in citations and written reviews.
27. Complete a report of the final project in APA style.
28. Describe the nature, purposes, and types of research in technology-based arts.
29. Access and use databases, journals, and other sources of research reports and summaries, including library-based medias and online resources.
30. Recognize and interpret the basic language and vocabulary of statistics used in selected research reports.
31. Describe the structure of selected research.
32. Evaluate research in a systematic manner; analyze and review research.
33. Retrieve, critique, and summarize research independently.
34. Develop and review a researchable question in a written proposal.

PERFORMANCE/COMPOSITION/OTHER CREATIVE ACTIVITIES

1. Collaborate in a music production as a team member to produce a music recital.
2. Describe the function and operational technique of hardware components used in a typical computer music system.
3. Enter simple to complex music into a computer utilizing a QWERTY and synthesizer keyboard and a mouse with correct notational aesthetics.
4. Demonstrate, in a musical composition, the use of the synthesizer keyboard programming techniques and controller features (multitimbral channels, sound envelope manipulation, wheel, pedal, and sliders).
5. Use a software application to capture, edit, organize and perform with or otherwise use digital sounds.
6. Delineate the elements of MIDI messages in relation to musical performance or composition (e.g. bits, commands, status and data bytes to pitch, amplitude, velocity; and channel numbers to multitimbral composition).
7. Discuss and give examples of serial and parallel transmission including function of the MIDI connector for MIDI, out and thru.
8. Demonstrate the use of MIDI control surfaces.

PROGRAMMING

1. Program a computer, using MIDI, to orchestrate and playback notated music on a synthesizer.
2. Explain the MIDI specs relating to transmission and reception of messages, and explain the Central Processing Unit.
3. Discuss and give examples of serial and parallel transmission including function of the MIDI connector for MIDI, out and thru.
4. Explain the relationship between various MIDI numbering systems (decimal, binary, octal, and hexadecimal) and some elements of musical expression (pitch, velocity).
5. Recognize and analyze channel voice and mode messages, system commas, real time, and exclusive messages.
6. Review major software applications related to music sequencing, timing codes, editing, notation, multimedia, and computer-assisted instruction.

SCHOLARSHIP

1. Develop a theoretical position on ethical use of technology.
2. Develop a music program design utilizing storyboard and flowchart modeling.
3. Describe the function and operational technique of hardware components used in a typical computer music system.
4. Define Musical Instrument Digital Interface (MIDI) and outline its development.

MUSIC EDUCATION, SCIENCE, THERAPY/, AND HEALTH RELATED STUDIES

1. Identify and evaluate cognitive theories that apply to computer-based training.
2. Test feedback models and human interface designs.
3. Determine project cost analysis for human resources and materials.
4. Describe the function and operational technique of hardware components used in a typical computer music system.
5. Final Project Example: Develop research projects utilizing new technologies for music classroom environments, and prepared final software project model as an educational proposal presentation for a school governing board.
6. Describe the function and operational technique of hardware components used in a typical computer music system.
7. Explain the basic computing concepts of music sequencing and notation, including the digital electronic process with some analysis of microchips and microprocessors.
8. Describe the role of technology as it relates to communication, information competency, creativity, and music education.

BUSINESSS AND MUSIC INDUSTRY

1. Collaborate in a music production as a team member to produce a music recital.
2. Identify and evaluate companies involved in music technology production.
3. Develop a music program design utilizing storyboard and flowchart modeling.
4. Apply software to create music notation, sound samples, and music graphics.
5. Develop a music program design utilizing storyboard and flowchart modeling.
6. Select and apply software tools to project management and timeline projections.
7. Determine project cost analysis for human resources and materials.
8. Present final software project model as a proposal presentation for a client.
9. Describe the function and operational technique of hardware components used in a typical computer music system.
10. Explain the basic computing concepts of music sequencing and notation, including the digital electronic process with some analysis of microchips and microprocessors.
11. Broaden experience and realistic understanding of applied arts technology within a selected industry (or, industries).
12. Synthesize, integrate, and extend their development of applied arts technology skills in the context ofcorporate environments and IT needs.
13. Construct, implement, and evaluate units of work based on appropriate learning experiences which address assigned project outcomes and capstone requirements.
14. Extend their appreciation of the role of music and arts technology within the chosen industry through discussion, reflection and/or demonstration of work projects.
15. Broaden their understanding of the role of project design, evaluation, and reporting in the implementation of arts technology within a given industry through facilitated, mentored, guided, and independent learning experiences.
16. Describe the components of self-marketing and entrepreneurship.
17. Review jobs in the music industry: managers, lawyers, producers, agents, manufacturers, sales, promoters, media and technical.

Music Therapy

Upon program completion, students will be able to:

1. Apply knowledge from music therapy, music medicine, music technology, biological and behavioral sciences to investigate health phenomena.

- Understand history of music therapy research.
- Use criteria to evaluate theories related to individual's focus area.
- Synthesize knowledge from psychometric theories and research as it relates to reliability and validity of measurement instruments.
- Synthesize empirical literature (integrative review) in focus domain such that development of proposal of research builds on background knowledge.
- Define health/or health-related concept as the phenomena of concern for research focus.
- Explain types of knowledge and methods for knowledge generation and philosophy of science underpinnings.
- Synthesize knowledge from minor to apply to focus domain. 1.8 Demonstrate skill in critiquing proposals.
- Describe the nature, purposes, and types of research in technology-based arts.
- Investigate the components of music technology.
- Describe the role of technology as it relates to communication, information competency, creativity, and music education/therapy.
- Identify and evaluate companies involved in music technology production.
- Assess commonly used music software and hardware.
- Identify and evaluate cognitive theories that apply to computer-based training.
- Identify problem in practice that require application of research findings.
- Access and use databases, journals, and other sources of research reports and summaries, including library-based medias and online resources.

- Apply software to create music notation, sound samples, and music graphics.
- Develop a music program design utilizing storyboard and flowchart modeling.
- Ability to synthesize research literature and identify gaps in knowledge.
- Submit an integrative review article in research focus area.
- Demonstrate skills in scientific writing.

2. Utilize analytical and empirical methods to extend music therapy knowledge and scholarship.
- Know research vocabulary.
- Know how to do a literature search.
- Describes research designs and methods for application to research questions.
- Recognize and interpret the basic language and vocabulary of statistics used in selected research reports.
- Understand the process of design and implementation of a research project.
- Review, summarize and critiques journal articles.
- Critically analyzes various forms of analytical and empirical methods to generate knowledge and scholarship in music therapy. Domain: Integration and Application of Knowledge.
- Explore potential application of knowledge utilization in clinical practice.
- Interpret research findings appropriately for application to practice.
- Apply knowledge of descriptive and interferential analytical methods to answer research questions.
- Explore potential application of knowledge utilization in clinical practice.
- Apply skill in quantitative research methodology.
- Apply knowledge of qualitative design and analytical methods.
- Apply knowledge of analytical methods to experimental design.
- Formulate research questions or hypotheses.
- Demonstrate ability to logically link problem identification to research hypothesis and application to practice.
- Demonstrate data management skills.
- Choose data collection methods or instruments consistent with theory and research question.
- Determine best-fit music production models for creative operations.
- Apply APA style guidelines in citations and written reviews.
- Develop and present a convincing written argument that supports the significance of a specified problem.
- Develop and present a convincing written and oral argument that supports the method of choice for thesis.
- Prepare a research proposal that builds on current research and theory.
- Complete a report of the final project in APA style.
- Conduct and communicate research that advances the body of scientific knowledge.
- Prepare a data-based manuscript based on research experiences.

3. Conduct and communicate research that advances the body of scientific knowledge.
- Identify and describe major and changing forces in healthcare and the music therapy profession.
- Broaden their understanding of the role of project design, evaluation, and reporting in the implementation of arts technology within a given industry through facilitated, mentored, guided, and independent learning experiences.
- Conduct and communicates research that advances the body of scientific knowledge.
- Select and apply software tools to project management and timeline projections.
- Test feedback models and human interface designs.
- Determine project cost analysis for human resources and materials.
- Demonstrate oral presentation skills.
- Demonstrate poster presentation skills.
- Develop and present a convincing written argument that supports the significance of a specified problem.
- Prepare a thesis proposal that builds on current research and theory.
- Present final software project model as a proposal presentation for a client.

4. Discuss the ethical considerations and legal implications of using software.
5. Develop a theoretical position on ethical use of technology.
6. Discuss ethical considerations when utilizing human subjects in research.
7. Be aware of support resources available consistent with level of competency expected.
8. Engage in ownership and responsibility for his or her culminating set of personal, academic, and professional experiences.
9. Work effectively as a working member of a research team.

Contact Information

Purdue School of Engineering and Technolgy
799 West Michigan Street
Indianapolis, IN 46202-5160
Phone: 317.274.2533
Fax: 317.274.4567
etinfo@iupui.edu

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Indianapolis, IN 46202-5132
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Dept. of Electrical and Computer Engineering
723 West Michigan Street, SL 160
Indianapolis, IN 46202-5160
Phone: (317) 274-9726
Fax: (317) 274-4493
stucker@iupui.edu(Sherrie Tucker, Sr. Administrative Secretary)

Dept. of Mechanical Engineering
723 West Michigan Street, SL 260

Indianapolis, IN 46202-5132
Phone: 317.274.9717
Fax: 317.274.9744

Dept. of Music and Arts Technology
535 West Michigan Street, IT 352
Indianapolis, IN 46202
Phone: 317.274.4000

Master's Programs

Application Deadlines

Applicants Applying From Within the USA

Fall (August) Admission:

- **January 2** (priority considerations for University Fellowships and assistantships or financial aid)
- **June 1** (final deadline for applications and all supporting documentations)

Spring (January) Admission:

- **November 1** (University Fellowships are not available for admission in this session)

International Applicants Applying From Overseas

Fall (August) Admission:

- **January 2** (priority considerations for University Fellowships and assistantships or financial aid)
- **May 1** (final deadline for applications and all supporting documentations)

Spring (January) Admission:

- **August 31** (University Fellowships are not available for admission in this session)

Domestic Applicants (U.S. citizens or U.S. permanent residents)

The following is a list of items required for your application. Use this checklist to help you in gathering all the necessary documents.

1. Complete the online graduate application and submit a $60 non-refundable application fee (pay online with a valid credit card).
2. A Statement of Purpose located in the online application. Compose a 400-500 word essay detailing your specific area/s of focus in graduate study and summarizing your academic goals and career objectives in relation to your educational background and professional experience, if relevant.
3. Two (2) official sets of final academic transcripts (not photocopied) are required from **all** colleges/universities attended. You may print the Purdue University Graduate School Request for Official Transcript form for use to order your transcripts. Use one form for each institution that you are requesting official transcripts from. Transcripts must be sent directly to our office from the academic institution(s).
4. A certified copy of Bachelor's Degree (diploma) awarded, if degree conferred is not posted on final transcript.
5. Three (3) recommendations for graduate admission are required.*
6. The GRE General Test is required if you are applying for admission to an engineering program (Biomedical Engineering, Electrical and Computer Engineering, or Mechanical Engineering). Official GRE score report from ETS must be sent directly to IUPUI. (Institution code: 1325.) If you are applying for admission to the Technology graduate program, *either* the GRE General Test, the**GMAT**, *or* the **MAT** test is required. Either one of the three tests is acceptable for Technology graduate applicants.

*Persons writing your recommendations should be your present or former professors/instructors and academic advisors, or project leaders, managers/supervisors you report to professionally, and are expected to comment on your academic performance, intellectual abilities, scholastic aptitudes, work ethics. Recommendations from friends, acquaintances, peers, or family members/relatives are **not acceptable.**

Recommenders may complete and submit web-based recommendations within your online application. Instructions are available in the online application on how a recommender may complete and submit an online recommendation; however, if a recommender prefers to complete a paper recommendation form, print the following Purdue University Graduate School recommendation form in pdf format for use: Recommendation for Admission to Graduate School.

Foreign-born Naturalized U.S. Citizens and U.S. Permanent Residents: If you are either a foreign-born naturalzed U.S. citizen or a U.S. permanent resident and have completed your Bachelor's (undergraduate) degree or Master's (graduate) degree from a university or college outside the United States of America, official TOEFL test score report from ETS is required for your application. In addition, include with your application two (2) photocopies of your U.S. permanent resident card ("green card") or your U.S. Passport for verification.

Mail all application materials to the following:

Graduate Programs Office

IUPUI - Purdue School of Engineering & Technology

799 West Michigan Street, ET 215
Indianapolis, IN 46202-5160

International Applicants

The following is a list of items required for your application. Use this checklist to help you in gathering all the necessary documents.

1. Complete the online graduate application and submit a $60 non-refundable application fee (pay online with a valid credit card).
2. A Statement of Purpose located in the online application. Compose a 400-500 word essay detailing your specific area/s of focus in graduate study and summarizing your academic goals and career objectives in relation to your educational background and professional experience, if relevant.
3. Two (2) official sets of final academic transcripts (not photocopied) are required from **all** colleges/universities attended. You may print the Purdue University Graduate School Request for Official Transcript form

for use to order your transcripts. Use one form for each institution that you are requesting official transcripts from.

4. Two (2) official sets of English translations of final academic transcripts, if official language of home country is not English.
5. Two (2) official copies of undergraduate (Bachelor's) degree diploma received in official language of home country.
6. Two (2) official English translations of undergraduate (Bachelor's) degree diploma received, if official language of home country is not English.
7. Three (3) recommendations for graduate admission are required.*
8. The GRE General Test is required if you are applying for admission to an engineering program. Official GRE score report from ETS must be sent directly to IUPUI. (Institution code: 1325.)
9. Official TOEFL score report to be sent from testing agency (ETS) directly to IUPUI. Institution code: 1325
10. Form " Financial Information for International Students " to be completed by you and your sponsor.
11. Official letter or statement from a bank verifying that your sponsor has required funds to pay total expenses/cost for at least two years. Submit a recent, original bank letter or bank statement. Original only. Photocopies or fax copies are not acceptable.
12. If you have a government or institutional scholarship: Provide an official letter from the sponsoring agency that specifies the amount of the award or scholarship.
13. A photocopy of your current visa and/or I-20 documents, if you are already in the U.S.A.

*Persons writing your recommendations should be your present or former professors/instructors and academic advisors, or project leaders, managers/supervisors you report to professionally, and are expected to comment on your academic performance, intellectual abilities, scholastic aptitudes, work ethics. Recommendations from friends, acquaintances, peers, or family members/relatives are **not acceptable.**

Recommenders may complete and submit web-based recommendations within your online application. Instructions are available in the online application on how a recommender may complete and submit an online recommendation; however, if a recommender prefers to complete a paper recommendation form, print the following Purdue University Graduate School recommendation form in pdf format for use: Recommendation for Admission to Graduate School.

Mail all application materials to the following:

Graduate Programs Office

IUPUI - Purdue School of Engineering & Technology

799 West Michigan Street, ET 215
Indianapolis, IN 46202-5160

MS in Music Technology

The Master of Science in Music Technology (MSMT) curriculum provides post-baccalaureate education in areas of computer-based music technology, multimedia and interactive design and multimedia production techniques.

The primary objective of the program is to bring new and emerging digital arts technologies to students as they relate to a new discipline defined as music technology. The curriculum establishes the creative application of multimedia technology to video, audio and graphic production of arts and educational materials. Included in this field are foundations, methods and theoretical courses which underpin the development of production skills required in using technology in a creative environment.

Application Requirements

- Submission of the online application to the University
- Submission of the Department of Music and Arts Technology application
- Bachelor's degree and evidence of substantial music instruction, performance and literacy
- All official transcripts of undergraduate and graduate study
- Minimum Grade Point Average of 3.0 (on a 4.0 scale) for the undergraduate degree
- Performance videotape, audio cassette, CD, DVD or on-campus audition on a musical instrument or conducting of a music ensemble
- Three letters of recommendation in support of the application (they may be on business letterhead, submitted through the online application link, or from the recommendation forms included in the Department of Music and Arts Technology application packet)
- Any additional information that demonstrates personal experience in music technology and musicianship (e.g., authored CDs or websites, original compositions)
- In-person or telephone interview with the Head of Graduate Studies
- $50 application fee ($60 for an International applicant), payable through the online application.

Please note: The GRE is NOT required for application to the MSMT program.
International applicants from other than English speaking countries must take the TOEFL.

Degree Requirements

30 credit hours* for degree, including:

- 18 credit hours in Core courses (at the 500 level or above);
- 6 credit hours in Cognate courses (at the 400 level) to be selected from Music, Business, Education, Communications, Computer Science, Fine Arts or Law;
- 6 hours of approved electives (at the 400 level or above) from the cognate field or other fields with approval of the head of the graduate studies.

Minimum grade point average:

- 3.0 average to continue;
- No grades lower than "B" in core courses and cognate fields will be counted toward the degree
- No grades lower than "C" will be counted toward the degree;
- Residency requirement (on-campus student only), 3 consecutive summers or 1 summer and a contiguous academic term.

Current Tuition Rates (Fall 2010 - Summer 2011)

Indiana Resident: $283.20 per credit hour

Non-Resident (out-of-state, international) $852.40 per credit hour.

Download Information Guide

Click **here** to download the Information Guide .
You might need to install Adobe Acrobat Reader to open the file.

Apply Now

You need to complete **both** the Department Application and the University online application.

MS in Music Therapy

The Master of Science in Music Therapy program is designed to provide professional board-certified music therapists (http://www.cbmt.org) with advanced research skills and clinical practice in music therapy, and to teach music therapists how to utilize the array of tools available in music technology for such purposes. Within music therapy clinical practice and research, music technology will: 1) facilitate the collection and analysis of data generated during clinical sessions; 2) apply compositional and improvisational techniques with patients, and; 3) exploit the multi-mediated environment of the MIDI workstation where visual, auditory, and tactile senses can work interchangeably to support therapeutic strategies.

Application Requirements

- Submission of the online application to the University
- Submission of the Department of Music and Arts Technology application
- Bachelor's degree and evidence of substantial music instruction, performance and literacy
- All official transcripts of undergraduate and graduate study
- Minimum Grade Point Average of 3.0 (on a 4.0 scale) for the undergraduate degree
- Performance videotape, audio cassette, CD, DVD or on-campus audition on a musical instrument or conducting of a music ensemble
- Three letters of recommendation in support of the application (they may be on business letterhead, submitted through the online application link, or from the recommendation forms included in the Department of Music and Arts Technology application packet)
- Any additional information that demonstrates personal experience in music technology and musicianship (e.g., authored CDs or websites, original compositions)
- In-person or telephone interview with the Head of Graduate Studies
- $50 application fee ($60 for an International applicant), payable through the online application.

Degree Requirements

30 credit hours* for degree, including:

- 18 credit hours in Core courses (at the 500 level or above);
- 6 credit hours in Cognate courses (at the 400 level) to be selected from Music, Business, Education, Communications, Computer Science, Fine Arts or Law;
- 6 hours of approved electives (at the 400 level or above) from the cognate field or other fields with approval of the head of the graduate studies.

Minimum grade point average:

- 3.0 average to continue;
- No grades lower than "B" in core courses and cognate fields will be counted toward the degree
- No grades lower than "C" will be counted toward the degree;
- Residency requirement (on-campus student only), 3 consecutive summers or 1 summer and a contiguous academic term.

Current Tuition Rates (Fall 2010 - Summer 2011)

Indiana Resident: $283.20 per credit hour
Non-Resident (out-of-state, international) $852.40 per credit hour.

Download Information Guide

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You might need to install Adobe Acrobat Reader to open the file.

Apply Now

You need to complete **both** the Department application and the University online application.

MS in Technology (Facilities Management)

If you are currently working in the field of facility management (or have an interest in this career field) as a planner, property manager, plant manager, facility manager, plant engineer or other related areas you can enhance job opportunities while earning a formal credential sitting at your computer. This online program is designed for working professionals and can be completed in ONLY 2 years. You will share a virtual classroom with facility management professionals from around the world while earning a Purdue University degree. This is a unique program that will increase your knowledge and professionalism and therefore, your value as a facilities manager.

Description: The M.S. Degree in Technology, Facilities Management Emphasis is an on-line graduate program designed for the working student. The program provides an integrated experience in facilities management with emphasis on project and contract management, engineering systems management and energy management. The program also requires an independent direct project in the area of facilities management.

You may apply for admission to the program, if you:

- Have completed or will be completing a bachelor's degree from an accredited university.
- Coursework or knowledge of trigonometry and statistics.
- Obtained an undergraduate cumulative GPA of 3.0 or higher on a 4.0 scale.
- Have taken the GRE (Graduate Record Examination). General test and obtained scores above the 50th percentile for unconditional admission, or obtained scores above the 30th percentile for conditional admission.

Information about admissions and the GRE can be obtained from:
Office of Graduate Programs
Purdue School of Engineering and Technology

723 West Michigan Street, SL 164
Indianapolis, IN 46202
Telephone: 317/278-4960
Email: gradtech@iupui.edu
International students who are graduates of non-US institutions and whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). A minimum score of 550 on the paper version or 213 on the computer version is required.

Apply Now

Visit http://www.engr.iupui.edu/gradprogs/application.shtml to apply for admisssion to the **Masters in Technology** degree program. If you are a US Citizen, please select the domestic student application form. International students should download the Instruction sheet for application and review the required checklist.

MS in Technology

You are eligible to apply for admission to the program, if you:

- Have completed or will be completing a bachelor's degree from an accredited technology, engineering, or a related discipline.
- Obtained an undergraduate GPA (grade point average) of 3.0 or higher on a 4.0 scale, or overall "B" average equivalent.
- Have taken either GMAT, GRE, or MAT (Miller's Analogies Test) test.
- And for international applicant: Have taken the TOEFL test and met the minimum scores requirement.

PhD in Biomedical Engineering

While no single factor or score can characterize an applicant's probability for success, the following benchmarks may prove helpful.

Successful U.S. applicants typically have average undergraduate GPAs of approximately 3.60 (Prior graduate school GPAs, if applicable, are higher).

In the case of international students, successful applicants are typically in the top 5% of their graduating class, or higher, depending on the prior institution. Target GRE scores are 550 and higher for verbal and 750 and higher for quantitative.

Application Requirements

In order to be considered for admission to the Biomedical Engineering Graduate Program, the following forms are required to be completed by all applicants:

1. Complete the electronic application (Paper applications have been phased out).
2. Submit an non-refundable application ($60 for us citizens and permanent residents and $75 for international applicants).
3. Submit an online statement of approximately 300-500 words concerning your purpose for undertaking or continuing graduate study, your reasons for wanting to study at Purdue, and your professional plans, career goals, and research interests. You also may explain any irregularities or special circumstances applicable to your background and elaborate on your special abilities, awards, achievements, scholarly publications, and/or professional history.
4. Three (3) letters of recommendation are required for degree seeking applicants. The people submitting recommendation letters on your behalf may send their recommendations to Purdue University through the online recommendation system (preferred) or via paper. For recommenders wishing to complete a paper recommendation, please send the Graduate School recommendation form (PDF and Word).
5. Two official transcripts from each college or university you have attended must be submitted.*
6. Official TOEFL Score reported electronically by ETS, or Official IELTS Score reported to the Purdue University Graduate School. International degree-seeking applicants whose native language is not English are required to submit the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores for Purdue University Graduate School admission. Your application is not complete until your TOEFL scores are received directly from ETS or your IELTS Scores are received from the Purdue University Graduate School. **

*NOTE: If colleges or universities attended do not provide transcripts in English, then official, original (native) language transcripts must be accompanied by certified English translations. An official transcript bears the original signature of the registrar and/or the original seal of the issuing institution. For completed degrees, if your transcript does not clearly indicate the date and from where the degree was obtained, you must also include a *copy* of the original degree certificate. This most often pertains to transcripts sent from universities in China and India, where degree certification is usually not indicated on the transcript. As with transcripts, if foreign institutions do not provide the degree certificate in English, then a copy of the original (native) language degree certificate must be accompanied by a copy of certified English translation. Transcripts cannot be returned. Transcripts should be mailed directly to the Weldon School.

**NOTE: Official TOEFL Score reported electronically by ETS to the Purdue University Graduate School. International non-native speakers of English must achieve a TOEFL score of 550 or higher on the paper-based examination or 213 or higher on the computer-based examination to be considered for admission to a degree program. These scores will only be accepted for up to two years after the date they were taken. For the new Internet-based Test of English as a Foreign Language (TOEFL iBT), non-English speaking applicants are required to have a minimum score in each of the four test areas as follows: Writing 18, Speaking 18, Listening 14, and Reading 19. An overall minimum score of 77 will be required. Purdue University's code for the TOEFL is 1631.

Official IELTS Score reported by IELTS International to the Purdue University Graduate School. International applicants must achieve a minimum score of 6.5 or higher to be considered for admission into the Weldon School of Biomedical Engineering. Have scores sent to the Graduate School at Purdue University.

You can check the status of your application online at the Graduate School Application website or inquiries can be sent to WeldonBMEGrad@purdue.edu. All records submitted

by and on behalf of an applicant become the property of Purdue University and cannot be returned.

Application Deadlines

The deadline for receipt of a completed application (online application submitted, fee paid, and all required official documents received in the Weldon School) for priority consideration of admission and financial support is **December 15**.

Please note that **our program has NO spring or summer admissions**.

Our Graduate office will answer any questions that you may have. Please contact us at:

Biomedical Engineering Graduate Office
Purdue University
206 S. Martin Jischke Drive
West Lafayette, IN 47907-2032
Phone: 765-494-2982
Fax: 765-494-1193
Email: WeldonBMEGrad@purdue.edu

PhD in Electrical & Computer Engineering

To apply for admission to the Ph.D. program in Electrical and Computer Engineering, you must follow these specific steps and instructions to apply:

1. Complete the Purdue University online application and select *West Lafayette campus*.
2. Submit a Statement of Purpose (300-500 words) and Resume. Send hardcopies if you are unable to submit the your application.*
3. Send two (2) copies of official transcripts from the Registrar in a sealed envelope. Transcript/Class Rank Form
4. Send official GRE Test scores for ETS only (no photocopies).
5. For degree-seeking whose native language is not English, submit official TOEFL scores from ETS only, no photocopies. We also accept IELTS scores in place of TOEFL – please send the official score sheet.
6. Submit three (3) letters of recommendation.
7. In the supplemental ***ECE Web Application*** form where it asks for "Campus Preference", state as your campus preference.
8. Notify the Coordinator of Graduate Engineering and Technology Programs at IUPUI by email wvlim@iupui.edu after you have submitted the Purdue Univerity application and have sent all application materials to the ECE Graduate Office at Purdue University.

*In your **Statement of Purpose** you must state clearly that you wish to be admitted to the Ph.D. program to study at the_. You should also specify in the Statement the research area/s you are interested in and the you wish to study with.

Go to the Purdue University ECE website to begin the application process.

NOTE: To inquire about your application status send email directly to the Admissions Representative in the ECE Graduate Office at Purdue University, West Lafayette: ecegrad@purdue.edu.

Bachelor's level students are normally considered for admission into the Master's program; however, bachelor's level students with exceptionally strong undergraduate records may apply for and be considered for direct admission into the Ph.D. degree program.

Doctoral Program Basic Requirements

- *Undergraduate Cumulative Grade Point Average:* 3.25 or equivalent required
- *Master's Degree Completion:* Required, with a grade point average of 3.3 or equivalent, or superior performance in a bachelor's program
- *Graduate Record Examination (GRE):* Required -- no minimum score set

International Applicant Requirements

- *TOEFL for Non-Native English Speakers:* Minimum Paper-Based Test (PBT) Score Required: 550
  Minimum Internet-Based Test (IBT) Overall Score Required: 77
  With the following minimum section requirements:
  Reading: 19
  Listening: 14
  Speaking: 18
  Writing: 18
- *IELTS (Academic Module):*
  An alternative to the TOEFL, scores of 6.5 or higher will be accepted
- *Pearson Test of English (PTE) (Academic Module):*
  An alternative to the TOEFL, scores of 58 or higher will be accepted
- *TWE for Non-Native English Speakers*
  Not required, but recommended
- *Or New IELTS*

Application Deadlines

Fall Admission:

- **January 5** (for completed applications for priority consideration for financial support)
- **May 1** (final deadline)

Spring Admission:

- **September 15** (for completed applications)

Summer Admission:

- Summer session is only available to applicants admitted for fall who wish to start research early through an agreement with their professor.

Contact Information

Name: Karen Jurss
Admissions Representative
Phone: (765) 494-3392
E-mail: ecegrad@ecn.purdue.edu

In order to expedite the processing of your application, we ask that you submit all supporting documents in ***one large envelope***.

Mail all required application materials directly to:

Graduate Office

School of Electrical and Computer Engineering
Purdue University
465 Northwestern Avenue
West Lafayette, IN 47907-2035
USA

PhD in Mechanical Engineering

Application Deadlines

Domestic Applicants (U.S. citizens and U.S. permanent residents)

The following is a list of items required for your application. Use this checklist to help you in gathering all the necessary documents.

1. Complete the online graduate application and submit a $50 application fee (pay online with a valid credit card).
2. A Statement of Purpose located in the online application. A 400-500 word essay detailing your specific area/s of focus in graduate study and summarzing your academic goals and career objectives in relation to your educational background and professional experience, if relevant.
3. Two (2) official sets of final academic transcripts (not photocopied) are required from **all** colleges/universities attended. You may print the Purdue University Graduate School Request for Official Transcript form for use to order your transcripts. Use one form for each institution that you are requesting official trasncripts from. Transcripts must be sent directly to our office from the academic institution/s.
4. Certified copy of Bachelor's Degree (diploma) awarded, if degree conferred is not posted on final transcript.
5. Certified copy of Master's Degree (diploma) awarded, if degree conferred is not posted on final transcript.
6. Three (3) recommendations for graduate admission are required.*
7. Complete the program department application (for Mechnical Engineering only).
8. The GRE General Test is required if you are applying for admission to an engineering program. Official GRE score report from ETS needs to be sent directly to IUPUI. Institution code: 1325.

Foreign-born Naturalized U.S. Citizens and U.S. Permanent Residents: If you are either a foreign-born naturalzed U.S. citizen or a U.S. permanent resident and have completed your Bachelor's (undergraduate) degree or Master's (graduate) degree from a university or college outside the United States of America, the official TOEFL test score report from ETS is required for your application. In addition, include with your application two (2) photocopies of your U.S. permanent resident card ("green card") or your U.S. Passport for verification.

*Persons writing your recommendations should be your present or former professors/instructors, advisors, project leaders, or managers/supervisors who you report to professionally, and are expected to comment on your academic performance, intellectual abilities, and scholastic aptitudes. Recommendations from friends, acquaintances, peers, or family members/relatives are **not acceptable**.

Recommenders may complete and submit web-based recommendations within your online application. Instructions are available in the online application on how a recommender may complete and submit an online recommendation; however, if a recommender prefers to complete a paper recommendation form, print the following Purdue University Graduate School recommendation form in pdf format for use: Recommendation for Admission to Graduate School.

Mail all application materials to the following:

Graduate Programs Office

IUPUI - Purdue School of Engineering & Technology

799 West Michigan Street, ET 215
Indianapolis, IN 46202-5160

International Applicants

The following is a list of items required for your application. Use this checklist to help you in gathering all the necessary documents.

1. Complete the online graduate application and submit a $60 application fee (pay online with a valid credit card).
2. A Statement of Purpose located in the online application. A 400-500 word essay detailing your specific area/s of focus in graduate study and summarzing your academic goals and career objectives in relation to your educational background and professional experience, if relevant.
3. Two (2) official sets of final academic transcripts (not photocopied) are required from **all** colleges/universities attended (Do not include secondary or high school transcripts). You may print the Purdue University Graduate School Request for Official Transcript form for use to order your transcripts. Use one form for each institution that you are requesting official trasncripts from. Transcripts must be sent directly to our office from the academic institution/s.
4. Two (2) official sets of English translations of final academic transcripts, if official language of home country is not English.
5. Two (2) official copies of undergraduate (Bachelor's) and graduate (Master's) degree diplomas received in official language of home country.
6. Two (2) official English translations of undergraduate (Bachelor's) and graduate (Master's) degree diplomas received, if official language of home country is not English.
7. Three (3) recommendations for graduate admission are required.*
8. Complete the program department application (for Mechnical Engineering only).
9. The GRE General Test is required if you are applying for admission to an engineering program. Official GRE score report from ETS needs to be sent directly to IUPUI. Institution code: 1325.
10. Official TOEFL score report to be sent from testing agency (ETS) directly to IUPUI. Institution code: 1325
11. Form " Financial Information for International Students " to be completed by you and your sponsor.
12. Official letter or statement from a bank verifying that your sponsor has required funds to pay total expenses/cost for at least two years. Submit a recent,

original bank letter or bank statement. Original only. Photocopies or fax copies are not acceptable.

13. If you have a government or institutional scholarship: Provide an official letter from the sponsoring agency that specifies the amount of the award or scholarship.
14. A photocopy of your current visa and/or I-20 documents, if you are already in the U.S.A.
15. Letter of financial support from your research advisor or major professor. Note: This letter of support will only be prepared and provided AFTER your application has been reviewed for admission AND a professor has indicated his/her interest in providing full financial support for your Ph.D. education.

*Persons writing your recommendations should be your present or former professors/instructors, advisors, project leaders, or managers/supervisors who you report to professionally, and are expected to comment on your academic performance, intellectual abilities, and scholastic aptitudes. Recommendations from friends, acquaintances, peers, or family members/relatives are **not acceptable**.

Recommenders may complete and submit web-based recommendations within your online application. Instructions are available in the online application on how a recommender may complete and submit an online recommendation; however, if a recommender prefers to complete a paper recommendation form, print the following Purdue University Graduate School recommendation form in pdf format for use: Recommendation for Admission to Graduate School.

Mail all application materials to the following:

Graduate Programs Office

IUPUI - Purdue School of Engineering & Technology

799 West Michigan Street, ET 215
Indianapolis, IN 46202-5160

Admissions

- Master's Programs
- MS in Music Technology
- MS in Music Therapy
- MS in Technology
- MS in Technology-Facilities Management Online
- PhD in Biomedical Engineering
- PhD in Electrical and Computer Engineering
- PhD in Mechanical Engineering

Departments & Centers

Departments

Engineering

- Department of Biomedical Engineering BS,MS (BME)
- Doctor of Philosophy in Biomedical Engineering (Ph.D.)

- Department of Electrical and Computer Engineering (ECE)
- Computer Engineering BS (CmpE)
- Electrical Engineering BS (EE)
- Electrical & Computer Engineering MS (ECE)
- Doctor of Philosophy in Electrical and Computer Engineering (Ph.D.)

- Department of Mechanical Engineering (ME)
- Energy Engineering BS (EEN)
- Mechanical Engineering BS (ME)
- Mechanical Engineering MS (ME)
- Doctor of Philosophy in Mechanical Engineering (Ph.D.)

Technology

- Department of Computer, Information, & Leadership Technology (CILT)
- Computer & Information Technology BS (CIT)
- Organizational Leadersip & Supervision BS (OLS)

- Department of Design & Communication Technology (DCT)
- Architectural Technology AS (ART)
- Computer Graphics Technology BS (CGT)
- Interior Design Technology AS, BS (INTR)
- Technical Communication (TCM)

- Department of Engineering Technology (ENT)
- Biomedical Engineering Technology AS, BS (BMET)
- Construction Engineering Management Technology BS (CEMT)
- Computer Engineering Technology BS (CpET)
- Electrical Engineering Technology BS (EET)
- Mechanical Engineering Technology BS (MET)
- Motorsports Engineering BS (MSTE)
- Quality Assurance Certificate Program

- Department of Music & Arts Technology (MAT)*
- Music Therapy MS (MSMTh)
- Music Technology MS (MSMT)
- Music Technology BS (BSMT)

Centers

New Student Academic Advising Center (NSAAC)

New Student Academic Advising Center (NSAAC)

Interim Director: D. King
Assistant Professor of Engineering, Part-time and Academic Advisor: N. Lamm Senior Lecturer of Freshman Engineering: P. Orono Lecturerof Freshman Engineering: P. Gee

The New Student Academic Advising Center for the School of Engineering and Technology was formed in 2007. The center is the advising unit for all students new to the School of Engineering and Technology, including beginners, transfers, second degree, and returning students. The center provides services that include orientation programs, transfer credit analysis, and academic advising through the first year of student's enrollment. In addition to providing academic advising, the center coordinates the curriculum and teaching for the freshman engineering courses as well as the learning community courses required for all beginning students.

All qualified students interested in pursuing an engineering degree at IUPUI are admitted to the Freshman Engineering Program. This includes second-degree and transfer students as well as beginning students. While in this program,

beginning students complete the basic sequence of courses common to all engineering majors. These courses include calculus I and II, chemistry and physics for science and engineering majors, English composition, and public speaking. Freshman engineering courses include: ENGR 19500 Introduction to the Engineering Profession, ENGR 19600 Introduction to Engineering, ENGR 19700 Introduction to Programming Concepts, and ENGR 29700 Computer Tools for Engineering. The Freshman Engineering Program provides students with an opportunity to explore the various engineering disciplines before making a commitment to a specific curriculum.

Biomedical Engineering (BME)

Chancellor's Professor: E. Berbari *(Chair)* **Professors:** G. Kassab, H. Yokota
Associate Professors: J. Schild, D. Xie, K. Yoshida
Assistant Professors: J. Ji, S. Na, C.C. Lin, J. Wallace
Clinical Associate Professor: W. Combs
Lecturer: K. Alfrey *(Director of the Undergraduate Program)*

Biomedical engineering is a discipline that advances knowledge in engineering, biology, and medicine to improve human health through cross-disciplinary activities that integrate the engineering sciences with the biomedical sciences and clinical practice. Students work in the development of new divices, algorithms, processes, and systems that advance biology and medicine and improve medical practice and health care delivery. Many students choose BME because it is people-oriented.

The mission of the Biomedical Engineering Department is to strive to attain world-class research and to provide the highest quality educational experience for our students. We expect and value excellence in conducting research, and training students to participate in research activities and professional practice. We accomplish our Mission as follows:

- **By exploiting the most modern and innovative approaches, we are leaders in interdisciplinary biomedical engineering research and discovery.**
- **By providing students with an education in engineering principles, design, and modern biomedical science, we develop in them the knowledge and skills for productive careers in biomedical engineering.**
- **By committing to service to advance biomedical engineering, we contribute to the field.**

Bachelor of Science in Biomedical Engineering

The bachelor's degree in Biomedical Engineering (B.S.B.M.E.) integrates the engineering analysis and design skills of the Purdue School of Engineering and Technology with the life sciences offered through the Purdue School of Science and with significant medical/clinical elements available through collaboration with the Indiana University School of Medicine.

The B.S.B.M.E. degree program combines a strong set of mathematics, science, and biomedical engineering courses into a demanding and rewarding four-year degree program aimed at solving contemporary problems in the life and health sciences. Outstanding features include instructional objectives that integrate the study of the fundamental principles of life and health sciences with rigorous engineering disciplines through a core of interdisciplinary courses that include biomechanics, biomeasurements, biomaterials, computational biology, and biosignals and systems analysis, among others. Many of the courses involve laboratory and problem solving recitation sections that lead the student through a practical encounter with methods of engineering analysis aimed at understanding and solving problems related to human health care and delivery. The Senior Design Experience is a two-semester sequence where a team approach is used to solve problems originating from the laboratories of faculty across the Schools of Engineering, Science, Dentistry, and Medicine, as well as from clinical and industrial partners. This approach will develop strong team-working skills among the students and enhance their communication skills with professionals outside of their discipline.

The senior year electives enable the student to pursue course content that develops a depth of understanding in a number of biomedical engineering expertise areas such as tissue engineering, biomolecular engineering, imaging, bioelectric phenomena, biomechanics, and regenerative biology. Students interested in pursuing careers in medicine or dentistry may also use their electives to fulfill these respective preprofessional requirements. Highly motivated students with strong academic credentials will find biomedical engineering an excellent premedical or predental degree program.

This exciting and innovative curriculum forms the basis of our program vision, whereby our students will be well educated in modern biomedical engineering, and with this knowledge they will be prepared to develop new devices, technologies, and methodologies that lead to significant improvements in human health care and delivery. The Biomedical Engineering Web site (www.engr.iupui.edu/bme/) has the most up-to-date information concerning the plan of study for the B.S.B.M.E. degree program.

Biomedical Engineering Program Objectives

The program educational objectives of our biomedical engineering undergraduate program are to integrate engineering and life science principles into a comprehensive curriculum that produces graduates who can achieve the following career and professional accomplishments, if desired:

- **Meet employer expectations in medical device companies or other health or life science related industries.**
- **Pursue and complete advanced graduate degrees in biomedical engineering, or related engineering or life science areas.**
- **Pursue and complete advanced professional degree programs in medicine, law, business, or other professional areas.**

The above program objectives are based on achieving a set of assesssable program outcomes at the time the students have completed the undergraduate curriculum and are outlined below:

Program Outcomes

Upon completing the undergraduate BME degree, our students will possess:

a. an ability to apply knowledge of mathematics, science, and engineering

b. an ability to design and conduct experiments, as well as to analyze and interpret data

c. an ability to 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 sustainablity

d. an ability to function on multi-disciplinary teams

e. an ability to identify, formulate, and solve engineering problems.

f. an understanding of professional and ethical responsibility

g. an ability to communicate effectively

h. the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

i. a recognition of the need for, and an ability to engage in life-long learning

j. a knowledge of contemporary issues

k. an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

l. an understanding of biology and physiology

m. the capacity to apply advanced mathematics (including differential equations and statistics), science and engineering to solve problems at the interface of engineering and biology

n. the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems

Transfer Students

Transfer students are initially admitted to the Freshman Engineering Program. Subsequent transfer into the Department of Biomedical Engineering is permitted only after consultation with a Biomedical Engineering Advisor to ensure course equivalencies and to evaluate the student's overall academic achievement. Students requesting transfer into Biomedical Engineering must submit a brief application.

Admission into Biomedical Engineering

Freshman engineering students who declare a biomedical engineering major must apply to the Department of Biomedical Engineering for formal admission by April 1 of their first year. Acceptance into the department is competitive and is based on academic qualifications, advisor's recommendation, and available space.

Graduate Programs in Biomedical Engineering

Biomedical engineering is an interdisciplinary program and a joint effort of the Purdue School of Engineering and Technology, the Purdue School of Science, and the Indiana University Schools of Medicine and Dentistry at Indiana University-Purdue University Indianapolis (IUPUI). In addition to these participating academic units, the program operates in close collaboration with several centers and facilities on campus, and with the Department of Biomedical Engineering at Purdue University, West Lafayette.

Students interested in the M.S.B.M.E. degree should apply directly to the Graduate Programs Office of the Purdue School of Engineering and Technology in Indianapolis. Students with a master's degree, or who are solely interested in the Ph.D. degree, should apply to the Department of Biomedical Engineering at West Lafayette, even though they may be resident and study on the Indianapolis campus.

For more information about the M.S.B.M.E. visit http://engr.iupui.edu/bme/ms_bme_pos.shtml?menu=ms.

For more information about the the P.hD. program visit https://engineering.purdue.edu/BME/Academics/BMEGraduateProgram/Admissions/.

Plan of Study

Bachelor of Science Plan of Study

Guidelines for selecting General Education Electives, as well as a list of approved courses, can be found on the BME website (http://www.engr.iupui.edu/bme/). BME, science, and technical electives must be selected in consultation with an academic advisor. These courses may include upper-level science, BME, or other engineering courses not already included on the BME plan of study. The goal of these electives is to provide depth of education in a specific sub-discipline of Biomedical Engineering.

Freshman Year	**Credit Hours**
First Semester	
BIOL-K 101 Concepts of Biology I	5
ENGR 19500 Engineering Seminar	1
ENGR 19600 Engineering Problem Solving	3
MATH 16500 Integrated Calculus and Analytic Geometry	4
ENG W 131 Elementary Composition I	3
ENGR 19700 Intro to Computing (C Programming)	2
TOTAL	18
Second Semester	
CHEM-C 10500 Primciples of Chemistry I	3
CHEM 12500 Experimental Chemistry I	2

PHYS 15200 Mechanics	4
MATH 16600 Integrated Calculus and Analytic Geometry II	4
MATH 17100 Multidimensional Mathematics	3
ENGR 29700 Intro to Computing (MATLAB)	1
TOTAL	17

Sophomore Year

First Semester

MATH 26100 Multivariate Calculus	4
PHYS 25100 Elec., Heat, Optics	5
BME 22200 Biomeasurements	4
CHEM-C 106 Principles of Chemistry II	3
TOTAL	16

Second Semester

MATH 26200 Linear Algebra Differential Eqns.	3
BIOL K32400 Cell Biology	3
BIOL K32500 Cell Biology Lab	2
BME 24100 Intro. Biomechanics	4
Comm. R110 Fund of Speech Communication	3
General Education Elective	3
TOTAL	18

Junior Year

First Semester

CHEM-C 34100 Organic Chemistry I	3
CHEM-C 34300 Organic Chemistry Lab I	2
BME 38100 Implantable Materials & Biological Response	3
BME 38300 Problems in Implantable Materials & Biological Response	1
BME 33100 Biosignals and Systems	3
BME 33400 Biomedical Computing	3
General Education Elective	3
TOTAL	18

Second Semester

BME 32200 Probability & Statistics for BME	3
BME 35200 Tissue Behavior and Properties	3
BME 35400 Problems in Tissue Behavior and Properties	1
BME Gateway Elective*	3
General Education Elective	3
BME 40200 BME Seminar	1
TCM 36000 Communications in Engineering Practice	2
TOTAL	16

Senior Year

First Semester

BME 49100 Biomedical Engineering Design I	3
BME 41100 Quantitative Physiology	3
BME 44200 Biofluid and Biosolid Mechanics	3
BME/SCI/TECH Elective*	3
BME/Sci/Tech Elective	3
TOTAL	15

Second Semester

BME 49200 Biomedical Engineering Design II	3
BME 46100 Transport Processes in BME	3
BME/Tech Elective	3
BME 40400 Ethics for Biomedical Engineers	1
General Education Elective	3
TOTAL	13

*The four BME/Sci/Tech electives must be selected in consultation with an advisor to form an appropriatae Depth Area.

Computer, Information, & Leadership Technology (CILT)

Chair: Eugenia Fernandez, Associate Professor of Computer & Information Technology
Associate Chair: Patricia Fox, Clinical Assistant, Professor of Organizational Leadership & Supervision

The Department of Computer, Information, and Leadership Technology houses degree and certificate programs in Computer and Information Technology (CIT), Organizational Leadership and Supervision (OLS), and three graduate tracks offered through the School of Engineering and Technology's Master of Science in Technology degree.

Our department partners two dynamic programs, bringing together talented faculty and staff who continue to develop innovative and creative opportunities for teaching and learning both on and off campus. CIT's Living Lab, STEM Mentors, and the Go Green programs all serve as powerful tools for experiential learning for our students, and are exemplars of IUPUI's RISE to the Challenge Initiative RISE to the Challenge Initiative.

CIT's degree program is accredited by ABET (Accreditation Board for Engineering and Technology), a process involving voluntary review to ensure the CIT program meets established quality standards. By participating in ABET accreditation, we focus on continuous quality improvement, a hallmark of all successful organizations.

As a CILT student, graduate, or industrial partner, you are an integral part of tomorrow's computer information technology industry or leadership community. Technical skills and professional leadership competencies continue to make our graduates distinctive, unique, and highly marketable in meeting the needs of employers today. All industries seek strong, effective, and mature leaders with the technological knowledge to compete in a global workforce. CILT programs will be the resource of choice to meet that need and each of you will benefit from the synergy created in our department.

Computer & Information Technology

Professors: A. Jafari **Associate Professors:** E. Fernandez (*Chair*), J. Starks, H. Wu
Assistant Professor: F. Li
Clinical Assistant Professor: C. Justice **Lecturers:** S. Catlin, J. Clark, R. Elliott, N. Evans, C. Minns

The Computer and Information Technology (CIT) program offers a Purdue Bachelor of Science Degree. This degree is available with four concentrations: Web Development, Data Management, Networking Systems, and Information Security These concentrations are designed to provide an applications-oriented, practical education that prepares students for careers as application developers (people who design, write, install and maintain a variety of IT systems, with an emphasis on Web applications); data managers (people who, design, implement, program and maintain databases); network systems specialists (people who to design, configure, secure and maintain IT networks); and information security specialists (people who protect information assets of an organization).

Students who must interrupt their course of study for two calendar years or more will be required to meet all requirements for the program as it stands at the time of their return. Computer and Information Technology (CIT) courses over 10 years old may have to be repeated. Students should check with a CIT advisor.

CIT has been a leader in offering degree courses that can be completed via distance education. Selected courses may be taken either partially or completely via the Web.

CIT offers a minor in computer technology to students majoring in other areas of study at IUPUI. The computer information technology minor provides a basic set of computer concepts and programming courses along with a sequence of computing specialty courses.

CIT also offers Web-based certificate programs, which can be completed via distance education. The IT Certificate for Web Development focuses on the principles and techniques used to develop Web-based business applications. The six courses that comprise the program cover the application development process including analysis, design, Web programming, database integration and implementation.

The E-Commerce Development Certificate focuses on Web-based application development. Interested students should have at least two to three years of application development experience or have completed the IT Certificate for Web Development. Students in the E-Commerce Development certificate can choose to develop their programming skills using either ASP, NET or Java. Upon completion of the E-Commerce Development Certificate, students will have the skills and knowledge to build and maintain data driven e-commerce sites.

CIT offers a Network Security Certificate (NSC) program accredited by The Committee on National Security Systems (CNSS) that addresses the ever-growing need in security. The NSC provides information assurance and security education and training to students and professionals. This program is hands-on and requires students to have some networking and systems experience. Completion of the NSC provides students with a solid foundation in security techniques and prepares participants to work in information assurance and network security. The certificate consists of six courses and is designed so that it can be completed within three semesters.

CIT offers a Computer Technology Applications Certificate (CTAC). CTAC is a six-course, 18-credit-hour sequence of classes designed to give you a strong background in computer applications. It will equip you with technology expertise to support your professional academic endeavors and help you transition to the technology of the future. In the required courses, you will use software applications rather than programming to build web sites, develop software training modules, create other interactive IT products, and complete a service learning project. Electives allow you to explore personal-use topics such as IT for the consumer, home networking, and protecting yourself in cyberspace or professional topics such as ethics, IT fundamentals, HTML, and desktop publishing.

Courses in any of the certificate programs may be applied directly to the Bachelor's degree in Computer and Information Technology.

For more information, visit our Web site at cit.iupui.edu or contact Computer and Information Technology at (317) 274-9705 or via email: cit@iupui.edu.

Bachelor of Science in Computer & Information Technology

This program is accredited by the Computing Accreditation Commission, ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

The Program Objectives for the B.S. in Computer and Information Technology are:

1. Apply appropriate information technologies and methodologies to enable an organization to meet its goals.
2. Create, maintain and secure the information technology infrastructure of an organization.
3. Communicate effectively in oral, written, and visual modes in interpersonal and group environments.
4. Act professionally and ethically both as individuals and as members of diverse workplace teams.
5. Engage in ongoing professional development and learning activities.

General Requirements

Completion of the CITBS requirements of a selected concentration and a minimum of 121 credit hours.

1. A minimum of 39 credit hours must be earned in courses at the 300 level or higher. Students must verify upper-level credit with a CIT advisor.
2. Students are required to complete at least two of the four RISE experiences - research, international, service learning, and experiential learning. See an advisor for details.

Requirements for Bachelor of Science in Computer and Information Technology (CITBS)

The bachelor's degree requirements are fulfilled by meeting all of the requirements of a selected concentration. Four concentrations are available for a student to select: Data Management, Information Security, Networking Systems, and Web Development.

Overall - completion of 121 credit hours, meeting the following minimums:

- 39 credit hours in upper level courses
- 32 credit hours in residency in the School of Engineering & Technology
- 12 credit hours in upper level CIT courses
- 2.0 GPA

Core Requirements - 63 credit hours

- CIT Core - 36 credit hours
- CIT Concentration - 21 credit hours
- CIT Selectives - 6 credit hours

Leadership Core - 10 credit hours

- Human Behavior (3 credit hours)
- Ethics (3 credit hours)
- Project Management (3 credit hours)
- Career Planning (1 credit hour)

General Education - 30 credit hours

- Communications (composition, speech, and report writing) - 12 credit hours
- Mathematics/Science - 18 credit hours
- Science electives may come from chemistry, geology, physics, and life sciences; however, a laboratory must be associated with the course.

Free Electives - 18 credit hours

- Electives must include 9 units in the same (non-CIT) subject area with at least 3 units at the 300/400 level, but not ECON-E270, PSY-B 30500 or SOC-R 359.
- Minor or Certificates are recommended. See advisor for details.

Specific Concentration Areas

Data Management - Concentration Requirements (21 credits)

- **30000-level Programming** - 3 credit hours
- **CIT 49900** Database Programming - 3 credit hours
- **CIT 49900** Database Security - 3 credit hours
- **CIT 49900** Advanced Database Design - 3 credit hours
- **CIT 41200** XML-Based Web Applications - 3 credit hours
- **CIT 47900** Database Administration - 3 credit hours
- **CIT 49900** Data Warehouse and Mining - 3 credit hours

Information Security - Concentration Requirements (21 Credits)

- **CIT 35600** Network O/S Administration - 3 credit hours
- **CIT 40600** Advanced Network Security - 3 credit hours
- **CIT 41500** Advanced Network Administration - 3 credit hours
- **CIT 42000** Digital Forensics - 3 credit hours
- **CIT 43100** Applied Security Protocols - 3 credit hours
- **CIT 45100** IT Risk Assessment - 3 credit hours
- **CIT 46000** Wireless Security - 3 credit hours

Networking Systems - Concentration Requirements (21 Credits)

- **CIT 32700** Wireless Networking - 3 credit hours
- **CIT 40200** Design & Implementation of LANs - 3 credit hours
- **CIT 35600** Network O/S Administration - 3 credit hours
- **CIT 44000** Communications Network Design - 3 credit hours
- **CIT 41500** Advanced Network Administration - 3 credit hours
- **CIT 40600** Advanced Network Security - 3 credit hours
- **CIT 38100** Unix Programming & Admin - 3 credit hours

Web Development - Concentration Requirements (21 Credits)

- **CIT 27000 or CIT 21500 or CIT 24200** Programming - 3 credit hours

- **CIT 31200** Advanced Web Site Design - 3 credit hours
- **CIT 30000 Level Programming** - 3 credit hours
- **CGT Selective** - 3 credit hours
- **CIT 37400** Systems and Database Analysis - 3 credit hours
- **CIT 41200** XML-Based Web Applications - 3 credit hours
- **CIT 43600** Advanced E-Commerce or **CIT 34400** Database Programming - 3 credit hours

Minor in Computer Technology

A minor in computer technology requires the completion of either 18 or 19 credit hours of computer technology courses, plus prerequisite requirements in mathematics, and computer applications. Required courses in computer technology are provided in two groupings: (a) core requirements, and (b) a specialty sequence. At least 12 credit hours of the minor must be taken at IUPUI.

Students who wish to complete a minor in computer technology must already be accepted as a major by some other department on the IUPUI campus. Students should ask their department's academic advisor whether a minor in computer technology is acceptable with their major field.

A student who applies for a computer technology minor must have completed a mathematics competency as evidenced by completing MATH-M 118 and M 119 or MATH 15300 and 15400, or MATH 15900, and a college-level computer literacy course (equivalent to CIT 10600).

The computer technology minor's core requirements (12 credit hours):

- **CIT 11200** Information Technology Fundamentals **or BUS S302** Management Information Systems - 3 credit hours
- **CIT 21200** Web site Design - 3 credit hours
- **CIT 14000** Programming Constructs Laboratory - 3 credit hours
- **CIT 21500** Web Programming **or CIT 27000** Java Programming I **or CIT 24200** Intro to ASP.Net Programming - 3 credit hours

Prior to continuing into the specialty sequences, a student must have:

1. attained the mathematics and computer literacy ability evidenced by college-level courses,
2. completed the above computer technology minor's core requirements,
3. completed 30 credit hours toward his or her major,
4. earned a cumulative grade point average (GPA) of 2.0 or higher.

The student who has met these conditions then selects one of the specialty sequences below and proceeds to complete the three courses of that selected specialty.

The computer technology specialty sequences are:

Applications Development (9 cr.)

- **CIT 21400** Intro to Data Management (3 cr.)
- **CIT 21300** Systems Analysis and Design **or BUS A337** Computer Based Accounting Systems Analysis (3 cr.)
- **INFO-I 300** Human-Computer Interaction **or CIT 29900** Interface Design (3 cr.)

Network Systems (9 cr.)

- **CIT 29900** Data Communications (3 cr.)
- **CIT 29900** Network Fundamentals (3 cr.)
- **CIT 35600** Network O/S Administration or CIT 40200 Design and Implementation of LANs (3cr.)

Web Technologies (9 cr.)

- **CIT 21400** Intro to Data Management (3 cr.)
- **CIT 30300** Commercial Web Site Development or CIT 34700 Advanced ASP. Net Programming or CIT 32900 Java Server Pages (3 cr.)
- **CIT 31200** Advanced Web Site Design **or CIT 41200** XML-Based Web Applications (3 cr.)

Database Systems (9 cr.)

- **CIT 21400** Intro to Data management (3 cr.)
- **CIT 49900** Database Programming (3 cr.)
- **CIT 49900** Advanced Database Design (3 cr.)

Information Security (9 cr.)

- CIT 29900 Data Communications (3 cr.)
- CIT 30300 Communications Security and Network Controls (3 cr.)
- CIT 40600 Advanced Network Security (3 cr.)

IT Certificate for Web Development

The IT Certificate for Web Development program requires the completion of **18 credit hours**, all delivered over the Web. The courses cover the principles and techniques of the application development process as they apply to a Web environment.

Students who complete the Information Technology Certificate will be able to:

- Apply the tools and techniques for effective Web site planning and analysis
- Create dynamic data driven web sites
- Utilize both client and server side languages in developing e-commerce sites.
- Apply optimal Web design strategies to deploy e-commerce Web applications for a global audience
- Research, learn and apply new web technologies
-

The Information Technology Certificate requirements are:

- **CIT 21200** Web Site Design - (3 cr.)
- **CIT 21300** Systems Analysis and Design - (3 cr.)
- **CIT 21400** Intro to Data Management - (3 cr.)
- **CIT 21500** Web Programming - (3 cr.)
- **CIT 31200** Advanced Web Site Design - (3 cr.)
- **CIT 31300** Commercial Web site Development - (3 cr.)

For more information: IT Certificate for Web Development Web Page

Computer Technology Applications Certificate

The Computer Technology Applications Certificate (CTAC) requires the completion of **18 credit hours.** The courses cover intro and advanced use of computer applications.

Students who complete the Computer Technology Applications Certificate will be able to:

- Use traditional office application software at the highest level
- Customize and modify application software for end users
- Train end users of application software in best practices
- Research, learn, and apply new software techniques
- Create sophisticated and interactive Web interfaces using application software
- Use Web 2.0 tools to further their career

The Computer Technology Applications Certificate requirements are:

- **CIT 10600** Using a Personal Computer - (3 cr.)
- **CIT 20600** Advanced Applications and Desktop Publishing - (3 cr.)
- **CIT 30600** Computer Technology Applications Capstone - (3 cr.)

Electives (Choose 3):

- **CIT 11200** Information Technology Fundamentals - (3 cr.)
- **CIT 21200** Web Site Design - (3 cr.)
- **CIT 30100** Digital Technologies for the Consumer - (3 cr.)
- **CIT 34600** Desktop Publishing Applications - (3 cr.)
- **OLS 26300** Ethical Decisions in Leadership - (3 cr.)

For more information: Computer Technology Applications Certificate Web Page

E-Commerce Development Certificate

The E-Commerce Development Certificate requires the completion of 18 credit hours. The program covers the skills and knowledge to build and maintain data driven e-commerce sites.

Students who complete the E-Commerce Development Certificate will be able to:

- Apply the fundamental concepts of object-oriented programming
- Develop database-driven web applications for multiple browsers and platforms
- Design, describe, and develop a complex web-based software product

The E-Commerce Development Certificate requirements are:

- **CIT 21300** Web-Based Analysis & Design - (3 cr.)
- **CIT 31299** Advanced Web Site Design - (3 cr.)
- **CIT 41200** XML-Based Web Applications - (3 cr.)
- **CIT 43600** Adv. E-Commerce Development - (3 cr.)

ASP.Net Programming Track

- **CIT 24200** Introduction to ASP.Net Programming - (3 cr.)
- **CIT 34700** Advanced ASP.Net Programming - (3 cr.)

Java Programming Track

- **CIT 27000** Introduction to Java - (3 cr.)
- **CIT 32900** Java Server Programming - (3 cr.)

For more information: E-Commerce Development Certificate Web Page

Network Security Certificate

The Network Security Certificate requires the completion of 18 credit hours. The program covers information assurance and security. It requires students to have some networking and systems experience.

Students who complete the Network Security Certificate (NSC) will be able to:

- Apply information assurance and security principles to secure systems and networks
- Conduct accurate and comprehensive digital forensics investigations and apply appropriate rules of evidence
- Use an appropriate analytic framework to assess risk and recommend strategies for mitigation.

The Networ Security Certificate requirements are:

- CIT 30300 Communication Security and Network Controls - (3 cr.)
- CIT 40600 Advanced network Security - (3 cr.)
- CIT 42000 Digital Forensics - (3 cr.)
- CIT 43100 Applied Secure Protocols - (3 cr.)
- CIT 45100 IT Risk Assessment - (3 cr.)
- CIT 46000 Wireless Security - (3 cr.)

For more information: Network Security Certificate Web Page

Organizational Leadership and Supervision

Associate Professors C. Goodwin, S. Hundley, C. Feldhaus
Clinical Professors P. Fox (*Associate Chair*), T. Diemer
Senior Lecturer R. Wolter
Visiting Lecturer H. Meisenhelder, R Markoff

This program offers a broad based education for those students who desire leadership roles in business, government, technology and industry. A guiding vision of the department is to close the gap between theory and practice. In addition to a Bachelor of Science (B.S.) degree, OLS offers a Certificate in Human Resource Management, International Leadership, and Leadership Studies. The Certificate in Leadership Studies is only available to non-majors.

The degree programs are flexible to meet the needs of both traditional and nontraditional students. As part of a relevant and practical discipline, our programs integrate a series of core courses with a choice of concentration tracks. The core courses offer a strong foundation in leadership, communication and general education, mathematics, and science. Concentration tracks allow students to develop their

interests and talents within a particular technical or related field. Students will select courses from the following related areas of study:

- Architectural Technology (ART)
- Computer & Information Technology (CIT)
- Construction Engineering Management Technology (CEMT)
- Electrical and Computer Engineering Technology (ECET)
- Interior Design (INTR)
- Mechanical Engineering Technology (MET)
- Music Technology (MUS)
- Allied Health
- Biology
- Business
- Chemistry
- Engineering
- Informatics
- Interdisciplinary
- Nursing, Dental hygiene
- School of Public and Environmental Affairs (SPEA)
- Tourism, Convention, & Events Management (TCEM)
- World Languages (WLAC)
- Ivy Tech & Vincennes University Associates Degrees (except General Studies)
- Ivy Tech & Vincennes University AAS Degrees

Students are encouraged to complete a minor, certificate, or dual baccalaureate degree through the completion of their related area of study.

The B.S. degree increases the range and depth of the student's education in technical and leadership areas. Graduates are prepared to assume leadership positions in a variety of organizational functions as well as to pursue graduate degrees. The degree requirements are arranged in three areas of study: leadership and supervision, math/science/technology (or related area of study), and general education requirements (communication, behavioral/social science, humanities, and electives.

Students working toward their B.S. degrees may earn two or more certificates in specialty areas in technology and in OLS. For example, by taking a combination of specific OLS course electives, students may earn a certificate in Human Resource Management without taking courses beyond the 122 credit hours required for the B.S. degree. Academic advisors will assist the student in selecting courses needed to meet the requirements in the concentration area.

The program learning outcomes for the B.S. in Organizational Leadership and Supervision are:

1. Demonstrate and apply knowledge of:
1. the process and roles of leadership.
2. leadership traits.
3. leadership behavior concepts.
4. situational approaches to leadership.
5. power and influence.
6. leading during times of uncertainty, turbulence, and change.

2. Design and conduct research, as well as analyze and interpret data in order to:
1. evaluate their personal leadership effectiveness.
2. evaluate their organization's effectiveness and sustainability.
3. evaluate their organization's social and environmental impact.

3. Lead an organization, or processes and functions within it that meet or exceeds desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, and sustainability.
4. Function on multi-disciplinary teams.
5. Identify, formulate, and solve organizational problems.
6. Understand professional and ethical responsibility.
7. Communicate effectively verbally and nonverbally to all size audiences.
8. Understand the impact of leadership and supervision in a global, economic, environmental and societal context.
9. Demonstrate knowledge of contemporary organizational issues.
10. Use the techniques, skills, tools and concepts necessary for effective strategic and tactical planning.

Transfer Students

Where applicable, the OLS Department agrees to accept credit hours earned at Ivy Tech, Vincennes University or other similarly accredited colleges and universities to satisfy the 64.0 credit hours of general education, elective, and related concentration requirements for the Bachelor of Science degree in OLS. Students who have successfully completed an AS or AAS degree prior to their application to IUPUI with a GPA of 2.7 or higher and all math, science, and communication requirements complete may enroll in an accelerated leadership curriculum. Adult Programs in Leadership for Undergraduate Studies (A+PLUS) accepts 25 students each fall and spring. To be eligible for A+PLUS, students must complete the AS or AAS degree from a regionally accredited 2-year or 4-year college or university after 1991 and meet all other IUPUI and OLS admission requirements. For more information, call (317) 278-0277 or e-mail et_ols@iupui.edu.

Bachelor of Science in Organizational Leadership & Supervision

The B.S. degree in Organizational Leadership and Supervision requires a total of 122 credit hours. Of the 46 credit hours required in OLS, 25 must result from taking OLS 10000, 25200, 26300, 27400, 32700, 37100, 39000, 41000, and 49000. The balance of the requirements for graduation are as follows:

1. 21 additional credit hours of OLS elective course work beyond the required courses above, for a total of 46 credit hours of OLS (one OLS elective must fulfill the IUPUI RISE requirement for learning drawn from research, international experience, service, or experiential learning such as internships or coops) completes the OLS Core.
2. 24 credit hours in an applied technology or related competency that complements OLS and directly relates to specific career interests such as CEMT, CIT, ECET, MET, business, nursing, allied health, SPEA,

informatics, etc. These courses must be related to a second degree, a minor, a certificate, or reflect some logical combination of courses. Students will be directed to the appropriate advisor for a certificate, or minor; and the faculty in that department will counsel the student for those required courses. Note: Students must have the set of courses they plan to apply to the related technology area preapproved by an OLS academic advisor.

3. CIT 10600 or similar computer applications coursework, TECH 10200 or TCM 25000, 3 credit hours of any physical science, IET 35000, 3 credit of statistics, and 6 credit hours in mathematical skills (above Math 11100) must be completed by all students to round out the mathematics, science, and Technology Core.
4. 3 credit hours in behavioral or social sciences, selected from courses in anthropology, psychology, sociology, economics and/or geography; 3 credit hours in humanities, selected from courses in art, history, literature, music, religion, and/or theater; 15 credit hours in communication, including COMM R110, ENG W131, TCM 22000, and TCM 32000*, and 3 credits of communication elective (foreign language, ENG-W, -G, COMM-R, -C, linguistics, or TCM). Students should take TCM 32000 with OLS 41000 (both are prerequisites for OLS 49000 Senior Research Project.
5. 12 credit hours of electives from any department. Students should choose courses that "round out" their degree and expose them to different disciplines and ways of thinking or to improve their marketability in the workplace by fulfilling requirements for certificates/minors or master's degree prerequisites. Prior approval by an OLS advisor is strongly recommended.

Certificate Programs

To enroll in certificate programs, students must be formally admitted by the Office of Admissions on the IUPUI campus. Students must notify the department of intent to pursue each certificate or minor and sign paperwork for program admission and graduation. Credit may be given for applicable courses taken at other colleges or universities. Students may apply these courses toward degree programs in the Organizational Leadership and Supervision Program. To fulfill residency requirements, students must complete a minimum of 50% of coursework in OLS at IUPUI.

Human Resource Management Certificate Program

Although all resources are essential for success, people are an organization's principal resource. How skillfully an organization develops, allocates, and supervises its human resource governs its success or failure. This certificate provides a thorough explanation of the human resource manager's role in helping individuals, work groups, and organizations succeed. The focus of the courses is practical, and each course emphasizes the application of vital concepts so that students will acquire a comprehensive understanding of the subject matter. This Certificate is useful to students who seek careers in human resource management or in other disciplines.

Upon completion of the certificate in Human Resource Management, students should be able to:

- Describe, use, and evaluate tactical and strategic Human resource management principles.
- Develop, implement and provide a safe and effective work environment.
- Comply with local, state, and federal employment law and related public policies.
- Promote training and development of individuals, work teams, and organizations.
- Assess, design, develop, implement, and evaluate learning solutions in various organizational contexts.
- Promote positive, productive employer-employee relationships.
- Create, negotiate, and manage regulations concerning collective bargaining, grievance, and arbitration procedures.
- Leverage compensation, benefits, rewards, and recognition to attract, motivate, and retain talent.
- Develop policy, practice, and procedure to select talent aligned with the strategic direction of the organization.

A certificate will be presented to those who complete graduation paperwork and successfully complete all requirements.

Admission

Candidates for this certificate are required to be formally admitted by the IUPUI Office of Admissions, but are not required to be students in the Purdue School of Engineering and Technology. Each student must meet with an OLS Advisor to declare their intent to pursue the certificate and complete the necessary forms.

Curriculum

Students are required to successfully complete a total of seven courses (21 credit hours) to earn the certificate. Each course must be completed with a grade of C or higher.

Required Core Courses - Total Hours: 21

All students must successfully complete all of the following courses:

- **OLS 38300** Human Resources Management[1] - 3 credit hours
- **OLS 33100** Occupational Safety and Health - 3 credit hours
- **OLS 36800** Personnel Law - 3 credit hours
- **OLS 37500** Training Methods - 3 credit hours
- **OLS 37800** Labor Relations - 3 credit hours
- **OLS 47600** Compensation Planning and Management - 3 credit hours
- **OLS 47900** Staffing Organizations - 3 credit hours

Leadership Studies Certificate Program

The Certificate in Leadership Studies equips students with the knowledge, skills, experiences, attitudes, perspectives, and tools necessary to understand the broad-based concepts associated with leadership in a variety of individual, organizational, and community settings in an ever changing, pluralistic, global society. A unique feature of this certificate is its ability to attract a diverse group of students from across the myriad of disciplines taught at IUPUI. Such a strong

mixture of interdisciplinary perspectives augments the richness of learning that occurs in certificate courses.

Students who complete the certificate in Leadership Studies will be able to:

- Define and defend their personal philosophy of leadership and ethical behavior.
- Describe behavior in organizational settings at the individual, team/group, and macro-organization levels.
- Identify the stages of team development that occurs within organizations.
- Make leadership-oriented decisions that are ethically, legally, morally, and strategically sound.
- Apply concepts of supervisory management, team building, personnel selection and development, decision-making, resource allocation, conflict resolution, and strategic planning to the solving of individual, team/group, and organizational problems.
- Explain the importance of attracting, managing, and motivating a globally-diverse workforce.
- Improve individual and organizational performance by applying the appropriate leadership theories and processes in practice.
- Evaluate the appropriateness of leadership behaviors in given situations, and make suggestions for improving those behaviors.

Admission

Candidates for this certificate are required to be formally admitted by the IUPUI Office of Admissions, but are not required to be students in the Purdue School of Engineering and Technology. Credit will be given for applicable courses taken at other colleges and universities. Credits earned while completing this certificate may be subsequently applied toward the B.S. degree in Organizational Leadership and Supervision (OLS). Each student must meet with an OLS Advisor to declare their intent to pursue the certificate and complete the necessary forms; however, **students with a declared major in OLS are not eligible to earn the leadership studies certificate, due to curricular redundancy.**

Prerequisites

English W131 and Communication R110 are *encouraged prerequisites* for enrollment in OLS 252, 263, and 274, and are *required prerequisites* for enrolling in any 300- or 400-level OLS course.

Curriculum

Students are required to successfully complete a total of six courses (18 credit hours) to earn the certificate. Each course must be completed with a grade of C or higher.

- **OLS 25200** Human Behavior in Organizations[1] - 3 credit hour
- **OLS 26300** Ethical Decisions in Leadership[1] - 3 credit hours
- **OLS 27400** Applied Leadership[1] - 3 credit hours
- **OLS 32700** Leadership for a Global Workforce - 3 credit hours
- **OLS 39000** Leadership Theories and Processes - 3 credit hours
- **OLS 3xx** Any OLS 30000- or 40000-level Selective Course - 3 credit hours

Students must complete 200-level courses prior to enrolling in OLS 32700 and OLS 39000 and meet with an OLS Advisor to complete paperwork and an application for graduation prior to enrolling in OLS 39000.

International Leadership Certificate

The interdisciplinary International Leadership Certificate is designed to provide the knowledge, skills, abilities, perceptions, and experiential learning opportunities appropriate for any student interested in supervising or leading individuals from different countries or preparing for international work assignments. Students who complete the International Leadership Certificate will develop the tools necessary to understand the broad-based concepts associated with leadership in a variety of individual, organizational, and community settings in an ever changing, pluralistic, global society.

Students who complete the Certificate in International Leadership will be able to:

- Demonstrate techniques to analyze and solve intercultural problems that typically occur within diverse organizations.
- Use knowledge and techniques to devise strategies for successfully managing diversity within an international organization.
- Apply knowledge and techniques to devise strategies for successfully leading a diverse workforce within an international organization.
- Demonstrate substantial knowledge of at least one foreign country, or region, (or distinct subculture within the USA), including demographic profile, economic status, political climate, commerce, history, language, and cultural norms as a result of intensive experience and/or study.

Admission

Candidates for this certificate are required to be formally admitted by the IUPUI Office of Admissions, but are not required to be students in the Purdue School of Engineering and Technology. Credit will be given for applicable courses taken at other colleges and universities. Credits earned while completing this certificate may be subsequently applied toward the B.S. degree in Organizational Leadership and Supervision. (OLS). Each student must meet with an OLS Advisor to declare their intent to pursue the certificate and complete the necessary forms.

Prerequisites

English W131 and Communication R110 are *encouraged prerequisites* for enrollment in any OLS 200-400 level courses.

Curriculum

Students are required to successfully complete a total of seven courses (21 credit hours) to earn the certificate. Each course must be completed with a grade of C or higher.

- **OLS 25200** Human Behavior in Organizations[1] - 3 credit hours

- **OLS 32700** Leadership for a Global Workforce - 3 credit hours
- **OLS 32800** Principles of International Business - 3 credit hours
- **OLS 45400** Gender and Diversity in Management - 3 credit hours

9 credit hours of International Experience/Foreign Language to be fulfilled by taking a combination of course work in the following
areas:.....

3 - 6 credit hours of a single foreign language.....
3 - 6 credit hours of approved international experience* (OLS 42300, Mexico Immersion, or OVST).....

**International Experience includes all IU/IUPUI Study Abroad, Service Learning work in a bi-lingual setting, or other approved international experience.*

Honors Minor in Leadership

The Honors Minor in Leadership consists of five Honors courses (15 credit hours), providing high-potential IUPUI undergraduates admitted to the new IUPUI Honors College or other degree programs exposure to current theory and practice designed to prepare students for future leadership roles and/or advanced degrees. Each of the Interdisciplinary Leadership Principles in the Honors Minor in Leadership directly relates to the IUPUI Principles of Undergraduate Learning. Students admitted to the Honors Minor in Leadership must take a sequence of five courses exploring topics covering a wide range of leadership principles including:

1. Foundations of Leadership (3 credit hours of **honors OLS 25200**, BUS-Z 304, or SPEA-V 366)

2. Ethical, Social, and Political Components to Leadership (3 credit hours of **honors OLS 26300**, BUS-W 494, SPEA-V 412, SPEA-V 473, or other approved courses)

3. Diversity, Global, and Community Leadership (3 credit hours of **honors OLS 32700**, SPEA-V 382, POLS-Y 219, or ANTH-A 361)

4. Theoretical and Practical Aspects of Leadership (3 credit hours of **honors OLS 39000**, BUS-J 402, or SPEA-V 362)

5. Honors RISE Experience in Leadership (3 credit hours of approved honors Research, International, Service, or Experiential Learning coursework)

At least two Honors courses (6.0 credit hours) must be taken outside of the student's primary discipline (*recommended) and students must complete paperwork to declare their intent to pursue the minor and complete a formal Application for Graduation (ET 309: Organizational Leadership and Supervision) to ensure this credential is properly recorded on their official transcripts. Students not enrolling in a designated Honors section must complete the Honors Contract to ensure credit is properly denoted on transcript.

For more information, contact OLS at 317-278-0286 or the IUPUI Honors College at 317-274-7193.

Web: http://honorscollege.iupui.edu.

Design & Communication Technology (DCT)

Chair: M. Bannatyne
Associate Chair: W. Worley, Associate Professor of Technical Communication

It would be an understatement to say that the world about us is changing at a pace unprecedented in any other era of history. If I were to try and identify the most significant influence that has pushed these changes along, I would have to name the computer.

The amazing changes in our world have not resulted simply due to the invention of the computer itself, but rather from the multitude of applications that computer has opened up to us for our own use and pleasure. Once only viewed as a means to calculate answers to complex equations, we now look in awe at the way visual information on a computer screen is hurdled across the arch of heaven from one nation to another in an endless stream of digital bits and bytes. Indeed, the computer and its associated networks have made information available to us in such quantities that a hundred lifetimes would never be long enough to capture even the smallest fraction of it all. At times, I am sure that many of us may feel this flood of information may seem more of "a solution in search of a problem" rather than the means of bringing any inquiry to a successful conclusion.

"What are we to do with this plethora of data and images?" The answer is simple, "Use what we need, and pass the rest along to other areas of discovery and learning!" With the vast wealth of visual information available to us via the computer, we can now reach out to colleagues and students in ways that were only a mere generation ago still a dream of things yet in the distant future. While an argument might certainly be made that the computer's greatest value is shown through the visual graphics it can provide to support education, we must be careful that we do not attribute to the computer any prowess that does not exist.

Perhaps the most significant change the computer has made in our lives is the way we think about it. Where once we were told, "The computer cannot make a mistake", we now view the computer as a valuable resource that assists us to get a job done in a manner that suits our needs. We now accept the technological change that the computer caused, not so much as a miracle that is only understood by a few, but as a tool that has become a part of our natural domain...a tool that is expected to solve many of our problems. In the final analysis, perhaps ultimately this change in our perception will be seen as the greatest change of all in our world.

We live in a remarkable technological age, but stay tuned for the best is yet to come. Join us in DCT where we will help prepare you to meet the design and communication challenges of living in the future with confidence.

Architechtural Technology

Associate Professor and Director: J. Cowan
Assistant Professor: B. Kelceoglu
Assistant Clinical Professor: D. Nickolson

The Architectural Technology (ART) curriculum offers a two-year associate degree program designed to provide students with the skills to work in the areas of architectural

visualization, detailing, building information modeling (BIM), fundamental structural design, space planning, materials testing, inspection, and sales. The curriculum is not intended to prepare students for registration as professional architects.

Emphasis is on building science and technical design, residential and commercial construction drawings, mechanical and electrical systems in buildings, and the graphic depiction of these systems using building information modeling software. Also included are courses in mathematics, physical sciences, social sciences, communications, interior design, and the humanities.

Graduates typically find employment with architectural firms, design agencies, construction firms, building material suppliers, and various governmental agencies. Graduates are also eligible to pursue a Bachelor's degree in Computer Graphics Technology with an emphasis on Architectural Visualization. This combination of courses and skills also prepares students to apply for graduate programs in the design field (e.g., architecture, computer graphics).

The career educational objectives for Architectural Technology are:

- Demonstrate excellent technical capabilities in architectural technology and related fields.
- Be responsible citizens.
- Continue professional advancement through life-long learning
- Apply sound design methodology in multidisciplinary fields of architectural technology that is sensitive to the health, safety and welfare of the public.
- Competently use mathematical, measurement, instrumentation, and testing techniques.
- Practice effective oral, written and visual communication skills.
- Understand the environmental, ethical, diversity, cultural and contemporary aspects of their work.
- Work effectively and collaboratively in architectural, engineering and construction industries.

Associate of Science in Architecture Technology

Freshman Year

First Semester (17 credit hours)

- ART 16500 Building Systems and Materials, 3 credits
- ART 10500 Intro to Design Technology, 3 credits*
- MATH 15900 Pre-Calculus, 5 credits**
- ENG-W131 Elementary Composition I, 3 credits
- COMM-R 110 Fundamentals of Speech Communication, 3 credits

Second Semester (18 credit hours)

- ART 11700 Intro to Construction Graphics with CAD, 3 credits
- ART 12000 Architectural Presentation, 3 credits
- INTR 20200 INTR Materials & Applications, 3 credits
- INTR 12500 Color and Lighting of Interiors, 3 credits
- CEMT 10400 Fundamentals of Surveying, 3 credits
- Humanities/Social Science Elective, 3 credits

Sophomore Year

Third Semester (17 credit hours)

- ART 15500 Residential Construction, 3 credits
- CEMT 16000 Statics, 3 credits
- CEMT 21500 Mechanical & Electrical Systems, 4 credits
- Lab Science Selective, 4 credits
- INTR 12400 Space Plan for Interiors, 3 credits

Fourth Semester (17 Credits)

- ART 21000 History of Architecture, 3 credits
- ART 22000 Commercial Construction, 3 credits
- CGT 21100 Raster Imaging for Computer Graphics, 3 credits
- TCM 22000 Technical Report Writing, 3 credits
- CEMT 26000 Strength of Materials, 3 credits
- CEMT 26700 Materials Testing, 2 credits

**Co-Listed with INTR 10300*

***MATH 15300 and 15400 are can be substituted for MATH 15900*

Computer Graphics Technology

Associate Professor: M. Bannatyne
Assistant Professor: D. Baldwin
Visiting Lecturer: P. Fiala, B. Hansen

Computer Graphics Technology (CGT) prepares visually oriented students to succeed in a wide range of industries, spanning careers in animation and film to multimedia and design. CGT students are visual problem solvers who develop the technological and aesthetic skills a booming industry demands in this exciting and rewarding field of study. Students can choose to study animation or multimedia from outstanding teaching faculty, rich with industry experience.

Consistent with the criteria set by the Accreditation Board for Engineering and Technology (ABET), the Program Educational Objectives of the CGT program within the Department of Design and Communication Technology (DCT) are "*To produce graduates who, during the first few years of professional practice, will...*":

- Show their ability to solve problems related to the workplace through their application of excellent technical capabilities in visual communication, computer systems, and related supporting field
- Be responsible citizens in the workplace through their demonstrated ethical and professional conduct and appreciation for diversity in its various forms
- Continue their professional advancement through life-long learning opportunities, in-service training, and engagement with professional organizations
- Practice effective oral and written communication skills
- Show their ability to address diverse environmental, ethical, legal, cultural diversity, and contemporary social aspects of their work
- Work collaboratively and effectively in diverse enterprises where they may be asked to act as a liaison between their company and the client

- Have the ability to function both as an individual, and within the dynamics of a group environment, in the workplace

Bachelor of Science in Computer Graphics Technology

Interactive Multimedia Developer Track

Freshman Year

1st Semester (16 hours required)

Course	*Hrs*
*CGT 10100 - Introduction to CGT	3
*CGT 11100 - Design for Visualization & Comm.	3
*CGT 11200 - Sketching for Visualization & Comm.	3
ENG-W 131 - Elementary Composition I	3
TECH 10200 - Discovering Technology	1
MATH-M 11800 - finite Mathematics	3

2nd Semester (15 hours required)

Course	*Hrs*
*CGT 11600 - Geometric Mod. for Visual. & Comm.	3
*CGT 11700 - Illustrating for Visual. & Comm.	3
COMM-R 110 - Fund. of Speech Communication	3
Human./Social Science Elective	3
**MATH-M 11900 - A Brief Survey of Calculus I	3

1st Semester (15 hours required)

Course	*Hrs*
*CGT/CIT 14100*** - Internet Fund. Develop. & Techn.	3
*CGT 21100 - Raster imaging for Computer Graphics	3
*CGT 21600 - Vector Imaging for Computer Graphics	3
Science Elective	3
TCM 34000 - Correspondence in Business & Industry	3

2nd Semester (15 hours required)

Course	*Hr*
*CGT 24100 - Introduction to Animation	3
*CGT 25100 - Principles of Creative Design	3
*CGT 29900 - Seminar: Portfolio Review	3
Free Elective	3
PSY-B 104 - Psychology as a Social Science	3

Junior Year

1st Semester (15 hours required)

Course	*Hr*
*CGT 35100 - Multimedia Authoring I (or CGT 353)	3
*CGT 35600 - Dynamic Content Development I	3
CIT 21400 - Using a Database Management System	3
Human./Social Science or Liberal Arts Elective	3
TCM 37000 - Oral Practicum for Technical Managers	3

2nd Semester (15 hours required)

Course	*Hr*
*CGT 34600 - Digital Video & Audio	3
*TECH 20010 - Career Enrichment Internship I	3

* CGT 45100 - Multimedia Application Development	3
* CGT 45600 - Dynamic Content Development II	3
CIT 21500 - WEB Programming	3

Senior Year

1st Semester (16 hours required)

Course	*Hr*
Business/Economics/Marketing Selective	3
*CGT 41100 - Contemporary Problems in A.C.G.	3
*TECH 30010 - Career Enrichment Internship III	3
*CGT 49900 - Senior Seminar	1
Technical Elective	3
Technical Elective	3

2nd Semester (16 hours required)

Course	*Hr*
*CGT 41500 - Seminar for Senior Design Project	1
*CGT 41600 - Senior Design Project	3
Free Elective	3
Human./Social Science or Liberal Arts Elective	3
OLS 27400 - Applied Leadership	3
Technical Elective	3
Total Hours for Baccalaureate Degree	123

Technical Animation and Spatial Graphics Track

Freshman Year

1st Semester (16 hours required)

Course	*Hrs*
*CGT 10100 - Introduction to CGT	3
*CGT 11100 - Design for Visualization & Comm.	3
*CGT 11200 - Sketching for Visualization & Comm.	3
ENG-W 131 - Elementary Composition I	3
TECH 10200 - Discovering Technology	1
MATH-M 11800 - Finite Mathematics	3

2nd Semester (15 hours required)

Course	*Hrs*
*CGT 11600 - Geometric Mod. for Visual. & Comm.	3
*CGT 11700 - Illustrating for Visual. & Comm.	3
COMM-R 110 - Fund. of Speech Communication	3
Human./Social Science Elective	3
**MATH-M 11900 - Brief Survey of Calculus I	3

Sophomore Year

1st Semester (15 hours required)

Course	*Hrs*
*CGT/CIT 14100*** - Internet Fund. Develop. & Techn.	3
*CGT 21100 - Raster imaging for Computer Graphics	3
*CGT 21600 - Vector Imaging for Computer Graphics	3
Science Elective	3
TCM 34000 - Correspondence in Business & Industry	3

2nd Semester (15 hours required)

Course	*Hrs*

*CGT 24100 - Introduction to Animation	3
*CGT 25100 - Principles of Creative Design	3
*CGT 29900 - Seminar: Portfolio Review	3
Free Elective	3
PSY-B 10400 - Psychology as a Social Science	3

Junior Year

1st Semester (15 hours required)

Course	*Hr*
*CGT 34100 - Motion for Computer Animation	3
*CGT 35100 (MM Auth. I) or CGT 356 (Hyper. Auth. I)	3
*CGT 39000 - Seminar: Storyboarding & Preproduction	3
Human./Social Science Elective	3
TCM 37000 - Oral Practicum for Technical Managers	3

2nd Semester (15 hours required)

Course	*Hr*
*CGT 34000 - Digital Light. & Render. For Com. Anim.	3
*CGT 34400 - Visual Effects in Film and Animation	3
*TECH 20010 - Career Enrichment Internship I	3
*CGT 44200 - Production for Computer Animation	3
Free Elective	3

1st Semester (16 hours required)

Course	*Hr*
Business/Economics/Marketing Selective	3
*CGT 41100 - Contemporary Problems in A.C.G.	3
*TECH 30010 - Career Enrichment Internship III	3
*CGT 49900 - Senior Seminar	1
Technical Elective	3
CGT 34600 - Digital Video & Audio (VideoI)	3

2nd Semester (16 hours required)

Course	*Hr*
*CGT 41500 - Seminar for Senior Design Project	1
*CGT 41600 - Senior Design Project	3
*CGT 44600 - Digital Postproduction (Video II)	3
Human./Social Science or Liberal Arts Elective	3
OLS 27400 - Applied Leadership	3
Technical Elective	3
Total Hours for Baccalaureate Degree	123

**CGT CORE courses require a grade of C- or higher to pass*

***Math 118 & 119 or Math 153 & 154 may be used in place of Math 159*

****CIT 212 or CSCI-N 241 may be substituted for this course*

Architectural Technology Visualization (Animation)

Freshman Year

1st Semester (17 hours required)

Course	*Hrs*
ART 105 - Introduction to Design Technology	3
ART 16500 - Building Systems and Materials	3
COMM-R 110 - Fundamentals of Speech Communication	3
ENG-W 131 - Elementary Composition I	3
*Math 15900 - Pre-Calculus	5

2nd Semester (18 hours required)

Course	*Hrs*
ART 11700 - Introduction to Construction Drafting W/CAD	3
ART 12000 - Architectural Presentation	3
CEMT 10400 - Surveying Fundamentals & Typo	3
Humanities or Social Science Elective	3
INTR 12500 - Color and Lighting of Interiors	3
INTR 20200 - Interior Materials and Applications	3

Sophomore Year

1st Semester (17 hours required)

Course	*Hrs*
ART 15500 - Residential Construction	3
CEMT 16000 - Statics	3
CEMT 21500 - Mechanical & Electrical Systems	4
INTR 12400 - Space Plan for Interiors	3
Laboratory Science Selective	4

2nd Semester (17 hours required)

Course	*Hrs*
ART 21000 - History of Architecture	3
ART 22200 - Commercial Construction	3
CGT 21100 - Raster Imaging for Computer Graphics	3
TCM 22000 - Technical Report Writing	3
CEMT 26000 - Strength of Materials	3
CEMT 26700 - Materials Testing	2

Junior Year

1st Semester (15 hours required)

Course	*Hr*
ART 49900 - Architectural Detailing	3
CEMT 27500 - Applied Civil Engineering Drafting	3
CEMT 28000 - Quantity Survey	3
CGT 21600 - Vector Imaging for Computer Graphics	3
CGT 24100 - Introduction to Computer Animation	3

2nd Semester (15 hours required)

Course	*Hr*
ART 49900 - Codes and Specifications	3
CGT 34000 - Digital Lighting and Rendering for Computer Animation	3
MATH 22100 - Calculus for Technology I	3
**OLS 37100 - Project Management/ART 29900	3
Technical Selective	3

1st Semester (13 hours required)

Course	*Hr*
ART 49900 - Internship	3
ART 49900 - Senior Project (Proposal	1
CGT 34100 - Motion for Computer Animation	3
CGT 34600 Digital Video and Audio (Video I)	3
INTR 45300 - Business Practices	3

2nd Semester (16 hours required)

Course	*Hr*
ART 49900 - Senior Project (Delivery)	3
CGT 44400 - Visual Effects in Film and animation	3
CGT 44600 - Digital Preproduction (Video II)	3
Free Elective	3
Humanities or Social Science Elective	3
Total Hours for Baccalaureate Degree	127

**May take MATh 15300 & 15400 (6 credits) instead of MATH 15900 (5 credits).*

***ART 29900 International Design Charrette course may be used here as an alternative to OLS 37100.*

Architectural Technology Visualization (Illustration)

Freshman Year

1st Semester (17 hours required)

Course	*Hrs*
ART 10500 - Introduction to Design Technology	3
ART 16500 - Building Systems and Materials	3
COMM-R 110 - Fundamentals of Speech Communication	3
ENG-W 131 - Elementary Composition I	3
*MATH 15900 - Pre-Calculus	5

2nd Semester (18 hours required)

Course	*Hrs*
ART 11700 - Introduction to Construction Drafting W/CAD	3
ART 12000 - Architectural Presentation	3
CEMT 10400 - surveying fundamentals & Type	3
Humanities or Social Science Electives	3
INTR 12500 - Color and Lighting of Interiors	3
INTR 20200 - Interior Materials and Applications	3

Sophomore Year

1st Semester (17 hours required)

Course	*Hrs*
ART 15500 - Residential Construction	3
CEMT 16000 - Statics	3
CEMT 21500 - Mechanical & Electrical Systems	4
INTR 12400 - Space Plan for Interiors	3
Laboratory Science Selective	4

2nd Semester (17 hours required)

Course	*Hrs*
ART 21000 - History of Architecture	3
ART 22200 - Commercial Construction	3
CGT 21100 - Raster Imaging for Computer Graphics	3
TCM 22000 - Technical Report Writing	3
CEMT 26000 - Strength of Materials	3
CEMT 26700 - Materials Testing	2

Junior Year

1st Semester (15 hours required)

Course	*Hr*
ART 49900 - Architectural Detailing	3

CEMT 27500 - Applied Civil Engineering Drafting	3
CEMT 28000 - Quantity Survey	3
CGT 21600 - Vector Imaging for Computer Graphics	3
CGT 22100 Graphic Representation	3

2nd Semester (15 hours required)

Course	*Hr*
ART 49900 - Codes and Specifications	3
CGT 32100 - Advanced Pictorial Representation	3
MATH 22100 - Calculus for Technology I	3
***OLS 37100 - Project Management/ART 29900	3
** Technical Selective	3

1st Semester (13 hours required)

Course	*Hr*
ART 49900 - Internship	3
ART 49900 - Senior Project (Proposal)	1
CGT 34600 - Digital Video and Audio (Video I)	3
INTR 45300 - Business Practices	3
Technical Selective	3

2nd Semester (16 hours required)

Course	*Hr*
ART 49900 - Senior Project (Delivery)	3
CGT 44600 - Digital Preproduction (Video II)	3
Free Elective	3
Humanities or Social Science elective	3
Technical Selective	3
Total Hours for Baccalaureate Degree	127

**May take MATH 15300 & 15400 (6 credits) instead of MATH 15900 (5 credits).*

***Students pursuing this track may take Herron drawing courses to satisfy their Technical Selective requirement.*

****ART 29900 International Design Charrette course may be used here as an alternative to OLS 37100.*

Architectural Technology Visualization (Interactive Multimedia)

Freshman Year

1st Semester (17 hours required)

Course	*Hrs*
ART 10500 - Introduction to Design Technology	3
ART 16500 - Building systems and Materials	3
COMM-R 110 - Fundamentals of Speech Communication	3
ENG-W 131 - Elementary Composition I	3
*MATH 15900 - Pre-Calculus	5

2nd Semester (18 hours required)

Course	*Hrs*
ART 11700 - Introduction to Construction Drafting w/CAD	3
ART 12000 - Architectural Presentation	3
CEMT 10400 - Surveying Fundamentals & Type	3
Humanities or Social Science Elective	3
INTR 12500 - Color and Lighting of Interiors	3
INTR 20200 - Interior Materials and Application	3

Sophomore Year

1st Semester (17 hours required)

Course	*Hrs*
ART 15500 - Residential Construction	3
CEMT 16000 - Statics	3
CEMT 21500 - Mechanical & Electrical Systems	4
INTR 12400 - Space Plan for Interiors	3
Laboratory Science Selective	4

2nd Semester (17 hours required)

Course	*Hrs*
ART 21000 - History of Architecture	3
ART 22200 - Commercial Construction	3
CGT 21100 - Raster Imaging for Computer Graphics	3
TCM 22000 - Technical Report Writing	3
CEMT 26000 - Strength of Materials	3
CEMT 26700 - Materials Testing	2

Junior Year

1st Semester (15 hours required)

Course	*Hr*
ART 49900 - Architectural Detailing	3
CEMT 27500 - Applied Civil Engineering Drafting	3
CEMT 28000 - Quantity Survey	3
CGT 21600 - Vector Imaging for Computer Graphics	3
** Technology Selective	3

2nd Semester (15 hours required)

Course	*Hr*
ART 49900 - Codes and Specifications	3
Free Elective	3
MATH 22100 - Calculus for Technology I	3
****OLS 37100 - Project Management/ART 29900	3
***Technical Selective	3

1st Semester (13 hours required)

Course	*Hr*
ART 49900 - Internship	3
ART 49900 - Senior Project (Proposal)	1
CGT 35100 - Multimedia Authoring I (or CGT 35300)	3
CGT 35600 - Dynamic Content Development I	3
INTR 45300 - Business Practices	3

2nd Semester (15 hours required)

Course	*Hr*
ART 49900 - Senior Project (Delivery)	3
CGT 45100 - Multimedia Application Development	3
CGT 45600 - Dynamic Content Development II	3
Humanities or Social Science Elective	3
****Technical Selective	3
Total Hours for Baccalaureate Degree	127

**May take MATh 15300 & 15400 (6 credits) instead of MATH 15900 (5 credits).*

***CGT 34600 Digital Video & Audio (Video I) recommended.*

****Students pursuing this track may also take to satisfy their Technical Selective requirements.*

*****ART 29900 International Design Charrette course may be used here as an alternative to OLS 37100.*

Interior Design Technology

Assistant Clinical Professor: E. McLaughlin (Program Director)
Assistant Clinical Professor: D. Nickolson
Assistant Professor: B. Kelceoglu
Lecturer: M.A. Frank

Associate of Science in Interior Design Technology

The Interior Design curriculum is a two year Associate of Science (A.S.) degree program that uses the latest technology while employing faculty from the areas of interior design, architecture, fine arts, and computer graphics to provide students with the skills necessary to work as interior design assistants and be able to sit for the National Council for Interior Design Qualification (NCIDQ) exam after approximately four years of work experience.

The emphasis is on technical knowledge, methodology, and aesthetic appreciation of interior design for the health, safety, and welfare of the public; equipping students with visual presentation and communication skills; imparting awareness for environmental, business, ethical, and other contemporary issues; and linking classroom knowledge to applications in the field. These graduates can address complex design problems and manage projects.The educational objective for the A.S. Interior Design are:

1. Demonstrate technical knowledge and application of the design process.
2. Solve problems that are quantitative in nature.
3. Analyze complex issues and apply sound design methodology in multidisciplinary fields of interior design technology.
4. Practice effective communication skills in, oral, written and visual presentations.
5. Increase knowledge and demonstrate solutions sensitive to health, safety and welfare of the public.
6. Work collaboratively and effectively in technology and design related industries.
7. Continue professional advancement through life-long learning.
8. Understand the environmental, ethical, diversity, cultural and contemporary aspects of their work.
9. Be responsible citizens.

Graduates typically find employment in residential design fields in retail settings as sales associates or as manufactur's reps for products, in the kitchen and bath industry, as CAD technicians for the interior design or architecture fileds, or as self-employed designers.

Freshman Year

First Semester (18 credits)

- COMM-R 110 Fundamentals of Speech Communication, 3 credits.
- ENG-W 131 Elementary Composition I, 3 credits.
- MATH 15300 Algebra & Trig I, 3 credits.
- HER E109 Color and Design, 3 credits.
- INTR 10300 Introduction to Interior Design, 3 credits.
- ART 16500 Building Systems and Materials, 3 credits.

Second Semester (16 credits)

- ART 11700 Introduction to Construction Drafting with CAD, 3 credits.
- ART 12000 Architectural Presentation, 3 credits.
- INTR 15100 Textiles for Interiors, 3 credits.
- CGT 21100 Raster Imaging for Computer Graphics, 3 credits.
- HER-E 209 Drawing for Interior Design, 3 credits.
- TCM 25000 Career and Internship Planning, 3 credits.

Sophomore Year

Third Semester (18 credits)

- ART 15500 Residential Construction, 3 credits.
- CGT 22100 Graphical Representation in Architectural Documents, 3 credits.
- INTR 12400 Space Planning for Interiors, 3 credits.
- INTR 12500 Color and Lighting, 3 credits.
- INTR 20200 Interior Materials and Applications, 3 credits.
- INTR 20400 History of Interiors and Furniture, 3 credits.

Fourth Semester (15 credits)

- ART 21000 History of Architecture, 3 credits.
- ART 22200 Commercial Construction, 3 credits.
- INTR 22400 Residential I, Kitchen and Bath, 3 credits.
- INTR 22500 3D Interior Design Studio, 3 credits.
- INTR 22600 Commercial Systems I, 3 credits.

Bachelor of Science in Interior Design Technology

This program is accredited by the Council of Interior Design Accreditation (CIDA) as well as the National Association of Schools of Art and Design (NASAD).

The Interior Design curriculum is a four-year Bachelor of Science (B.S.) degree program that employs faculty from the areas of interior design, architecture, fine arts, computer graphics, construction and organizational leadership to provide students with the skills necessary to work as professional interior designers and be able to sit for the National Council for Interior Design Qualification (NCIDQ) exam after approximately two years of work experience.

The emphasis is on technical knowledge, methodology, and aesthetic appreciation of interior design for the health, safety, and welfare of the public; equipping students with visual presentation and communication skills; imparting an awareness for environmental, business, ethical, and other contemporary issues; and linking classroom knowledge to application in the field. These graduates can address complex design problems and manage projects.

The educational objectives for the B.S. Interior Design are:

1. Demonstrate technical knowledge and application of the design process.
2. Solve problems that are quantitative in nature.
3. Analyze complex issues and apply sound design methodology in multidisciplinary fields of interior design technology.
4. Practice effective communication skills in, oral, written and visual presentations.

5. Increase knowledge and demonstrate solutions sensitive to health, safety and welfare of the public.
6. Work collaboratively and effectively in technology and design related industries.
7. Continue professional advancement through life-long learning.
8. Understand the environmental, ethical, diversity, cultural and contemporary aspects of their work.
9. Be responsible citizens.

Graduates typically find employment in residential or commercial design fields as designers, in retail or manufacturing settings as sales associates, in design and construction industries as manufacturer's reps for products, as CAD technicians for the interior design or architecture fields, or as self-employed designers.

Freshman Year
First Semester (18 credits)
- COMM-R 110 Fundamentals of Speech Communication, 3 credits.
- ENG-W 131 Elementary Composition I, 3 credits.
- MATH 15300 Algebra & Trig I, 3 credits.
- HER E109 Color and Design, 3 credits.
- INTR 10300 Introduction to Interior Design, 3 credits.
- ART 16500 Building systems and Materials, 3 credits.

Second Semester (16 credits)
- ART 11700 Introduction to Construction Drafting with CAD, 3 credits.
- ART 12000 Architectural Presentation, 3 credits.
- INTR 15100 Textiles for Interiors, 3 credits.
- CGT 21100 Raster Imaging for Computer Graphics, 3 credits.
- HER-E 209 Drawing for Interior Design, 3 credits.
- TCM 25000 Career and Internship Planning, 3 credits.

Sophomore Year
Third Semester (18 credits)
- ART 15500 Residential Construction, 3 credits.
- CGT 22100 Graphical Representation in Architectural Documents, 3 credits.
- INTR 12400 Space Planning for Interiors, 3 credits.
- INTR 12500 Color and Lighting, 3 credits.
- INTR 20200 Interior Materials and Applications, 3 credits.
- INTR 20400 History of Interiors and Furniture, 3 credits.

Fourth Semester (15 credits)
- ART 21000 History of Architecture, 3 credits.
- ART 22200 Commercial Construction, 3 credits.
- INTR 22400 Residential I, Kitchen and Bath, 3 credits.
- INTR 22500 3D Interior Design Studio, 3 credits.
- INTR 22600 Commercial Systems I, 3 credits.

Junior Year
Fifth Semester (18 credits)
- Art History Selective, 3 credits.
- Humanities or Social Science Elective, 3 credits.
- INTR 30400 History of American Interiors and Furniture, 3 credits.
- INTR 32400 Residential Interior Design Studio II, 3 credits.
- INTR 32500 Environmental Lighting Design, 3 credits.
- OLS 25200 Human Behavior in Organizations, 3 credits.

Sixth Semester (15 credits)
- CEMT 28000 Quantity Survey, 3 credits.
- CGT 32100 Advanced Digital Pictorial Illustration, 3 credits.
- INTR 32600 Commercial Interior Design Studio II, 3 credits.
- INTR 39000 Internship, 3 credits.
- TECH Selective, 3 credits.

Senior Year
Seventh Semester (15 credits)
- CEMT 34700 Construction Contract Admin. and Specifications, 3 credits.
- Humanities or Social Science Elective, 3 credits.
- INTR 42600 Healthcare Design Studio, 3 credits.
- INTR 45200 Building Systems, 3 credits.
- INTR 45300 Business Practices, 3 credits.

Eighth Semester (12 credits)
- INTR 42800 Capstone, 3 credits.
- INTR 48000 Senior Thesis, 3 credits.
- INTR 49500 Sustainable Design, 3 credits.
- OLS 37100 Project Management, 3 credits.

Technical Communication
Associate Professor: W. Worley (Director)
Associate Professor: M. Hovde
Visiting Assistant Professor: C. Renguette

The Technical Communication Program offers specialized courses for students in engineering and technology programs that help them prepare for the writing and speaking tasks they will perform as part of their professional work. These courses build on students' previous experiences in written and oral communication and help them learn to present technical information effectively to audiences in organizational settings. In addition, the program works with other schools and local industry to prepare students for careers as technical communicators.

Certificate in Technical Communication

The undergraduate Technical Communication Certificate is offered by the Purdue School of Engineering and Technology. Any student formally admitted to the university may be a candidate for the certificate.

Students who earn the certificate will have demonstrated they have the core competencies necessary for entry-level positions as technical communicators: the ability to gather and transform technical information for a variety of audiences and the ability to design, develop, and edit effective documents using rhetorical principles and current technology.

Technical or Scientific Specialty
A technical or scientific major or minor or technical interest demonstrated by 6 credit hours of courses, including CIT 10600 or 11200 or an equivalent introductory computer course.

Required Courses: 13 credits

One course selected from each of these five areas:

1. Introduction to Technical Communication (choose one) - 3 credits
- TCM 22000 Technical Report Writing (online sections available)
- TCM 23000 Principles and Practices of Technical Communication (under development)
- TCM 32000 Written Communication in Science and Industry (online sections available)
- TCM 38000 Technical Communication in the Healthcare Professions (online only)

2. Visual Technical Communication - 3 credits
- TCM 35000 Visual Elements of Technical Documents

3. Editing - 3 credits
- ENG-W 365 Theories and Practices of Editing

4. Advanced Applications of Technical Communication (choose one) - 3 credits
- TCM 39500 Independent Study
- TCM 42000 Field Experience
- TCM 42500 Managing Document Quality (offered fall semester)
- TCM 45000 Research Approaches for Technical & Professional Communication (offered spring semester)
- ENG-W 315 Writing for the Web (online only)

5. Career Development (choose one) - 1 credit
- TCM 25000 Internship and Career Planning
- TCM 43500 Portfolio Preparation

Professional Preperation

Near the end of their coursework, students may complete a professional portfolio, suitable for job hunting, which includes three to five deliverables that demonstrate a range of skills and competencies. Practicing technical communicators will review the portfolio and provide responses. As an alternative, students may take TCM 25000 Career Planning in Engineering and Technology, a course that prepares them for professional employment.

Supplemental Course

- ENG-W 412 Technology and Literacy
- IET 36400 Total Quality Control
- INFO-I 270 Introduction to Human-Computer Interaction Principles and Practices
- INFO-I 275 Introduction to Human-Computer Interaction Theory
- INFO-I 300 Human-Computer Interaction
- JOUR-J 390 Corporate Publications
- JOUR-J 463/563 Desktop Publishing
- OLS 27400 Supervisory Management
- OLS 37500 Training Methods
- OLS 38500 Leadership for Quality & Productivity
- TCM 37000 Oral Practicum for Technical Managers
- TCM 49900 Selected Topics in TCM

Electrical and Computer Engineering (ECE)

Professors Y. Chen (*Chair*), S. Chien, M. El-Sharkawy, M. Rizkalla, D. Russomanno, P. Schubert, K. Varahramyan
Associate Professors E. Du, D. Kim, B. King, S. Koskie, J. Lee, S. Rovnyak, P. Salama
Assistant Professors L. Christophor, L. Li
Research Professors M. Agarwal, R. Lind, J. Saleem, S. Shrestha

The Department of Electrical and Computer Engineering offers programs at the bachelor's, master's, and doctoral levels. At the bachelor's degree level, the department offers programs leading to the Bachelor of Science in Engineering (B.S.E.), Bachelor of Science in Computer Engineering (B.S.Cmp.E.), and Bachelor of Science in Electrical Engineering (B.S.E.E.) degrees. The B.S.E. degree program is designed for students who desire broad flexibility and the opportunity for interdisciplinary study; it does not have a designated professional curriculum. Additional information about the B.S.E. program can be obtained from the faculty in the Department of Electrical and Computer Engineering. The programs leading to the B.S.E.E. and B.S.Cmp.E. are described in this section. Graduate programs in electrical and computer engineering are described in the section entitled "Graduate Engineering Programs" in this bulletin.

Electrical and computer engineering programs are designed to prepare students for careers in the commercial, government, and academic sectors, where electrical and computer engineering expertise is needed in hardware and software design, information processing, circuit and electronics, control and robotics, communications and signal processing, energy systems, and manufacturing. Programs in the department are enhanced by interaction with local industry. Students have direct and routine access to full-time faculty, which further strengthens and accelerates the learning process. These advantages and the metropolitan environment of the university lead to an application-oriented, practical education that prepares students for success.

The Department of Electrical and Computer Engineering regards research as an important catalyst for excellence in engineering education. Graduate research and undergraduate design projects in the areas of signal processing, communications, image processing, computational intelligence, networking, software engineering, embedded systems, high performance computing, control, robotics, manufacturing, biometrics, nanotechnology, and ASIC and FPGA based electronics offer opportunities for applying and deepening students' expertise.

An undergraduate education in electrical and computer engineering provides a strong foundation in the mathematical, physical, and engineering sciences. In acquiring this knowledge, students must also develop problem-solving skills. In addition, the general-education courses in the program provide communication skills and the appreciation of human and social issues necessary to translate engineering achievements into advances for society.

For more information, contact the Department of Electrical and Computer Engineering at (317) 274-9726.

B.S in Electrical Engineering

This program is accredited by the Engineering Accreditation Commission, ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

The B.S.E.E. degree program prepares students for career opportunities in the hardware and software aspects of design, development, and operation of electronic systems and components, embedded systems, control and robotics, communications, digital signal processing, and energy systems. Challenging positions are available in the government, commercial, and education sectors, in the areas of electronics, communication systems, signal and information processing, power, automation, robotics and manufacturing, control, networking, information processing, and computing. Within these areas, career opportunities include design, development, research, manufacturing, marketing, operation, field testing, maintenance, and engineering management.

The Program Educational Objectives of the Electrical Engineering degree program are to prepare graduates who will be successful in their chosen career paths by:

1. becoming productive and valuable engineers in the private or public sector
2. pursuing and completing graduate studies, and/or
3. taking on leadership roles in their professions, as well as in their communities and the global society

The minimum number of credit hours for graduation is 126, distributed as follows for each discipline:

1. Mathematics and Physical Sciences
- Calculus: MATH -16500, 16600, 17100, 26100, 26600 - 18 credit hours
- Chemistry: CHEM C10500 - 3 credit hours
- Physics: PHYS 15200 and 25100 - 9 credit hours
- Math/Science elective - 3 credit hours

2. Communications and Ethics
- Speech: COMM R110 - 3 credit hours
- Writing: ENG W131 - 3 credit hours
- Communication in Engineering Practice: TCM 36000 - 2 credit hours
- Engineering Ethics and Professionalism: ECE 21000, ECE 40100 - 2 credit hours

3. General Education Electives
- ECON-E 201 or ECE 32700 - 3 credit hours
- Electives - 12 credit hours

4. Freshman Engineering Courses
- Introduction to the Engineering Profession: ENGR 19500 - 1 credit hour
- Introduction to Engineering: ENGR 19600 - 3 credit hours
- Comp Tools for Engr: ENGR 29700 - 1 credit hour

5. Engineering Science
- Circuits: ECE 20100, 20200, and 20700 - 7 credit hours
- Systems and Fields: ECE 30100, 30200, and 31100 - 9 credit hours
- C Programming: ECE 26100 and ECE 26300 - 4 credit hours
- ME 29500 - 3 credit hours

6. Engineering Design
- Electronics: ECE 20800 and 25500 - 4 credit hours
- Digital Systems: ECE 27000 and 36200 - 8 credit hours
- Communication Systems: ECE 44000 - 4 credit hours
- Control Systems: ECE 38200 - 3 credit hours
- Capstone Design: ECE 48700 and 48800 - 3 credit hours
- EE and Tech Electives - 15 credit hours

7. Restricted Electives - 3 credit hours

Semester by semester, the 126 total credit hours can be distributed as follows:

Freshman Year

First Semester (17 credit hours)

- ENGR 19500 Introduction to the Engineering Profession - 1 credit hour
- ENGR 19600 Introduction to Engineering - 3 credit hours
- CHEM C10500 Chemical Science I - 3 credit hours
- MATH 16500 Analyt. Geometry and Calc. I - 4 credit hours
- COMM R110 Fundamentals of Speech Communication - 3 credit hours
- General Education - 3 credit hours

Second Semester (17 credit hours)

- PHYS 15200 Mechanics - 4 credit hours
- MATH 16600 Analyt. Geometry and Calc. II - 4 credit hours
- Math 17100 Multidimentional Math - 3 credit hours
- ENG W131 Elementary Composition I - 3 credit hours
- General Education Elective[1] - 3 credit hours

Sophomore Year

Third Semester (17 credit hours)

- MATH 26100 Multivariate Calculus - 4 credit hours
- PHYS 25100 Electricity and Optics - 5 credit hours
- ECE 20100 Linear Circuit Analysis I - 3 credit hours
- ECE 20700 Electronic Measurement Techniques - 1 credit hour
- ECE 26300 C Programming - 3 credit hours
- ECE 26100 C Programming Lab - 1 credit hour

Fourth Semester (16 credit hours)

- MATH 26600 Ordinary Diff. Eqn - 3 credit hours
- ECE 20200 Circuit Analysis II - 3 credit hours
- ECE 25500 Introduction to Electronics Analysis and Design - 3 credit hours
- ECE 20800 Electronic Design and Devices Lab - 1 credit hour
- ECE 27000 Digital Logic Design and Lab - 4 credit hours

- ENGR 29700 Computer Tools for Engineers - 1 credit hour
- ECE 21000 Sophomore Seminar 1 - 3 credit hours

Junior Year

Fifth Semester (16 credit hours)

- ECE 30100 Signals and Systems - 3 credit hours
- ECE 31100 Electric and Magnetic Fields - 3 credit hours
- ECE 36200 Microprocessor Systems and Interfacing - 4 credit hours
- TCM 36000 Comm. In Engineering Practice - 3 credit hours
- Math/Science/Technical Elective[2]- 3 credit hours

Sixth Semester (15 credit hours)

- ECE 30200 Probabilistic Methods in Electrical Engineering - 3 credit hours
- ECE 38200 Feedback System Analysis - 3 credit hours
- ECE 32700 Engineering Economics - 3 credit hours
- ME 29500 Mechanicss and Heat - 3 credit hours
- EE Elective[4] - 3 credit hours

Senior Year

Seventh Semester (15 credit hours)

- ECE 44000 Introduction to Communication Systems Analysis - 4 credit hours
- ECE 48700 Senior Design I - 1 credit hour
- ECE 40100 Ethics - 1 credit hour
- EE Electives[4] - 6 credit hours
- Humanities or Social Science Elective[1] - 3 credit hours

Eighth Semester (14 credit hours)

- ECE 48800 Senior Design II - 2 credit hours
- EE Electives[4] - 6 credit hours
- Restricted Elective[5] - 3 credit hours
- General Education Elective[1] - 3 credit hours

After completing a rigorous, broad education in electrical and computer engineering during the first five semesters, juniors and seniors may select advanced electrical and computer engineering courses and technical elective courses from an approved list. Careful selection of these elective courses allows a student to concentrate in a specialized area of electrical engineering. A listing of acceptable electrical engineering and technical elective courses is given below. The actual course selection will depend on the schedule, as not every course is available every semester. Existing upper-level electrical engineering courses are offered in the areas of signal processing, imaging, robotics, control systems, VLSI, electronic circuits and manufacturing, nano technology, energy systems, network and data communication, software engineering, and embedded systems design. The Department of Electrical and Computer Engineering groups these and other allowable courses into several areas of tracks. An electrical and computer engineering student should file a plan of study with an academic advisor in the sophomore year to decide how to select these electives.

[1] From approved general education elective list.

[2] From approved math/science elective list.

[3] From approved technical elective list.

[4] From approved electrical engineering elective list.

[5] From lists 1-4.

EE Elective Courses choose 15 credit hours

Any non-required ECE 30000-level or above, except ECE 32600 or ECE 32700.

Students wishing to take a 50000-level course must meet with an academic advisor for permission to register for the course.

Math/Science/Technical Elective Courses: Choose 3 credit hours from the list of Math/Science Electives or the list of Technical Electives.

- MATH 33300: Chaotic Dynamical Systems
- MATH 35100: Elementary Linear Algebra
- MATH 51000: Vector Calculus
- MATH 52000: Boundary Value Prob. of Diff. Eqn.
- MATH 51100: Linear Algebra with Applications
- MATH 52300: Introduction to Partial Diff. Eqn.
- MATH 52500: Introduction to Complex Analysis
- MATH 52600: Principles of Math. Modeling
- MATH 52700: Advanced Math. Eng. & Physics I
- MATH 52800: Advanced Math. Eng. & Physics II
- MATH 53000: Functions of a Complex Variable I
- MATH 53100: Functions of a Complex Variable II
- MATH 54400: Real Analysis and Measure Theory
- BIOL K10100: Concepts of Biology I
- BIOL K10300: Concepts of Biology II
- BIOL K32400: Cell Biology
- CHEM C10600: Principles of Chemistry II
- CHEM C31000: Analytical Chemistry
- CHEM C34100: Organic Chemistry
- CHEM C36000: Elementary Physical Chemistry
- CHEM C36100: Phys. Chemistry of Bulk Matter
- CHEM C36200: Phys. Chemistry of Molecules
- PHYS 31000: Intermediate Mechanics
- PHYS 34200: Modern Physics
- PHYS 40000: Physical Optics
- PHYS 40000: Quantum Mechanics
- PHYS 52000: Mathematical Physics
- PHYS 53000: Electricity & Magnetism
- PHYS 54500: Solid State Physics
- PHYS 55000: Introduction to Quantum Mechanics

Any 30000-level or above math/science course with prior written approval of students' advisory committee

Technical Elective Courses

Any non-required course from lists of Electrical Engineering Elective or Computer Engineering Elective, or from the following courses.

- ECE 32600: Engineering Project Management
- CSCI 43700: Introduction to Computer Graphics
- ME 20000: Thermodynamics I
- ME 27000: Basic Mechanics I
- ME 27200: Mechanics of Materials
- ME 27400: Basic Mechanics II
- ME 30100: Thermodynamics II
- ME 34400: Introduction to Engineering Material, or
- Students complete three or more 1-credit sessions of either
- ENGR 20000, ENGR 25000, ENGR 30000, ENGR 35000, OR ENGR 40000
- ENGR 20010, ENGR 25010, OR ENGR 30010

*ECE 49500 Selected Topics in Electrical Engineering is generally used to offer new courses.

Restricted Elective: Choose 3 credit hours from any of the aforementioned elective lists.

B.S in Computer Engineering

This program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET), 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

The Bachelor of Science in Computer Engineering (B.S.Cmp.E.) degree curriculum provides an in-depth education in the analytical skills, hardware, and software aspects of modern computer systems. The program builds on a strong foundation in engineering design, including traditional analog and digital circuit design. The three main areas of emphasis within the computer-engineering program are embedded systems, telecommunications and networking, and software engineering and distributed computing. Extensive laboratory experiences support the theoretical aspects of the course work. Students gain valuable digital hardware design and software design experiences throughout the curriculum. The junior and senior years strengthens the student's expertise with courses in data structures, embedded systems, computer architecture, parallel and high performance computing systems, advanced digital systems, and computer communications networks and network security.

The Program Educational Objectives fo the Computer Engineering degree program are to prepare graduates who will be successful in their chosen career paths by:

1. becoming productive and valuable engineers in the private or public sector
2. pursuing and completing graduate studies, and/or
3. taking on leadership roles in their professions, as well as in their communities and the global society.

The minimum number of credit hours for graduation is 126, distributed as follows for each discipline:

1. Mathematics and Physical Sciences
- MATH 16500, 16600, 17100, and 26100, 26600 - 18 credit hours
- Chemistry: CHEM C10500 - 3 credit hours
- Physics: PHYS 15200 and 25100 - 9 credit hours

2. Communications and Ethics
- Speech: COMM R110 - 3 credit hours
- Writing: ENG W131 - 3 credit hours
- Communication in Engineering Practice: TCM 36000 - 2 credit hours
- Engineering Ethics and Professionalism: ECE 21000 and 40100 - 2 credit hours

3. General Education Electives
- a. Electives - 15 credit hours

4. Freshman Engineering Courses
- Introduction to the Engineering Profession: ENGR 19500 - 1 credit hour
- Introduction to Engineering: ENGR 19600 - 3 credit hours
- Comp Tools for Engineers: ENGR 29700 - 1 credit hour

5. Engineering Science
- Circuits: ECE 20100, 20200, and 20700 - 7 credit hours
- Systems and Fields: ECE 30100, 30200 - 6 credit hours

6. Engineering Design
- Digital Systems: ECE27000, 36200, and 36500 - 11 credit hours
- Capstone Design: ECE48700, 48800 - 3 credit hours

7. Computer Science
- Computing II: ECE 26100, 26300, and CSCI 24000 - 8 credit hours
- UNIX Programming:ECE 28200 - 1 credit hour
- DiscreetMath: CSCI 34000 - 3 credit hours
- Data Structures: CSCI 36200 - 3 credit hours
- Operating Systems: ECE 40800 - 3 credit hours

8. CmpE Electives[4] - 9 credit hours
9. Advanced CmpE Electives[5] - 6 credit hours
10. Math/Science/Technical Electives[2or3] - 3 credit hours
11. Restricted Electives[6] - 3 credit hours

[1] From approved general education elective list.

[2] From approved math/science elective list.

[3] From approved technical elective list.

[4] From approved computer engineering elective list.

[5] From lists 1-4.

Semester by semester, the 126 total credit hours may be distributed as follows:

Freshman Year

First Semester (17 credit hours)

- ENGR 19500 Introduction to the Engineering Profession - 1 credit hour
- ENGR 196 Introduction to Engineering - 3 credit hours

- MATH 16500 Analytic Geometry and Integrated Calculus I - 4 credit hours
- CHEM C10500 Chemical Science I - 3 credit hours
- COMM R110 Fundamentals of SpeechCommunication - 3 credit hours
- General Elective - 3 credit hours

Second Semester (17 credit hours)

- PHYS 15200 Mechanics - 4 credit hours
- MATH 16600 Analytic Geometry and Integrated Calculus II - 4 credit hours
- MATH 17100 Multidimensional Math - 3 credit hours
- ENG W131 Elementary Composition I - 3 credit hours
- General Education Elective - 3 credit hours

Sophomore Year

Third Semester (17 credit hours)

- MATH 26100 Multivariate Calculus - 4 credit hours
- PHYS 25100 Electricity and Optics - 5 credit hours
- ECE 20100 Linear Circuit Analysis I - 3 credit hours
- ECE 20700 Electronic Measurement Techniques - 1 credit hour
- ECE 26100 C programming Lab - 1 credit hour
- ECE 26300 C Programming - 3 credit hours

Fourth Semester (16 credit hours)

- MATH 26600 Ordinary Differential Equations - 3 credit hours
- CSCI 24000 Advanced Programming - 4 credit hours
- ECE 20200 Circuit Analysis II - 3 credit hours
- ECE 27000 Digital Logic Design and Lab - 4 credit hours
- ENGR 29700 Computer Tools for Engineers - 1 credit hour
- ECE 21000 Sophomore Seminar - 1 credit hour

Junior Year

Fifth Semester (16 credit hours)

- ECE 30100 Signals and Systems - 3 credit hours
- ECE 36200 Microprocessor Systems and Interfacing - 4 credit hours
- CSCI 340 Discrete Math - 3 credit hours
- Math/Science/Tech Elective[2 or 3] - 3 credit hours
- General Education Elective[1] - 3 credit hours

Sixth Semester (15 credit hours)

- ECE 302 Probabilistic Methods in Electrical Engineering - 3 credit hours
- ECE 282 UNIX Programming for Engineers - 1 credit hour
- CSCI 362 Data Structures - 3 credit hours
- CmpE Elective[4] - 3 credit hours
- TCM 36000 Comm. In Engineering Practice - 2 credit hours
- ECE 32700 Engineering Economics - 3 credit hours

Senior Year

Seventh Semester (14 credit hours)

- ECE 365 Introduction to the Design of Digital Computers - 3 credit hours
- ECE 48700 Senior Design I - 1 credit hour
- ECE 40100 Engineering Ethics - 1 credit hour
- Advanced Computer Engineering Elect.[5] - 3 credit hours
- CmpE Elective[4] - 6 credit hours

Eighth Semester (14 credit hours)

- ECE 40800 Operating Systems - 3 credit hours
- ECE 48800 Senior Design - 2 credit hours
- Advanced CmpE Elective[4] - 3 credit hours
- CmpE Elective - 3 credit hours
- Restricted Elective[5] - 3 credit hours

[1] From approved general education elective list.

[2] From approved math/science elective list.

[3] From approved technical elective list.

[4] From approved computer engineering elective list.

[5]From approved advanced computer engineering elective list

[6] From lists 1-4.

Advanced Computer Engineering Elective Courses

- ECE 42100 Advanced Digital Systems Design
- ECE 46100 Software Engineering
- ECE 46300 Intro to Computer Communication Networks
- ECE 46800 Introduction to Compilers and Translation Engineering
- ECE 47100 Embedded Systems

Students may also use the 50000-level version of any of these classes

CmpE Elective Courses

Computer Engineering Elective: Choose 9 credit hours from the following list. At least 3 credit hours must be at or above 400-level.

Any ECE 30000 or above courses, except ECE 32600 or ECE 32700

- ECE 25500: Intro. to Electronic Analysis & Design
- CSCI 35500: Intro. to Programming Languages
- MATH 41400: Numerical Analysis
- CSCI 43700: Intro. to Computer Graphics
- CSCI 43500: Multimedia Information Systems
- CSCI 43800: Computer Graphics II
- CSCI 48100: Data mining
- CSCI 44300: Database Systems

* Course ECE 49500 Selected Topics in Electrical Engineering is generally used to offer new courses.

Math/Science/Technical Elective Courses

- MATH 33300: Chaotic Dynamical Systems
- MATH 35100: Elementary Linear Algebra
- MATH 51000: Vector Calculus
- MATH 52000: Boundary Value Prob. of Diff. Eqn.
- MATH 51100: Linear Algebra with Applications
- MATH 52300: Introduction to Partial Diff. Eqn.
- MATH 52500: Introduction to Complex Analysis
- MATH 52600: Principles of Math. Modeling
- MATH 52700: Advanced Math. Eng. & Physics I
- MATH 52800: Advanced Math. Eng. & Physics II
- MATH 53000: Functions of a Complex Variable I
- MATH 53100: Functions of a Complex Variable II
- MATH 54400: Real Analysis and Measure Theory
- BIOL K10100: Concepts of Biology I
- BIOL K10300: Concepts of Biology II
- BIOL K32400: Cell Biology
- CHEM C10600: Principles of Chemistry II
- CHEM C31000: Analytical Chemistry
- CHEM C34100: Organic Chemistry
- CHEM C36000: Elementary Physical Chemistry
- CHEM C36100: Phys. Chemistry of Bulk Matter
- CHEM C36200: Phys. Chemistry of Molecules
- PHYS 31000: Intermediate Mechanics
- PHYS 34200: Modern Physics
- PHYS 40000: Physical Optics
- PHYS 40000: Quantum Mechanics
- PHYS 52000: Mathematical Physics
- PHYS 53000: Electricity & Magnetism
- PHYS 54500: Solid State Physics
- PHYS 55000: Introduction to Quantum Mechanics

Any 300-level or above math/science course with prior written approval of student's advisory committee

: Any non-required course from lists of Electrical Engineering Elective or Computer Engineering Elective or Advanced Computer Engineering Elective, or following courses.

- ECE 32600: Engineering Project Management
- CSCI 30000: Systems Programming
- CSCI 44100: Client-Server Database Systems
- CSCI 48700: Artificial Intelligence
- ME 29500: Engineering Mechanics & Heat

or student can complete three or more 1-credit sessions of either

- a. ENGR 20000, ENGR 25000, ENGR 30000, ENGR 35000, ENGR 40000, or
- b. ENGR 20010, ENGR 25010, OR ENGR 30010,

Restricted elective course: any course in the list of Technical electives, math/science electives, or Humanities or Social Science electives

B.S in Engineering - Interdisciplinary Engineering

This program is not accredited by the Engineering Accreditation Commission of the ABET.

The Electrical and Computer Engineering Department offers a Bachelor of Science in Engineering (B.S.E.) degree program for students wishing to supplement a strong core curriculum in electrical and computer engineering science and design with courses from mathematics, science, business, biomedicine, or another engineering discipline. While not ABET-accredited, the B.S.E. degree program offers the student greater flexibility to create a plan of study to accommodate broad interdisciplinary interests and objectives. The plan coincides with the traditional B.S.E.E. curriculum through the sophomore year and then diverges to include ECE electives and courses from interdisciplinary areas in the remainder of the curriculum.

The minimum number of credit hours for graduation is 126, distributed as follows for each discipline:

1. Mathematics and Physical Sciences
- Calculus: MATH 16500, 16600, 26100, and 26600 - 18 credit hours
- Chemistry: CHEM C10500 - 3 credit hours
- Physics: PHYS 15200 and 25100 - 9 credit hours

2. Communications and Ethics
- Speech: COMM R110 - 3 credit hours
- Writing: ENG W131 - 3 credit hours
- Communication in Engineering Practice: TCM 36000 - 2 credit hours
- Engineering Ethics and Professionalism: ECE 21000 and 40100 - 2 credit hours

3. Humanities and Social Sciences
- Electives - 15 credit hours

4. Freshman Engineering Courses
- Introduction to the Engineering Profession: ENGR 19500 - 1 credit hour
- Introduction to Engineering: ENGR 19600 - 3 credit hours
- Programming Concepts: ENGR 19700 - 3 credit hours
- ENGR 29700 - 1 credit hour

5. Electrical Engineering Courses
- ECE Core: ECE 20100, 20200, 20700, 20800, 25500, 27000, 30100, and 36200 - 22 credit hours
- ECE Electives (any ECE 30000-, 40000-, or 50000-level course) - 9 credit hours

6. Technical Elective Course - 3 credit hours
7. Interdisciplinary Area
- Core Requirements - 12 credit hours
- Core Electives - 12 credit hours

Freshman Year

First Semester (15 credit hours)

- ENGR 19500 Introduction to the Engineering Profession - 1 credit hour
- ENGR 19600 Introduction to Engineering - 3 credit hours
- CHEM C10500 Principles of Chemistry I - 3 credit hours
- COMM R110 Fundamentals of Speech Communication - 3 credit hours
- MATH 16500 Analytic Geometry and Integrated Calculus I - 4 credit hours

Second Semester (18 credit hours)

- ENGR 19700 Programming Concepts - 3 credit hours
- CHEM C10600 Principles of Chemistry II - 3 credit hours
- ENG W13100 Elementary Composition I - 3 credit hours
- MATH 16400 Integrated Calculus and Analytic Geometry II - 5 credit hours
- PHYS 15200 Mechanics - 4 credit hours

The remainder of the interdisciplinary plan of study is individualized. Students should speak to their academic advisors regarding course selection.

Graduate Programs in ECE

Students can earn the Master of Science in Electrical and Computer Engineering (M.S.E.C.E.), and the Master of Science in Engineering (M.S.E.), through the Department of Electrical and Computer Engineering at the Purdue School of Engineering and Technology at IUPUI. The M.S.E.C.E. degree is organized into several areas of study, including computer engineering, controls and automation, communication, signal processing, VLSI/ASIC design, and power sytems, while the M.S.E. degree is interdisciplinary in nature and is primarily for non-electrical engineering undergraduates. Qualified students may be authorized to pursue the Ph.D. degree in electrical and computer engineering at IUPUI. Programs leading to the Ph.D. in electrical and computer engineering is jointly administered with the School of Electrical and Computer Engineering at Purdue University, West Lafayette. For more information about graduate electrical and computer engineering programs
visit http://engr.iupui.edu/ece/graduate.shtml?menu=grad.

Engineering Technology (ENT)

Chair: E. Cooney, Professor of Electrical and Computer Engineering Technology **Program Directors: BMET** - B. Christe
CEMT - T. Iseley
CpET - B. Lin
EET - E. Cooney
MET - J. Zecher
MSTE - P. Hylton

The Department of Engineering Technology offers one degree program at the associate level and six degree programs at the bachelor's level. ENT offers an Associate of Science degree with a major in Biomedical Electronics Technology (BMET). Graduates from the BMET associate degree program can continue their education for an additional two years and complete the course work leading to a Bachelor of Science degree. The department offers Bachelor of Science degrees in Biomedical Engineering Technology, Computer Engineering Technology, Construction Engineering Management Technology, Electrical Engineering Technology, Mechanical Engineering Technology, and Motorsports Engineering. The ENT programs are well-suited for individuals who are curious about how things work and want a practice-oriented education. The department faculty members all have practical engineering work experience in their fields of expertise and are able to offer an educational experience that provides graudates with the skills necessary to quickly become productive employees. The faculty is dedicated to teaching and is very focused on meeting the educational needs of students. Daytime, evening and selected web-based courses are offered.

For more information, contact the Department of Engineering Technology at (317) 274-2363, e-mail aland@iupui.edu, or visit our Web site at http://www.engr.iupui.edu/ent.

Biomedical Engineering Technology

Associate Professor B. Christe (*Program Director)*

Associate of Science in Biomedical Engineering Technology

This two-year program consists of a combination of courses in basic electrical circuits, analog and digital electronics, microprocessor fundamentals, mathematics, physics, medical instrumentation, human anatomy, and human physiology. The program is enhanced by the department's interaction with the Indiana University Hospital on the IUPUI campus and with other area hospitals.

The biomedical engineering technology (BMET) curriculum enables graduates to find employment as biomedical equipment technicians, medical equipment sales personnel, medical equipment servicing/maintenance technicians, and research technicians.

The curriculum satisfies the educational requirements of the Association for the Advancement of Medical Instrumentation (AAMI) and the Certified Biomedical Equipment Technician Examination. Courses are offered in the day, evening, and online. Not all courses are offered in all formats.

Graduates of this program may choose to work toward the Bachelor of Science degree program in biomedical engineering technology. Approximately two additional years of study are necessary to complete the requirements for the B.S. in Biomedical Engineering Technology.

Freshman Year

First Semester (14 credit hours)

- **BMET 10500** Introduction to Biomedical Electronics Technology: 1 credit
- **ECET 10900** Digital Fundamentals: 3 credits
- **MATH 15300** Algebra and Trigonometry I: 3 credits
- **ENG W131** Elementary Composition I: 3 credits
- **TECH 102** Discovering Technology: 1 credit
- **TECH 105** Introduction to Engineering Technology: 3 credits

Second Semester (16 credit hours)

- **ECET 10700** Introduction to Circuit Analysis: 4 credits
- **BMET 22000** Applied Human Biology: 3 credits
- **ECET 15500** Digital Fundamentals II: 3 credits
- **COMM R110** Fundamentals of Speech Communication: 3 credits
- **MATH 15400** Algebra and Trigonometry II: 3 credits

Sophomore Year

Third Semester (16 credit hours)

- **ECET 15700** Electronics and Circuit Analysis: 4 credits
- **BMET 20900** Introduction to Microcontrollers: 2 credits
- **BMET 24000** Introduction to Medical Electronics: 3 credits

- **MATH 22100** Calculus for Technology I: 3 credits
- **PHYS 21800** General Physics: 4 credits

Fourth Semester (18 credit hours)

- **ECET 20700** AC Electronics Circuit Analysis: 4 credits
- **BMET 32000** Biomedical Electronics Systems: 4 credits
- **BMET 29000** BMET Practicum: 4 credits
- **CIT 17600** Information Technology Architectures
- **PSY B104** Psychology as a Social Science: 3 credits

Bachelor of Science in Biomedical Engineering Technology

Building on the foundational coursework completed in the first two years of study in Biomedical Engineering Technology, students focus on developing skills to support technology used in patient care. Students integrate the technical/electrical/computer aspects of medical equipment with the needs of the medical staff and patients. Graduates will be integral members of the health care team, demonstrating excellent problem solving skills blended with an emphasis on customer service toward the medical staff to result in safe and effective patient care. Some graduates may elect to work directly for medical equipment manufacturers, investigating device design, integration, sales or support.

Junior Year

Fifth Semester (15 credit hours)

- **BMET 31000** Intro to Radiography Systems: 3 credits
- **MATH 22200** Calculus for Technology II: 3 credits
- **BUS A200** Foundations of Accounting: 3 credits
- **TCM 22000** Technical Report Writing: 3 credits
- **IET 15000** Quantitative Methods for Tech: 3 credits

Sixth Semester (16 credit hours)

- **CIT 20200** Network Fundamentals: 4 credits
- **BMET 42000** Techn & Patient Populations: 3 credits
- **TCM 32000** Written Comm for Sci & Industry: 3 credits
- **Communication, Humanities, and Social Science** Elective: 6 credits

Senior Year

Seventh Semester (17 credit hours)

- **CIT 40200** Design & Implem Local Area Network: 4 credits
- **BMET 44000** Codes Reg & Patient Safety: 3 credits
- **BMET 49000** Project Planning & Design: 1 credits
- **BMET 49300** Ethics and Professionalism for BMET: 1 credits
- **CHEM C110 and C115** The Chemistry of Life: 3 & 2 credits
- **Communication, Humanities, and Social Science** Elective: 3 credits
- **TCM 38000** Tech Comm in the Healthcare Prof: 3 credits

Eighth Semester (14 credit hours)

- **BMET 47000** Special Topics in BMET: 3 credits
- **BMET 49100** Techinical Project: 2 credits
- **OLS** Elective: 3 credits
- **OLS** Elective: 3 credits
- **Communication, Humanities, and Social Science** Elective: 3 credits

Computer Engineering Technology

Professors W. Conrad, E. Cooney *(Chair)*, R. Pfile
Associate Professors B. Christe, K. Rennels
Clinical Associate Professor W. Lin

Bachelor of Science in Computer Engineering Technology

Accredited by the Technology Accreditation Commission, ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

The purpose of the Computer Engineering Technology Program is to train engineering technologists to design, develop, and implement computer-based applications. The CpET program is offered by a partnership between the Department of Engineering Technology and the Computer and Information Technology program. A major emphasis of the CpET program is practice-oriented, "hands-on" training in laboratories to provide students and graduates with a rich experience in computer applications.

B.S. degree graduates will be able to provide technical support for computer systems in advanced manufacturing systems, control systems, networks, telecommunication systems, embedded systems, product development, and instrumentation. Graduates of the B.S. CpET program will have titles such as software technologist, automation engineer, applications software engineer, systems analyst, telecommunications engineer, network administrator and system test engineer.

The educational objectives for the Computer Engineering Technology program are:

1. Demonstrate knowledge, techniques (including the use of modern tools), and skills in the use of microprocessors, programs, networks, and systems encountered in the degree program's courses
2. Use current knowledge of mathematics, science, and emerging technology tools of their discipline to solve problems and demonstrate solutions
3. Identify, analyze and solve technical problems as required in the degree program's courses
4. Apply and design hardware, systems, and software programs in their specialty area as demonstrated in a senior project.
5. Conduct, analyze and interpret experiments, and assess results
6. Function as a member of a 2-4 person team to complete a task in a timely manner. Demonstrate ability to organize work done by team members
7. Write technical reports, present data and results coherently in oral and graphic formats
8. Demonstrate skills for life-long learning by locating, evaluating, and applying relevant information using external resources such as the internet, data books, trade publications and library resources.
9. Demonstrate ethical conduct as described in the university student code of conduct. Demonstrate knowledge of professional code of ethics.

10. Demonstrate a respect for diversity as described in the university civility statement. Recognize contemporary professional, societal and global issues in case studies and course projects.
11. Demonstrate quality, timeliness, and ability to complete increasingly complex homework and projects throughout the degree experience.

The Bachelor of Science in Computer Engineering Technology study plan for the industrial computing option is as follows.

Freshman Year

First Semester (16 credit hours)

- **TECH 10200** Discovering Technology: 1 credits
- **TECH 10500** Introduction to Engineering Technology: 3 credits
- **TECH 10400** Tech Graphics Communciation: 3 credits
- **ECET 10900** Digital Fundamentals: 3 credits
- **MATH 15300** Algebra and Trigonometry I: 3 credits
- **ENG W131** Elementary Composition I: 3 credits

Second Semester (16 credit hours)

- **ECET 10700** Introduction to Circuit Analysis: 4 credits
- **CIT 14000** Programming Constructs Lab: 3 credits
- **MATH 15400** Algebra and Trigonometry II: 3 credits
- **TCM 22000** Technical Report Writing: 3 credits
- **ECET 15500** Digital Fundamentals II: 3 credits

Sophomore Year

Third Semester (17 credit hours)

- **ECET 20900** Intro to Microcontrollers: 4 credits
- **MATH 22100** Calculus for Tech I: 3 credits
- **ECET 15700** Electronics Circuit Analysis: 4credits
- **ECET 16400** Applied Object Oriented Programming: 3 credits
- **COMM-R 110** Fundamentals of Speech Communication: 3 credits

Fourth Semester (14 credit hours)

- **MATH 22200** Calculus for Tech II: 3 credits
- **ECET 28400** Computer Communications: 4 credits
- **CIT 28600** Operating Systems and Administration: 3 credits
- **PHYS 21800** General Physics I: 4 credits

Junior Year

Fifth Semester (15 credit hours)

- **ECET 35700** Real-Time Digital Signal Processing: 4 credits
- **Gen Ed Elective** See approved course list: 3 credits
- **ECET 23100** Electrical Power & Controls: 4 credits
- **ECET Elective**: 4 credits

Sixth Semester (17 credit hours)

- **ECET Elective**: 4 credits
- **ECET Elective**: 4 credits
- **CIT 27000** Java Programming: 3 credits
- **TCM 37000** Oral Practicum: 3 credits
- **OLS 26300** Ethical Decisions in Leadership: 3 credits

Senior Year

Seventh Semester (14 credit hours)

- **ECET Elective**: 4 credits
- **ECET 49000** Senior Design Project Phase I: 1 credit
- **CIT 21400**:Introduction to Data Management 3 credits
- **STAT Selective** See approved course list: 3 credits
- **Gen Ed** Elective: 3 credits

Eighth Semester (16 credit hours)

- **ECET 49100** Senior Design Project Phase II: 2 credits
- **ECET Elective**: 4 credits
- **CIT Selective***: 3 credits
- **ECET Elective**: 4 credits
- **Gen Ed Elective**: 3 credits

Construction Engineering Management Technology

Professor T. Iseley (Program Director), E. Sener
Assistant Professor B. Kinsey, D. Koo
Lecturer Bill White

The Construction Engineering Management Technology program offers students in the program a B.S. degree. Students may apply to enter the co-op or internship work programs following their freshman year.

For more information, contact the Department of Engineering Technology at (317) 274-2363 or email aland@iupui.edu. or visit our Web site at http://engr.iupui.edu/cemt/index.shtml?menu=home.

Bachelor of Science in Construction Engineering Management Technology

Accredited by the Technology Accreditation Commission, ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

The Construction Engineering Management Technology curriculum is intended to further students' knowledge in areas of construction contract administration, specification writing, construction field operations, construction scheduling/project control, construction costs and bidding, construction law and ethics, construction safety and inspection, construction project cost and project control, soils and foundations, construction economics, and construction management through further course work. Additional course work in microeconomics, mathematics, lab sciences, and training in written and oral communications is also included. Many students complete all or part of their course work on a part-time basis by taking a reduced course load during the semesters they are engaged in construction-related employment.

Graduates of the program are prepared for employment with contractors, building product companies, consulting engineering firms, construction material and equipment vendors, testing labs, utilities, and state and other government organizations. Occupations such as inspecting, estimating, project management, merchandising, supervising, and testing may also be filled by graduates of this program.

The career educational objectives for Construction Technology are:

1. Demonstrate an appropriate master of the knowledge, techniques, skills, and morern tools of their discipline.
2. Apply current knowledge and adapt to emerging applications in mathematics, science, engineering , and technology.
3. Conduct, analyze and interpret experiments and apply experimental results to improve processes.
4. Apply creativity in the design of system, components or processes appropriate to program objectives.
5. Function effectively on teams.
6. Identify, analyze, and solve technical problems.

Graduates typically find employment with engineering firms, construction firms, consulting companies, surveying companies, contractors and subcontractors, builders, construction materials testing companies, building products, materials and equipment suppliers, land developers, highway departments, utilities, and various state, city, and governmental agencies and work with titles such as project manager or project supervisor, contract administrator, specifications writer, safety supervisor, project estimator, project scheduler, contractor, sub-contractor, builder, surveyor, designer, remodeller, testing supervisor, merchandiser of construction materials and equipment.

The curriculum is not intended to prepare students for registration as professional engineers.

Freshman Year

First Semester (16 credit hours)

- **TECH 10200** Discovering Technology:1 credit hours
- **TECH 10400**: Technical Graphics Communication: 3 credit hours
- **TECH 10500**: Introduction to Engineering Technology: 3 credit hours
- **CEMT 12000**: Construction Materials and Methods: 3 credit hours
- **ENG W131** Elementary Composition I: 3 credit hours
- **MATH 15300** Algebra and Trigonometry I: 3 credit hours

Second Semester (15 credit hours)

- **OLS Selective:** OLS 25200 or OLS 27400: 3 credit hours
- **CEMT 27500** Civil Eng Drafting: 3 credit hours
- **COMM R110** Fundamentals of Speech Communication: 3 credit hours
- **MATH 15400** Algebra and Trigonometry II: 3 credit hours
- **TCM 22000** Technical Report Writing: 3 credit hours

Sophomore Year

Third Semester (17 credit hours)

- **CEMT 21500** Constr Mech & Elec: 4 credit hours
- **CEMT 11000** Construction Accounting: 3 credit hours
- **TCM 34000** Correspondence in Bus & Ind: 3 credit hours
- **ECON E201** Microeconomics: 3 credit hours
- **PHYS 218** General Physics I: 4 credit hours

Fourth Semester (15 credit hours)

- **Gen Ed Elective**: 3 credit hours
- **CEMT 28000** Quantity Survey: 3 credit hours
- **CEMT 10400** Surveying Fundamentals: 3 credit hours
- **CEMT 16000** Statics: 3 credit hours
- **MATH 22100** Calculus for Technology I: 3 credit hours

Junior Year

Fifth Semester (14 credit hours)

- **CEMT 30200** Construction Law & Ethics: 3 credit hours
- **CEMT 34200** Construction Cost & Bidding: 3 credit hours
- **CEMT 31200** Construction Surveying: 3 credit hours
- **CEMT 26000** Strength of Materials: 3 credit hours
- **CEMT 26700** Materials Testing: 2 credit hours

Sixth Semester (16 credit hours)

- **CEMT 34700** Constr. Contract Admin & Specs: 3 credit hours
- **CEMT 34100** Construction Scheduling: 3 credit hours
- **CEMT 48400** Wood, Timber and Formwork Design: 3 credit hours
- **Science Elective:** 4 credit hours
- **Math/Stat/Phys/.Elective:** 3 credit hours

Senior Year

Seventh Semester (16 credit hours)

- **CEMT 45200** Hydraulics and Drainage: 3 credit hours
- **CEMT 33000** Construction Field Operations: 3 credit hours
- **CEMT 45500** Constr. Safety & Inspection: 3 credit hours
- **CEMT 48600** Reinfor Concrete Des & Const: 3 credit hours
- **Gen Ed Elective**: See approved course list: 3 credit hours
- **CEMT 39000** Construction Experience: 1 credit hours

Eighth Semester (15 credit hours)

- **CEMT 43000** Soils and Foundations: 3 credit hours
- **CEMT 49400** Engineering Economics for Construction: 3 credit hours
- **CEMT 44700** Project Management: 3 credit hours
- **CEMT 35000** Constr. Proj. Cost & Proj. Cntrl: 3 credit hours
- **Construction Elective:** 3 credit hours

Construction Management Certificate

This certificate is designed to provide educational opportunities for those who need or desire to learn contemporary construction management techniques and skills and employ the latest technology in doing so. This program emphasizes developing the skills required by the construction industry and relies on the use of computers, whenever possible, to provide a contemporary education in the use of the latest technology in the management process. Those who earn the certificate will qualify for entry-level positions as superintendents, project managers, estimators, or schedulers for construction-related firms and will be competent in using the latest technology.

Good candidates for the program are people who wish to acquire additional marketable skills in construction management, who wish to upgrade existing construction management skills, or who wish to earn tangible verification of acquired skills and bodies of knowledge related to construction management.

Curriculum (27 credit hours)

- **CEMT 11000** Construction Accounting: 3 credit hours
- **CEMT 28000** Quantity Survey: 3 credit hours
- **CEMT 33000** Construction Field Operations: 3 credit hours
- **CEMT 34100** Construction Scheduling and Project Control: 3 credit hours
- **CEMT 34200** Construction Cost and Bidding: 3 credit hours
- **CEMT 34700** Construction Contract Administration and Specifications: 3 credit hours
- **CEMT 44700** Construction Project Management: 3 credit hours
- **CEMT 45500** Construction Safety and Inspection: 3 credit hours
- **CEMT 49400** Engr Economics for Construction: 3 credit hours

Any student who has 8 credit hours in college-level technical mathematics, including algebra, trigonometry, and calculus; proven computer competency; the ability to read and interpret construction documents; and is formally admitted to the university, may be a candidate for this certificate. Courses taken at other universities may be recognized as equivalent to selected required courses. Course credit may be given for appropriate job experience.

Courses taken at other universities may be recognized as equivalent to selected required courses, as corequisites, or as prerequisites, and course credit may be given for appropriate job experience. Please see the department chair before starting this certificate to obtain the full certificate requirements and the flowchart for the certificate program of study, there may be other course requirements that circumstances may necessitate. Students pursuing a degree cannot be awarded a certificate.

Electrical Engineering Technology

Professors W. Conrad, E. Cooney*(Chair)*, R. Pfile
Clinical Associate Professor W.Lin
Assistant Professors Afshin Izadian, David Goodman

Bachelor of Science in Electrical Engineering Technology

Accredited by the Technology Accreditation Commission, ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

Graduates of this program are qualified for high-level positions as technologists with job titles such as product engineer, process automation specialist, quality engineer, audio engineer, manufacturing system integration engineer, product engineer, field service engineer, substation engineer, controls engineer, calibration specialist, and sales engineer. The courses are offered both in the day and evening.

The educational objectives for the Electrical Engineering Technology program are:

1. Demonstrate knowledge, techniques (including the use of modern tools), and skills in the use of microprocessors, programs, networks, and systems encountered in the degree program's courses
2. Use current knowledge of mathematics, science, and emerging technology tools of their discipline to solve problems and demonstrate solutions
3. Identify, analyze and solve technical problems as required in the degree program's courses
4. Apply and design hardware, systems, and software programs in their specialty area as demonstrated in a senior project.
5. Conduct, analyze and interpret experiments, and assess results
6. Function as a member of a 2-4 person team to complete a task in a timely manner. Demonstrate ability to organize work done by team members
7. Write technical reports, present data and results coherently in oral and graphic formats
8. Demonstrate skills for life-long learning by locating, evaluating, and applying relevant information using external resources such as the internet, data books, trade publications and library resources.
9. Demonstrate ethical conduct as described in the university student code of conduct. Demonstrate knowledge of professional code of ethics.
10. Demonstrate a respect for diversity as described in the university civility statement. Recognize contemporary professional, societal and global issues in case studies and course projects.
11. Demonstrate quality, timeliness, and ability to complete increasingly complex homework and projects throughout the degree experience.

Freshman Year

First Semester (16 credit hours)

- **TECH 10200** Discovering Technology: 1 credit hour
- **TECH 10400** Technical Graphics Communication: 3 credit hours
- **TECH 10500** Introduction to Engineering Technology: 3 credit hours
- **ECET 10900** Digital Fundamentals: 3 credit hours
- **MATH 15300** Algebra and Trigonometry I: 3 credit hours
- **ENG W131** Elementary Composition I: 3 credit hours

Second Semester (16 credit hours)

- **ECET 10700** Introduction to Circuit Analysis: 4 credit hours
- **ECET 15500** Digital Fundamentals II: 3 credit hours
- **TCM 22000** Technical Report Writing: 3 credit hours
- **MATH 15400** Algebra and Trigonometry II: 3 credit hours
- **Gen Ed Elective** See approved course list: 3 credit hours

Sophomore Year

Third Semester (16 credit hours)

- **ECET 15700** Electronics Circuit Analysis: 4 credit hours
- **ECET 16400** Applied Object Oreinted Programming: 3 credit hours

- **STAT Selective** See approved course list: 3 credit hours
- **MATH 22100** Calculus for Tech I: 3 credit hours
- **COMM-R 110** Fundamentals of Speech Communication : 3 credit hours

Fourth Semester (17 credit hours)

- **ECET 20700** AC Electronics Circuit Analysis: 4 credit hours
- **ECET 28400** Computer Communications: 4 credit hours
- **MATH 22200** Calculus for Tech II: 3 credit hours
- **Gen Ed Elective** See approved course list: 3 credit hours
- **Tech Elective** See Approved course list: 3 credit hours

Junior Year

Fifth Semester (15 credit hours)

- **ECET 20900** Introduction to Microprocessors: 4 credit hours
- **ECET 23100** Electrical Power and Controls: 4 credit hours
- **PHYS 21800** General Physics: 4 credit hours
- **TCM 22000 Technical Report Writing: 3 credit hours**
- **ECET Elective: 4 credit hours**
- **ECET Elective: 4 credit hours**
- **ECET 30700 Analog Network Signal Processing: 4 credit hours**
- **TCM 37000 Oral Practicum for Technology: 3 credit hours**

Senior Year

- **ECET Elective: 4 credit hours**
- **ECET 49000 Senior Design Project Phase I: 1 credit hour**
- **TECH Elective See approved course list: 3 credit hours**
- **CHEM C101 Elementary Chemistry I LEC: 3 credit hours**
- **CHEM C121 Elementary Chemistry I LAB: 2 credit hours**
- **Gen Ed Elective See approved course list: 3 credit hours**
- **ECET Elective: 4 credit hours**
- **ECET Elective: 4 credit hours**
- **ECET 49100 Senior Design Project Phase II: 2 credit hours**
- **OLS 26300 Ethical Decisions in Leadership: 3 credit hours**
- **TECH Elective See approved course list: 3 credit hours**

Advanced Curriculum Program
Electrical engineering technology students interested in pursuing advanced degrees in science, engineering, or professional registration are encouraged to take the ECET department's Advanced Curriculum Program (ACP).1 This program maximizes a student's undergraduate preparation in the mathematics, science, and engineering science required for advanced studies within the framework of the B.S. degree program. The ACP requirements are listed below, with the four-year technology course substitution shown in parentheses.

Mathematics and Science

- **MATH 16300 Integrated Calculus and Analytic Geometry I (in place of MATH 22100)**
- **MATH 16400 Integrated Calculus and Analytic Geometry II (in place of MATH 22200)**
- **MATH 26100 and 26200**
- **STAT 511 Statistical Methods I (in place of STAT 30100)**
- **PHYS 15200 Mechanics (in place of PHYS 21800)**
- **PHYS 25100 Heat, Electricity, and Optics (PHYS 21900)**
- **CHEM C105 and CHEM C125 Principles of Chemistry I (in place of CHEM C101 and CHEM C121)**
- **Two engineering design courses**

Interdisciplinary Technical Electives

Minimum of 12 credit hours with approval of advisor.

Minor in Electrical Engineering Technology

The minor in electrical engineering technology (EET) requires completion of a minimum of 22 credit hours of ECET courses. Required courses are ECET 107, 109, 157, 155, and 207. In addition, one course from the following list must be completed: ECET 209, 231 or 284 . At least 12 credit hours of minor must be completed in residence at IUPUI. Students with credit for ECET 116 should consult the ECET department.

Students who wish to complete a minor in electrical engineering technology should consult a department advisor about prerequisite courses or credit for courses taken at other universities.

Mechanical Engineering Technology

Professors: J. Zecher *(Program Director)* **Associate Professors:** D. Acheson, K. Rennels, P. Hylton, R. Chen
Assistant Clinical professor: P Yearling
Lecturer: R. Durkin

The Department of Engineering Technology offers a Bachelor of Science degree in mechanical engineering technology. The short-duration certificate programs are offered in quality assurance and motorsports technology.

For more information, contact the Department of Engineering Technology at (317) 274-3428, or email aland@iupui.edu , or visit our Web site at: www.engr.iupui.edu/met.

Bachelor of Science in Mechanical Engineering Technology

Accredited by the Technology Accreditation Commission, ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

This program is designed to satisfy a specific need of industry. Building on the A.S. background, selected practical and applied courses give students additional communicative

and supervisory skills, interdisciplinary technical understanding, and greater expertise in their major area.

The program educational objectives for Mechanical Engineering Technology are:

1. Show their ability to solve problems related to the workplace through their application of excellent technical capabilities in mechanical engineering technology and related supporting fields.
2. Be responsible citizens in the workplace through their demonstrated ethical and professional conduct, and appreciation for diversity in its various forms.
3. Continue their professional advancement through life-long learning opportunities, in-service training, and engagement with professional organizations.
4. Practice effective oral and written communication skills.
5. Show their ability to address diverse environmental, ethical, diversity, cultural, and contemporary aspects of their work.
6. Work collaboratively and effectively in engineering and manufacturing industries as a liaison between professional engineers and manufacturing personnel.

Freshman Year

First Semester (16 credit hours)

- **TECH 10200** Technology Learning Community: 1 credit hour
- **TECH 10400** Technical Graphics Communication: 3 credit hours
- **TECH 10500** Introduction to Engineering Technology: 3 credit hours
- **IET 10400** Industrial Organization: 3 credit hours
- **MATH 15300** Algebra and Trigonometry I: 3 credit hours
- **ENG W131** Elementary Composition I: 3 credit hours

Second Semester (17 credit hours)

- **MET 11100** Applied Statics: 3 credit hours
- **MET 20400** Introduction to Design: 3 credit hours
- **CHEM C101** Elementary Chemistry I: 3 credit hours
- **CHEM C121** Elementary Chemistry Laboratory I: 2 credit hours
- **TCM 22000** Technical Report Writing: 3 credit hours
- **MATH 15400** Algebra and Trigonometry II: 3 credit hours

Sophomore Year

Third Semester (17 credit hours)

- **MET 21100** Applied Strength of Materials: 4 credit hours
- **MET 21300** Dynamics: 3 credit hours
- **COMM R110** Fundamentals of Speech Communication: 3 credit hours
- **PHYS 21800** General Physics I: 4 credit hours
- **MATH 22100** Calculus for Technology I: 3 credit hours

Fourth Semester (16 credit hours)

- MET 21400 Machine Elements: 3 credit hours
- MET 22000 Heat/Power: 3 credit hours
- MET 23000 Fluid Power: 3 credit hours
- PHYS 21900 General Physics II: 4 credit hours
- Technical Elective: 3 credit hours

Junior Year

Fifth Semester (17 credit hours)

- **ECET 16400** Object Oriented Programming: 3 credit hours
- **IET 15000** Quantitative Methods for Technology: 3 credit hours
- **MET 32800** CAD/CAM for Mechanical Design: 3 credit hours
- **MET 33800** Manufacturing Processes: 4 credit hours
- **MET 34800** Engineering Materials: 4 credit hours

Sixth Semester (17 credit hours)

- **MET 31000** Computer-Aided Machine Design: 3 credit hours
- **MET 35000** Applied Fluid Mechanics: 3 credit hours
- **MET 38800** Thermodynamics and Heat Power: 4 credit hours
- **IET 35000** Engineering Economics: 3 credit hours
- **ECET 11600** Electrical Circuits: 4 credit hours

Senior Year

Seventh Semester (16 credit hours)

- **ECET 35100** Instrumentation and Controls: 4 credit hours
- **Gen Ed Elective** See approved course list: 3 credit hours
- **Gen Ed Elective** See approved course list: 3 credit hours
- **Technical Elective** See approved course list: 3 credit hours
- **Technical Elective** See approved course list: 3 credit hours

Eighth Semester (12 credit hours)

- **MET 41400** Design of Mechanical Projects: 3 credit hours
- OLS 26300 Ethical Decisions in Leadership: 3 credit hours
- **Gen Ed Elective** See approved course list: 3 credit hours
- T**echnical Elective** See approved course list: 3 credit hours

Bachelor of Science in Mechanical Engineering Technology

Advanced Curriculum Track

The advanced-degree Mechanical Engineering Technology Program includes classes in advanced mathematics, and science.

Junior Year

Fifth Semester (16 credit hours)

- MET 21300 Dynamics: 3 credit hours
- MET 32000 Applied Thermodynamics: 3 credit hours

- TCM 34000 Correspondence in Business and Industry: 3 credit hours
- IET 15000 Quantitative Methods for Technology: 3 credit hours
- MATH 26100 Multivariate Calculus: 4 credit hours

Sixth Semester (16 credit hours)

- MET 31000 Computer-Aided Machine Design: 3 credit hours
- MET 34400 Materials II: 3 credit hours
- MET 35000 Applied Fluid Mechanics: 3 credit hours
- ECET 11600 Electrical Circuits: 4 credit hours
- CIT 14000 Programming Constructs Lab: 3 credit hours

Senior Year

Seventh Semester (15 credit hours)

- MET 32800 CAD/CAM for Mechanical Design: 3 credit hours
- MET 38400 Instrumentation: 3 credit hours
- IET 10400 Industrial Organization: 3 credit hours
- IET 35000 Engineering Economics: 3 credit hours
- TCM 37000 Oral Practicum for Technical Managers: 3 credit hours

Eighth Semester (17 credit hours)

- MET 41400 Design of Mechanical Projects: 3 credit hours
- CHEM C10100 and C12100 Elementary Chemistry I: 5 credit hours
- Technical Elective: 3 credit hours
- Social Science Electives: 6 credit hours

Quality Assurance Certificate Program

Developed in conjunction with the Northeast Indiana Section of the American Society for Quality Control, this certificate program provides training and instruction in the use of measuring instruments and techniques of statistical quality control. The course work provides a basis for putting these techniques to work in the quality control system of an industrial organization. The program includes an investigation of the concept of quality control and the impact of quality costs, determination of customer needs, and follow-up on field performance and feedback. A certificate will be presented to those who successfully complete all course work and the transcript noted.

A total of 20 credit hours and cumulative grade point average of 2.0 on a 4.0 scale is required to receive the certificate.

All students must complete the following courses:

The courses are listed in the order in which they should be taken.

Curriculum (23 credit hours)

- MATH 15100 or MATH 15300/15400 Algebra and Trigonometry: 5 credit hours
- MET 10500 Intro to Engineering Technology: 3 credit hours
- IET 30000 Metrology for Quality Assurance: 3 credit hours
- IET 15000 Quantitative Methods for Technology: 3 credit hours
- IET 36400 Total Quality Control: 3 credit hours
- IET 37400 Nondestructive Testing or
- IET 47400 Quality Improvement of Products and Processes: 3 credit hours
- IET 45400 Statistical Quality Control: 3 credit hours

Motorsports Engineering

Associate Professor P. Hylton *(Program Director)*
Lecturer A. Borme

IUPUI is the first University in the United States to offer a bachelor's degree in motorsports engineering

The motorsports industry is growing and expected to continue to grow at a rapid pace. By most accounts, Indiana, North Carolina, and England are recognized as the three leading local motorsports economies. Indianapolis, while generally known as the home of open-wheel racing has a broad appeal. It is also known for sprint cars, midgets, karting, NHRA, and many other forms of racing. It is estimated that there are over 400 motorsports-related firms in the Indianapolis region including companies that produce engines, brakes, shocks, springs, and other racing products.

Bachelor of Science in Motorsports Engineering

This 4-year Bachelor of Science of Degree in Motorsports Engineering degree program was just approved in May, 2008. This program, which aims to prepare graduates for careers in the motorsports industry, as well as automotive-related companies, will focus on teaching fundamentals of engineering and will include hands-on projects that involve designing, analyzing, and building of actual systems.

Freshman Year

First Semester (14 credit hours)

- ENG-W 131 Elementary Composition: 3 credit hours
- Math 16500 Calculus I: 4 credit hours
- ENGR 19500 Learning Community: 1 credit hour
- CHEM C 10500 Chemistry II: 3 credit hours
- MSTE 27200 Intro to Motorsports: 3 credit hours

Second Semester (16 credit hours)

- COMM_R110 Fund. Of Speech Comm: 3 credit hours
- MATH 16600 Calculus II: 4 credit hours
- PHYS 15200 General Physics I: 4 credit hours
- ENGR 19700 Intro to Programming Concep: 2 credit hours
- MATH 17100 Multidimensional Math: 3 credit hours

Sophomore Year

Third Semester (17 credit hours)

- MSTE 29700 Computer Modeling for Motorsports: 1 credit hour
- MATH 26100 Multivariate Calculus: 4 credit hours
- PHYS 25100 General Physics II: 5 credit hours
- ME 20000 Thermodynamics: 3 credit hours
- MSTE 21000 Statics and Dynamics: 4 credit hours

Fourth Semester (17 credit hours)

- MATH 26600 Ordinary Differential Equations: 4 credit hours
- ECE 20400 Electrical & Electronics Circuits: 4 credit hours
- ME 27200 Strength of Materials: 4 credit hours
- Technical Elective: 3 credit hours
- MSTE 35000 Computer Aided Design & Mfg: 3 credit hours

Junior Year

Fifth Semester (16 credit hours)

- MSTE 32000 Motorsports Design I: 3 credit hours
- MSTE 33000 Data Acquisition in Motorsports I: 3 credit hours
- MSTE 34000 Dynamic Systems & Signals: 3 credit hours
- MSTE 31000 Business of Motorsports I: 3 credit hours
- ME 31000 Fluid Mechanics: 4 credit hours

Sixth Semester (15 credit hours)

- MSTE I 4100 Internship: 1 credit hour
- MSTE 33100 Data acquisition in Motorsports II: 3 credit hours
- MSTE 31100 Business of Motorsports II: 3 credit hours
- STAT Elective: 3 credit hours
- ME 34400 Materials: 3 credit hours
- TCM 36000 Communications/Writing: 2 credit hours

Senior Year

Seventh Semester (16 credit hours)

- MSTE I 41000 Internship: 1 credit hour
- MSTE 47200 Vehicle Dynamics: 3 credit hours
- Gen Ed Elective: 3 credit hours
- Technical Selective: 3 credit hours
- MSTE 36000 Control Systems Analysis & Des: 3 credit hours
- ECON: 3 credit hours

Eighth Semester (17 credit hours)

- MSTE I 41000 Internship: 1 credit hour
- Ethics: 3 credit hours
- MSTE 42000 Automotive Control: 3 credit hours
- MSTE 41400 Motorsports Design II: 3 credit hours
- MSTE 42600 Internal Combustion Engines: 3 credit hours
- Tech Elective: 3 credit hours
- Gen Ed Elective: 3 credit hours

Motorsports Engineering Certificate

This certificate provides an educational opportunity in the basics of the motorsports industry. Motorsports is a rapidly expanding segment of the Indiana employment market. This certificate will assist in developing technical skills in this area. A certificate and transcript notation will be awarded upon completion of the course work.

A total of 26 credit hours and a cumulative grade point average of 2.0 on a 4.0 scale is required to receive the certificate

All students must complete the following courses or their equivalents:

- Math 15900 Algebra & Trigonometry or Math 153/154 Algebra & Trigonometry I&II: 5 credit hours
- MET 11100 Statics: 3 credit hours
- MET 21100 Strength of Materials or MET 213 Dynamics: 3 credit hours
- (must take one but both are recommended)

- MET 22000 Heat and Power: 3 credit hours
- MET 29900 Introduction to Motorsports: 3 credit hours
- MSTE 42600 IC Engines: 3 credit hours
- MET 49900 Vehicle Dynamics: 3 credit hours
- An MET Project Course with a Motorsports related project: 3 credit hours
- (may be MET 41400, MET 49700 or MET 29900 project course)

Sustainable Technologies Certificate

Purpose

In the United States, sustainability has gained importance in business, industry, government, government agencies, higher education, and in the general public's consciousness. The goal of meeting today's needs without harming future generations' ability to realize their potential is a hallmark of sustainable practices, and there is widespread interest from many disciplines and sectors in developing, enhancing, and integrating sustainability into aspects of products, services, and solutions. Thus, the need to equp students with the knowledge, skills, and perspectives to make contributions tosustainability initiatives has never been greater. Green jobs are rapidly being created as the economy begins enbracing sustainable, energy efficiency, and low-carbon practices. The driving forces behind the development of green jobs are businesses wishing to maintain cutting edge technology, become more energy efficient, while lowering their carbon foot print, or becoming entirely carbon neutral. The governments of the world, the U.S. being one of them, support these developments through initiatives including: federal funding, subsidies, tax reform, and carbon markets. This certificate is designed to address a growing need for professionals who can contribute to the green global workforce with knowledge in sustainable practices in current technologies. The Sustainable Technologies Certificate will be beneficial to students who want to acquire knowledge in areas of renewable energies, green building, and sustainable design, and who may want to pursue a career in a sustainable technology. All of the Sustainable Technologies Certificate courses will be offered online.

Admission

Candidates for this certificate are required to be formally admitted by the IUPUI Office of Admissions, but not required to be a student in the Purdue School of Engineering

Technology. To earn the Sustainable Technologies Certificate, or any other certificates, students must contact the department to complete paperwork to add the certificate to their program plan of study before they enroll in the last semester or sooner. Applications for graduation must be completed one semester prior to completion of the required curriculum.

Curriculum (18 credit hours)

Students are required to successfully complete a total of 6 courses (18 credit hours) to earn the certificate. No more than 6.0 units of transfer credit can be applied towards this certificate. All students must successfully complete all of the following required core courses:

- OLS 39900 (TECH 20100) Introduction to Sustainable Principles and Practices - 3 credit hours
- ECET 49900 (TECH 30100) Renewable Energy Technologies* - 3 credit hours
- ART 29900 (TECH 30200) Introduction to Green Building Technologies*[1] or
- ART 29900 (TECH 30400) Green Building: Information Modeling[1] - 3 credit hours
- ECET 49900 (TECH 30300) Energy Efficiency and Auditing - 3 credit hours
- ECET 49900 (TECH 40200)Emerging Green Technologies* - 3 credit hours

* SPEA Students will be taking these courses.

[1] For the certificate students choose just one of these courses.

Mechanical Engineering (ME)

Professors J. Chen *(Chair),* R. Nalim, N. Paydar
Associate Professors H. El-Mounayri, S. Anwar, T. Wasfy, T. Katona, A. Jones
Assistant Professors J. Xie, L. Zhu, Y. Kim, H. Yu, J. Zhang, A. Tovar
Lecturers A Razban

The Department of Mechanical Engineering offers programs at the bachelor's, master's, and doctoral levels. At the bachelor's level, programs described here lead to the Bachelor of Science in Mechanical Engineering (B.S.M.E.), the Bachelor of Science in Energy Engineering (B.S.E.E.N.), and the Bachelor of Science in Engineering (B.S.E.), an interdisciplinary degree. Students enrolled in the department study under faculty actively engaged in research in a variety of areas: advanced materials, biomechanics, combustion, composites, computational fluid dynamics, computer-aided design, control, experimental mechanics, fluid mechanics, finite element methods, fracture, heat transfer, manufacturing, renewable energy, battery technology, fuel cell technology, mechatronics, hybrid electric vehicles technology, robotics, solid and structural mechanics, turbomachinery, and vibration. For more information, contact the Department of Mechanical Engineering at (317) 274-9717 or visit the Department's website at **www.engr.iupui.edu/me.**

B.S. in Mechanical Engineering

The B.S.M.E. Program is accredited by the Engineering Accreditation Commission of ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202, (410) 347-7700.

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

The mechanical engineering curriculum provides a broad base on which to build an engineering career. Traditional subjects in mechanical engineering are complemented by extensive computer experience in such areas as computer-aided design and numerical problem solving. The program's flexibility allows students to specialize in their area of interest through choosing electives. Part-time employment is available to students in the research laboratories of the department. Such experience enhances course work and is particularly valuable to those who later undertake graduate study.

The Mechanical Engineering Program Educational Objectives are:

1. Serve as competent mechanical engineering professionals that meet or exceed the expectations of their employers.

2. Pursue advanced degrees in Mechanical or other related fields of engineering. Pursue other professional degrees, such as law or business.

3. Assume leadership roles in government and industry, as well as in their communities and the global society.

The number of credit hours required for graduation is 130, distributed as follows for each discipline:
1. Mathematics and Physical Sciences

- Calculus: **MATH 16500**, **16600**, **26100:** 12 credit hours
- Multidimensional Mathematics: **MATH 17100:** 3 credit hours
- Differential Equations: **MATH 26600:** 3 credit hours
- Chemistry: **CHEM-C 105:** 3 credit hours
- Physics: **PHYS 15200** and **25100:** 9 credit hours
- Science/TECH Elective (also listed under Technical Electives): 3 credit hours

2. Communications, Ethics and Contemporary Issues

- Speech: **COMM-R 110:** 3 credit hours
- Writing: **ENG-W 131:** 3 credit hours
- Communication in Engineering Practice: **TCM 36000:** 2 credit hours
- Engineering Ethics and Professionalism: **ME 40100:** 1 credit hour
- Seminar & Fundamentals of Engineering Review: **ME 40500:** 1 credit hour

3. General Education

- Engineering Economics: **ME 32700:** 3 credit hours

- Electives: 12 credit hours
- Free Elective 3 credit hours

4. Freshman Engineering Courses

- Introduction to the Engineering Profession: **ENGR 19500:** 1 credit hour
- Introduction to Engineering: **ENGR 19600: 3 credit hours**
- Introduction to Programming Concepts: **ENGR 19700: 2 credit hours**
- Computer Tools for Engineering: **ENGR 29700: 3 credit hours**

5. Mechanics and Materials

- Mechanics: **ME 27000** and **ME 27400: 6 credit hours**
- Materials: **ME 27200** and **ME 34400: 7 credit hours**

6. Design

- Mechanical Design: **ME 26200** and **37200: 7 credit hours**
- Capstone Design: **ME 46200: 3 credit hours**
- Thermal-Fluid Systems Design: **ME 41400: 3 credit hours**

7. Thermal-Fluid Sciences

- Thermodynamics: **ME 20000: 3 credit hours**
- Fluid Mechanics: **ME 31000: 4 credit hours**
- Heat and Mass Transfer: **ME 31400: 4 credit hours**

8. Electrical Engineering, Instrumentation and Control

- Electrical Engineering: **ECE 20400: 4 credit hours**
- Systems, Measurements and Controls: **ME 33000**, **34000**, and **48200: 9 credit hours**

9. Technical Electives

- TECH Electives: 9 credit hours
- Statistics Elective: 3 credit hours
- Science/TECH Elective (also listed under Mathematics and Physical Sciences): 3 credit hours

Semester by semester, the **130 total credit hours** are distributed as follows:

Freshman Year

First Semester (14 credit hours)

- **ENGR 19500** Introduction to the Engineering Profession: 1 credit hours
- **ENGR 19600** Introduction to Engineering: 3 credit hours
- **CHEM-C 10500** Chemical Science I: 3 credit hours
- **COMM-R 110** Fundamentals of Speech Communication: 3 credit hours
- **MATH 16500** Analytic Geometry and Calculus I: 4 credit hours

Second Semester (16 credit hours)

- **ENGR 19700** Introduction to Programming Concepts: 2 credit hours
- **ENG-W 131** Elementary Composition I: 3 credit hours
- **MATH 16600** Analytic Geometry and Calculus II: 4 credit hours
- **PHYS 15200** Mechanics: 4 credit hours
- **MATH 17100** Multidimensional Mathematics: 3 credit hours

Sophomore Year

Third Semester (16 credit hours)

- **ENGR 29700** Computer Tools for Engineering: 1 credit hours
- **ME 20000** Thermodynamics I: 3 credit hours
- **ME 27000** Basic Mechanics I: 3 credit hours
- **MATH 26100** Multivariate Calculus: 4 credit hours
- **PHYS 25100** Heat, Electricity, and Optics: 5 credit hours

Fourth Semester (16 credit hours)

- **ME 32700** Engineering Economics: 3 credit hours
- **ME 26200** Mechanical Design I: 3 credit hours
- **ME 27400** Basic Mechanics II: 3 credit hours
- **ECE 20400** Introduction to Electrical and Electronic Circuits: 4 credit hours
- **MATH 26600** Ordinary Differential Equations: 3 credit hours

Junior Year

Fifth Semester (17 credt hours)

- **ME 27200** Mechanics of Materials: 4 credit hours
- **ME 33000** Modeling and Analysis of Dynamic Systems: 3 credit hours
- **ME 31000** Fluid Mechanics: 4 credit hours
- Statistics Elective: 3 credit hours
- General Education Elective: 3 credit hours

Sixth Semester (17 credit hours)

- **ME 34400** Introduction to Engineering Materials: 3 credit hours
- **ME 31400** Heat and Mass Transfer: 4 credit hours
- **ME 37200** Mechanical Design II: 4 credit hours
- **ME 34000** Dynamic Systems and Measurements: 3 credit hours
- General Education Elective: 3 credit hours

Senior Year

Seventh Semester (17 credit hours)

- **ME 41400** Thermal-Fluid Systems Design: 3 credit hours
- **ME 48200** Control Systems Analysis and Design: 3 credit hours
- **TCM 36000** Communication in Engineering Practice: 2 credit hours
- TECH **Elective:** 3 credit hours
- **General Education Elective:** 3 credit hours
- **General Education Elective: :** 3 credit hours

Eighth Semester (17 credit hours)

- **ME 40100** Engineering Ethics and Professionalism: 1 credit hour

- **ME 40500** FE Exam Preparation and Seminar: 1 credit hour
- **ME 46200** Capstone Design: 3 credit hours
- TECH Elective: 3 credit hours
- TECH Elective: 3 credit hours
- Free Elective: 3 credit hours

The complete list of Approved Electives for the B.S.M.E. curriculum may be found by clicking here.

B.S. in Energy Engineering

Energy Engineering at IUPUI is an interdisciplinary engineering degree housed in the Mechanical Engineering Department. It is a four-year Purdue University Bachelor's degree that is only offered on the IUPUI campus in Indianapolis, IN. For more details, visit the Energy Engineering website: http://engr.iupui.edu/energy/index.shtml.

We combine courses from chemistry, mechanical engineering, physics and electrical engineering to create a strong knowledge base essential to success in this industry. Students also have the opportunity to take courses concentrating on critical energy issues such as green building, hybrid and electric transportation, fuel cells and bio fuels, and energy systems such as wind, solar and nuclear.

Whether entering the workforce directly or continuing on to further education, graduates of this program will leave equipped to tackle the exciting and meaningful challenges ahead on the energy horizon.

The Energy Engineering Program Educational Objectives are:

1. Serve as competent energy engineering professionals that meet or exceed the expectations of their employers.
2. Pursue advanced degrees in energy or other related fields of engineering. Pursue other professional degrees, such as law or business.
3. Assume leadership roles in government and industry, as well as in their communities and the global society.

Click here to view the Student Learning Outcomes for the B.S. in Energy Engineering.

Semester by semester, the **129 total credit hours** are distributed as follows:

Freshman Year

First Semester (17 credit hours)

- **ENGR 19500 -** Introduction to Engineering Profession (1 cr.)
- **ENGR 19600** - Introduction to Engineering (3 cr.)
- **MATH 16500** - Integrated Calculus and Analytic Geometry (4 cr.)
- **CHEM-C 105** - Chemical Science I (3 cr.)
- **COMM-R 110** - Fundamentals of Speech Communication (3 cr.)
- **ENG-W 131** - Elementary Composition I (3 cr.)

Second Semester (16 credit hours)

- **ENGR 19700** - Introduction to Programming Concepts (2 cr.)
- **MATH 17100** - Multidimensional Mathematics (3 cr.)
- **MATH 16600** - Integrated Calculus and Analytic Geometry II (4 cr.)
- **PHYS 15200** - Mechanics (4 cr.)
- **Gen Ed Elec** - General Education Elective (3 cr.)

Sophomore Year

Third Semester (17 credit hours)

- **ENGR 29700** - Computer Tools for Engineering (1 cr.)
- **MATH 26100** - Multivariate Calculus (4 cr.)
- **PHYS 25100** - Heat, Electricity, and Optics (5 cr.)
- **EEN 22000** - Fundamentals of Electrochemical Materials & Energy Engineering (4 cr.)
- **ME 20000** - Thermodynamics I (3 cr.)

Fourth Semester (17 credit hours)

- **ECE 20400** - Introduction to Electrical and Electronic Circuits (4 cr.)
- **MATH 26600** - Differential Equations (3 cr.)
- **EEN 24000** - Basic Mechanics (4 cr.)
- **EEN 26000** - Sustainable Energy (3 cr.)
- **ME 32700** - Engineering Economics (3 cr.)

Junior Year

Fifth Semester (16 credt hours)

- **ECE 49500** - Fundamentals of Electrical Energy Engineering (3 cr.)
- **EEN 33000** - Dynamic Systems Modeling and Measurements (4 cr.)
- **ME 27200** - Strength of Materials (4 cr.)
- **EEN 31000** - Fluid Mechanics and Heat Transfer (5 cr.)

Sixth Semester (15 credit hours)

- **ECE 32100** - Electromechanical Motion Devices (3 cr.)
- **EEN 33500** - Electric Power Networks and Interfaces (3 cr.)
- **EEN 34500** - Renewable Energy Systems and Design (3 cr.)
- **EEN ELEC** - Energy System Elective (3 cr.)
- **GEN ED ELEC** - General Education Elective (3 cr.)

Senior Year

Seventh Semester (17 credit hours)

- **EEN 41000** - Clean Power Generation (3 cr.)
- **ME 48200/ECE 38200** - Control Systems Analysis and Design (3 cr.)
- **EEN ELEC** - Energy Systems Elective (3 cr.)
- **EEN ELEC** - Energy Systems Elective (3 cr.)
- **TECH ELEC** - Technical Elective (3 cr.)
- **TCM 36000** - Communication in Engineering Practice (2 cr.)

Eighth Semester (14 credit hours)

- **ME 40500** - FE Preparation and Seminar (1 cr.)
- **ME 46200/EEN 46200** - Capstone Design (3 cr.)

- **ME 40100** - Engineering Ethics and Professionalism (1 cr.)
- **TECH ELEC** - Technical Elective (3 cr.)
- **EEN ELEC** - Energy Systems Elective (3 cr.)
- **GEN ED ELEC** - General Education Elective (3 cr.)

Electives

Energy Systems Electives
* 3 cr. Unless noted otherwise

ECE 49500 - Electronic Fundamentals of hybrid and Electric Vehicles
ECE 59500 - Modeling, Analysis and Control of Electric and Hybrid Vehicles
ECE 59500 - Energy Systems
ME 50400 - Automotive Control
ME 49700 - Powertrain Integration
ME 59700/EEN 4xx00 - Renewable Energy and Fuel Cells

EEN 3xx00 - Thermal and Hydro Generation (*Under Development*)
EEN 3xx00 - Wind and Solar Generation (*Under Development*)
EEN 3xx00 - Hybrid & Electric Transportation (*Under Development*)
EEN 3xx00 - Energy Storage Devices and Systems (*Under Development*)
EEN 3xx00 - Power Electronics (*Under Development*)

EEN 4xx00 - Fuel Cell & Battery Engineering (*Under Development*)
EEn 4xx00 - Nuclear Power Systems (*Under Development*)
EEN 4xx00 - Power train Modeling and Simulation (*Under Development*)

EEN xxx00 - Energy Systems Instrumentation (*Under Development*)
EEN xxx00 - Bio-fuels Extraction & Conversion (*Under Development*)
EEN xxx00 - Fuel Reforming & Reactor Design (*Under Development*)
EEN xxx00 - Materials for Energy Conversion (*Under Development*)
EEN xxx00 - Geothermal HVAC (*Under Development*)
EEN xxx00 - Zero and Lew-Energy Building Design (*Under Development*)

Technical Electives

**3 cr. unless noted otherwise*

ME 34400 - Introduction to Engineering Materials
ME 37200 - Mechanical Design II

ME 41800 - Heating and Air-Conditioning Analysis and Design
ME 43000 - Power Engineering
ECE 43200 - Power System I
ME 43300 - Principles of Turbomachinery
ME 44600 - CAD/CAM Theory and Applications
ME 45000 - Computer-Aided Engineering Analysis
ME 45100 - Computational Methods in Thermal Sciences
ME 45800 - Composite Materials
ME 47200 - Advanced Mechanics of Materials
ME 47400 - Vibration Analysis

ME 50500 - Intermediate Heat Transfer
ME 50900 - Intermediate Fluid Mechanics
ME 51000 - Gas Dynamics
ME 52500 - combustion
ME 55000 - Advanced Stress Analysis
ME 55100 - Finite Element Analysis
ME 55200 - Advanced Applications of Finite Element Methods
ME 56300 - Mechanical Vibrations
ME 56900 - Mechanical Behavior of Materials
ME 58100 - Numerical Methods in Mechanical Engineering
ME 59700 - Selected Topics in Mechanical Engineering

ENGR 20000, 25000, 30000, 35000, 40000 - Cooperative Education Practice I-V (1 cr each)
ENGR 20010, 25010, 30010, - Career Enrichment Internship I-III (1 cr each)
ECE - Power Electronics (*Under Development*)
ECET - Industrial Energy Systems Design (*Under Development*)

B.S. in Engineering - Interdisciplinary Engineering

Interdisciplinary engineering provides an opportunity for students whose interests and talents, while oriented toward engineering and science, do not coincide with the plan of study outlined for the B.S.M.E. student. Interdisciplinary engineering does not have a designated professional curriculum, but it is constituted to accommodate a degree objective with broad flexibility and opportunity for interdisciplinary studies.

Students cooperate with their faculty advisors to develop a personalized plan of study leading to the Bachelor of Science in Engineering (B.S.E.) degree with interdisciplinary engineering identified as the major field of study. The Department of Mechanical Engineering has prepared plans of study with such major program areas as Bioengineering, Structural Design, Construction Engineering Management and Engineering Management. The "Major Area" on a B.S.E. Plan of Study includes a minimum of 25 credit hours to complement at least 30 credit hours of Engineering Science/Design. At least 15 of the engineering credits must be at the 300 level or higher.

A description of the Engineering Management program follows as an example. For information about other available options, please consult faculty in the Department of Mechanical Engineering or visit the Department's Undergraduate Programs website.

B.S. in Engineering - Engineering Management

The School of Engineering and Technology and the Indiana University School of Business offer a joint program in engineering management. This program prepares students to begin careers that may lead to administrative or management positions in technological, engineering, or manufacturing operations. The program also prepares students for careers in large nontechnological organizations such as financial institutions, which may require skills generally associated with both engineering and business. The engineering management program provides a solid background in both engineering and management. To complete the graduation requirements, students take courses

in electrical, industrial, and mechanical engineering, as well as accounting, business law, economics, finance, marketing, and management.

Students who finish this four-year degree have several options for continuing their education. With approximately three additional semesters of study, they can also complete an undergraduate program in industrial, electrical, or mechanical engineering. With approximately six additional undergraduate courses they can enroll in a master's degree program in industrial, electrical, or mechanical engineering. They may also apply for direct admission to law school. Students interested in any of these options for continued education should consult their advisors when determining their plans of study.

The number of credit hours required for graduation is 127, distributed as follows for each discipline:

1. Mathematics and Physical Sciences

- Calculus: MATH 16500, 16600, 26100: 12 credit hours
- Multidimensional Mathematics: MATH 17100: 3 credit hours
- Differential Equations: MATH 26600: 3 credit hours
- Chemistry: CHEM-C 10500: 3 credit hours
- Physics: PHYS 15200 and 25100: 9 credit hours

2. Communications, Ethics and Contemporary

- Speech: COMM-R 110: 3 credit hours
- Writing: ENG-W 131: 3 credit hours
- Communication in Engineering Practice: TCM 36000: 2 credit hours
- Engineering Ethics and Professionalism: ME 40100: 1 credit hour
- Seminar & Fundamentals of Engineering Review: ME 40500: 1 credit hours

3. General Education

- Electives: 12 credit hours

4. Freshman Engineering Courses

- Introduction to the Engineering Profession: ENGR 19500: 1 credit hour
- Introduction to Engineering: ENGR 19600: 1 credit hour
- Introduction to Programming Concepts: ENGR 19700: 2 credit hours
- Computer Tools for Engineering: ENGR 29700: 1 credit hour

5. Engineering Courses

- Electrical Engineering: ECE 20400 and 26600: 2 credit hours
- General Engineering: 9 credit hours
- Mechanical Engineering: ME 20000, 27000, 27200, 27400, and 33000: 16 credit hours
- Materials: ME 34400: 3 credit hours
- Design: ME 46200: 3 credit hours

6. Economics: ECON E201, E202: 6 credit hours

7. Business

- Accounting: A200: 3 credit hours
- Business Law: BUS L203: 3 credit hours
- Finance: BUS F300: 3 credit hours
- Management: BUS Z302: 3 credit hours
- Marketing: BUS M300: 3 credit hours
- Operations and System Management: BUS P300: 3 credit hours
- Computer: BUS K201: 3 credit hours
- Statistics: STAT 35000: 3 credit hours

Semester by semester, the **127 total credit hours** are distributed the same as the B.S.M.E. curriculum during the first two semesters, as shown below, and the student works with his or her advisor to make an individualized plan of study for the remaining semesters.

Freshman Year

First Semester

- **ENGR 19500** Introduction to the Engineering Profession: 1 credit hours
- **ENGR 19600** Introduction to Engineering: 3 credit hours
- **CHEM-C 10500** Chemical Science I: 3 credit hours
- **COMM-R 110** Fundamentals of Speech Communication: 3 credit hours
- **MATH 16500** Analytic Geometry and Calculus I: 4 credit hours

Second Semester

- **ENGR 19700** Introduction to Programming Concepts: 2 credit hours
- **ENG-W 131** Elementary Composition I: 3 credit hours
- **MATH 16600** Analytic Geometry and Calculus II: 4 credit hours
- **PHYS 15200** Mechanics: 4 credit hours
- **MATH 17100** Multidimensional Mathematics: 3 credit hours

NOTE: The Third through Eighth semesters are scheduled on an individual basis.

Graduate Programs in Mechanical Engineering

The Department of Mechanical Engineering has an outstanding and up-to-date engineering faculty with expertise and research interests in the areas of advanced manufacturing, biomechanics, composites, computational fluid dynamics, computer-aided design, computer-aided manufacturing, combustion, controls, elasticity, fluid mechanics, finite element analysis, fracture, heat transfer, renewable energy, mechatronics, advanced vehicle tech., battery, fuel, cell, robotics, solid and structural mechanics, stress analysis, and turbomachinery.

The department offers graduate programs of study that lead to the degrees of Master Science (M.S.), Master of Science in Engineering (M.S.E.), Master of Science in Mechanical Engineering (M.S.M.E.), and Ph.D. The program leading to the Ph.D. in mechanical engineering is jointly administered with the School of Mechanical Engineering at Purdue University, West Lafayette.

The department also offers combined bachelor's and master's degree programs, in which students can receive

both B.S. and M.S. degrees in five years at IUPUI. These degree programs are open to qualified undergraduates at IUPUI, leading to either: 1) B.S. and M.S.M.E. degrees (B.S./M.S.M.E.) for mechanical engineering undergraduates, or 2) a B.S. degree in physics and an M.S. degree in mechanical engineering (B.P.M.M.E.) for physics undergraduates. The combined degrees prepare students for advanced engineering careers with two degrees (bachelor's and master's) in five years.

For more information about graduate programs visit http://engr.iupui.edu/me/bulletin/GraduatePrograms.shtml?menu=academics.

Music and Arts Technology (MAT)

Chair: Fred J. Rees, Professor of Music & Arts Technology

The Department of Music and Arts Technology reflects urban culture, contemporary and digital arts. Special courses on American popular music, contemporary music performance styles, music technology and music therapy are delivered by innovative instructional technology. The department's technology facilities have captured national attention.

The Department of Music and Arts Technology is committed to delivering quality music instruction to the undergraduate and graduate students at the nation's premiere urban institution. Most undergraduate courses carry no prerequisites and are open to all students. Performance ensembles are open to students, staff, faculty, and community members.

Ensemble groups include the IUPUI Jazz Ensemble, IUPUI Jazz Combos, Pep Band, University Choir, IUPUI Percussion Ensemble, Guitar Ensemble, Steel DrumEnsemble, Afro-Cuban Percussion Ensemble, Chamber Ensemble, Telematic Performing Ensemble, and Laptop Orchestra.

This department awards degrees from Indiana University.

For more information, call or write: Department of Music and Arts Technology, IUPUI, 535 W. Michigan Street, Indianapolis, IN 46202, (317) 274-4000.

Web: music.iupui.edu

Undergraduate Programs

Music Minor

The Department of Music and Arts Technology welcomes students whose majors are outside the department, but who wish to minor in music. There is no audition required to minor in music, but students must declare music as their minor at the appropriate time in their undergraduate studies.

Music minors should participate in music ensembles within the Department of Music and Arts Technology and should register (or audition when required) for these ensembles during undergraduate orientation or the first week of class. The IUPUI Flute Choir, Jazz Ensemble, Pep Band, University Choir, Guitar Ensemble, and Urban Drum Experience are open to all students.

Music Minor in Musical Theatre

The Music Minor in Musical Theatre program (M.M.M.T.) is designed for students seeking to immerse themselves in the art of musical theatre.

This program provides opportunity in the creative process as well as becoming more in tune with the human experience.

Emphasis will be placed on performance that includes singing, acting (character development) and staging.

This course of study includes an annual performance open to family and friends.

Bachelor of Science in Music Technology

The Bachelor of Science in Music Technology degree is designed to provide professional training for students seeking careers that employ music technology. The program builds skills and knowledge common to the music industry and professional fields. The program is broad in scope and enables students to function effectively in the changing, contemporary musical world. It fosters leadership skills in the areas of creativity, entrepreneurship, self-reliance, and resourcefulness. The BSMT graduate will be able to adapt knowledge gained from this program to related disciplines beyond traditional music specializations. It will serve as a platform for students seeking the IUPUI Master of Science in Music Technology degree and will prepare graduates for advanced musical and technical study.

Overview

One hundred and thirty (130) hours of course work are required for this IU Degree. Students are engaged in making music with technology, performing, composing and producing digital music formatted materials. Students study musicianship during the first two years of the degree program, which combines music theory, history, keyboard and aural training. They participate in music ensembles and applied music lessons each semester of this four-year course of study.

Students also develop an outside concentration related to the degree. Examples might be in Business, Computer Technology, Informatics, Communication Studies, Mathematics, or Languages.

Admission Requirements

- High School Diploma
- SAT Scores
- Admittance into IUPUI: Bachelor's degree admission requirements
- TOEFL: a provisional minimum of 61+ (internet-based version/iBT), 173+ (computer-based version/CBT), or 500+ (paper-based version/PBT) http://www.toefl.org. You must request that official score reports be sent to IUPUI. Use school code 1325.
- Completed BSMT Application send to Department of Music and Arts Technology
- Audition
- Interview
- Basic Musical Skills Test
- Additional information may be requested to document musical skills or experience with technology.

Music Therapy Equivalency Program

The music therapy equivalency program is designed to assist students who already have an undergraduate degree in music in obtaining the needed competencies to become board-certified music therapists.

Admission Requirements

- Bachelor's degree in music from NASM-approved school
- Minimum grade point average of 3.0 (4.0 scale)
- Submission of a university and a department application
- Official transcripts of all college course work
- Evidence of musicianship through performance videotape, audio cassette, CD/DVD, or live audition
- Three letters of recommendation required tosupport the admission application
- In-person or telephone admission interview withthe music therapy faculty
- Non-native speakers must demonstrate English language proficiency with a minimum TOEFL score of 600/97. International students will also need to meet the application requirements of the IUPUI Office of International Affairs.

Admission Categories

Upon receipt of the completed application, letters of recommendation, transcript, evidence of musicianship, and the interview, the Graduate Admissions Committee of the IU Department of Music and Arts Technology at IUPUI may grant regular admission, grant admission on probation, or reject the application.

Admission on Probation

Students who do not have an undergraduate average of 3.0 or higher may be admitted on probation in exceptional cases. The probationary status continues until 9 credit hours of course work have been successfully completed. Students who are admitted on probation and incur academic probation during their first semester of study are subject to dismissal.

Program Requirements

Program requirements vary depending on the student's background and educational needs. The American Music Therapy Association and the Certification Board for Music Therapists have identified minimum competencies needed to become board certified as a music therapist. The faculty and student will determine which competencies have not been addressed during previous course work, this needs and strength analysis will determine the courses needed to meet the standards.

Minimum Grade Point Average

- 3.0 average to continue
- No grades lower than C in music therapy core courses are counted toward equivalency

Music Therapy Equivalency Curriculum

There are 22 credit hours of music therapy core courses and 7 credit hours of practicum courses (including internship) required for the equivalency program. In addition, courses in clinical (psychology and anatomy) and musical foundations may be required, depending on the student's previous educational background.

M.S. in Music Technology

On-Campus Program

The Master of Science in Music Technology provides graduate students an academic background in digital music production, instructional design, and multimedia development. Current graduates of this master's program have found employment in a wide range of business and educational settings. Participants develop skills in designing software, using authoring tools and languages, applying multimedia concepts, and managing technology facilities and projects. This degree is offered as an on-campus or online program.

Admission Requirements

1. Bachelor's degree (with demonstrated musicalskills)
2. Minimum grade point average of 3.0 (4.0 scale)
3. Submission of a university and a department application
4. Official transcripts of all undergraduate and graduate study
5. Evidence of musicianship through performance videotape, audio cassette, CD/DVD, or live audition
6. Three letters of recommendation required tosupport the admission application
7. In-person or telephone admission interview withthe Head of Graduate Studies
8. Non-native speakers must demonstrate English language proficiency with a minimum TOEFL score of 550/79 International students will also need to meet the application requirements of theIUPUI Office of International Affairs

Admission Categories

Upon receipt of the completed application, letters of recommendation, transcript, evidence of musicianship, and the interview, the Graduate Admissions Committee of the IU Department of Music and Arts Technology at IUPUI may grant regular admission, grant admission on probation, or reject the application.

Admission on Probation

Students who do not have an undergraduate and graduate grade point average of 3.0 or higher may be admitted on probation in exceptional cases. The probationary status continues until 9 credit hours of course work have been successfully completed. At this time student admission requests are re-evaluated. Students who are admitted on probation and incur academic probation during their first semester of study are subject to dismissal.

Degree Requirements

- 30 credit hours (18 credit hours at the 500 level or above)
- 6 credit hours in cognate courses (at the 400 level or above) to be selected from music, business, communications, computer science, education, fine arts, or law
- 6 credit hours of approved courses (at the 400 level or above) from the cognate field or other fields with the approval of the Head of Graduate Studies

Minimum Grade Point Average

- 3.0 average to continue
- No grades lower than B in core courses arecounted toward the degree

- No grades lower than C are counted toward thedegree

Residency Requirements (for on-campus students only)

- Three consecutive summers, two contiguous academic terms

Core Courses

The following courses, totaling 18 credit hours, are required of all students enrolled in the Master of Science in Music Technology program:

Class/Credit Hours

- N512 Foundations of Music Production - 3 cr.
- N513 Principles of Multimedia Technology - 3 cr.
- N514 Music Technology Methods - 3 cr.
- N515 Multimedia Design Applications in the Arts - 3 cr.
- N516 Advanced Interactive Design Applications in the Arts - 3 cr.
- N517 Internship in Arts Technology or N518 Arts Technology Major Project - 3 cr.

Total Credit Hours - 18

Cognate Field Courses

Six (6) credit hours are required in an approved cognate field within or outside the Department of Music and Arts Technology. Students may choose to complete the remaining 6 credit hours with emphasis in one of the following areas: music, business, communications, computer science, education, fine arts, law, or others with the approval of the department. The cognate field may become a minor if at least 12 credit hours are taken in one field.

Internship or Technology Project

Students may elect to enroll in an internship (N517) or develop a multimedia project (N518) as the summative experience in the program. Either option is supervised by the student's academic advisor and requires a full report. (These courses are part of the core courses listed previously.) Students participating in the internship are placed in an academic technology setting or an industry setting for one semester of experience working with technology and multimedia experts. No thesis is required for the degree.

Online Program: Master of Science in Music Technology

The IUPUI Department of Music and Arts Technology offers the entire M.S.M.T. Program "live," using streaming video, videoconferencing and audio through the Internet. All course and degree requirements are the same as the on-campus program.

Admission Requirements

- Bachelor's degree (with demonstrated musical skills)
- Minimum grade point average of 3.0 (4.0 scale)
- Submission of a university and a department application
- Official transcripts of all undergraduate and graduate study
- Evidence of musicianship through performance videotape, audio cassette, or CD/DVD
- Three letters of recommendation are required tosupport the admission application
- In-person or telephone admission interview withthe Head of Graduate Studies
- Non-native speakers must demonstrate English language proficiency with a minimum TOEFL score of 550/79 International students will also need to meet the application requirements of theIUPUI Office of International Affairs

Admission Categories

Upon receipt of the completed application, letters of recommendation, transcript, evidence of musicianship, and the interview, the Graduate Admissions Committee of the IU Department of Music and Arts Technology at IUPUI may grant regular admission, grant admission on probation, or reject the application.

Admission on Probation

Students who do not have an undergraduate and graduate grade point average of 3.0 or higher may be admitted on probation in exceptional cases. The probationary status continues until 9 credit hours of course work have been successfully completed. At this time student admission requests are re-evaluated. Students who are admitted on probation and incur academic problems during their semesters of study are subject to dismissal.

Degree Requirements

- 30 credit hours (18 hours at the 500 level orabove)
- 6 credit hours in cognate courses (at the 400 level or above) to be selected from music, business, communications, computer science, education, fine arts, or law
- 6 credit hours of approved courses (at the 400 level or above) from the cognate field or other fields with the approval of the Head of Graduate Studies

Minimum Grade Point Average

- 3.0 average to continue
- No grades lower than B in core courses arecounted toward the degree
- No grades lower than C are counted toward thedegree

Virtual Residency Requirement

Course enrollment during three consecutive summers, or one summer and a contiguous academic term.

Core Courses

The following courses, 18 credit hours, are required of all students enrolled in the M.S.M.T. program:

Class/Credit Hours

- N512 Foundations of Music Production - 3 cr.
- N513 Principles of Multimedia Technology - 3 cr.
- N514 Music Technology Methods - 3 cr.
- N515 Multimedia Design Applications in the Arts - 3 cr.
- N516 Advanced Interactive Design Applications in the Arts - 3 cr.
- N518 Arts Technology Major Project - 3 cr.

Total Credit Hours - 18

Cognate Field Courses

Six (6) credit hours are required in an approved cognate field within or outside the Department of Music and Arts Technology. Students may choose to complete the remaining 6 credit hours with emphasis in one of the following areas: music, business, communications, computer science,

education, fine arts, law, or others with the approval of the department. The cognate field may become a minor if at least 12 credit hours are taken in one field.

Technology Project

Students develop a multimedia project (N518) as the summative experience in the program. This project is supervised by the student's academic advisor and requires a full report. (This course is part of the core courses listed previously.) No thesis is required for the degree.

M.S. in Music Therapy

The Master of Science in Music Therapy program is designed to provide professional music therapists with advanced research skills and clinical practice in music therapy, and to teach music therapists how to utilize the array of tools available in music technology for such purposes. This degree is offered on campus and online.

Admission Requirements

1. Bachelor's degree in music therapy or its equivalent
2. Board certified by the Certification Board for Music Therapists
3. Minimum grade point average of 3.0 (4.0 scale)
4. Submission of a university and adepartment application
5. Official transcripts of all undergraduate and graduate study
6. Three letters of recommendation
7. In-person or telephone admission interview withmusic therapy faculty
8. Videotaped music therapy session (with accompanying documentation, the function oftherecording is equivalent to a music audition;it will not be an actual session)
9. Non-native speakers must demonstrate English language proficiency with a minimum TOEFL score of 600/97. International students will also need to meet the application requirements of theIUPUI Office of International Affairs.

Admission Categories

Upon receipt of the completed application, letters of recommendation, transcript, evidence of musicianship, and the interview, the Graduate Admissions Committee of the IU Department of Music and Arts Technology at IUPUI may grant regular admission, grant admission on probation, or reject the application.

Admission on Probation

Students who do not have an undergraduate and graduate grade point average of 3.0 or higher may be admitted on probation in exceptional cases. The probationary status continues until 9 credit hours of course work have been successfully completed. At this time student admission requests are re-evaluated. Students who are admitted on probation and incur academic probation during their first semester of study are subject to dismissal.

Degree Requirements

- A total of thirty (30) credit hours are required for completion of the degree, including:
- 12 credit hours in music therapy (at the 500 level or above);
- 9 credit hours in core music technology courses (at the 500 level or above);
- 6 credit hours of cognates (at the 500 level or above);
- 3 credit hours of thesis

Minimum Grade Point Average

- Minimum 3.0 average to continue
- No grades lower than B in core courses arecounted toward the degree
- No grades lower than C are counted toward thedegree

Core Courses

The following courses are required of all students enrolled in the Master of Science in Music Therapy program:

Class/Credit Hours

- N512 Foundations of Music Production - 3 cr.
- N513 Principles of Multimedia Technology - 3 cr.
- N514 Music Technology Methods - 3 cr.
- N521 Research Methods in Arts and Music Technology - 3 cr.
- N530 Philosophy and Theory in Music Therapy - 3 cr.
- N531 Music Therapy Quantitative and Qualitative Research - 3 cr.
- N532 Music in Medicine - 3 cr.
- N533 Advanced Clinical Techniques in Music Therapy - 3 cr.
- N600 Music Therapy Thesis
-

Music Therapy Thesis

The thesis is the final academic requirement for the degree. The thesis proposal must be approved by a faculty committee before enrollment in the thesis will be permitted.

Other Information

IUPUI Music Academy

The IUPUI Music Academy is a non-profit community music school committed to providing high quality, professional music instruction to area residents of all ages and levels of ability. The academy serves over 500 people each year, ages 18 months through adulthood, by offering music classes for children and adults, ensembles, and private lessons. The academy is a member of the National Guild of Community Schools of the Arts.

Music at the Center for Young Children

Children attending the IUPUI Center for Young Children (CYC) can participate in preschool music classes during the weekday. Classes are held at the CYC after lunch, so students do not miss any instruction time from the CYC program.

For more information, contact:

E.J. Choe, Director
IUPUI Music Academy
535 W. Michigan Street, Room 378
Indianapolis, IN 46202

musacad@iupui.edu
Phone: (317) 278-4139
Fax: (317) 278-2590
Web: www.musicacademy.iupui.edu

International Music Technology Conference and Workshop

The Annual International Music Technology Conference and Workshop is hosted in Indianapolis during the latter part of June. Participants may register for graduate credit. During the International Computer Music Technology Conference, they will be able to see and experiment with the latest technology. There is a technology facility and three labs to which they may have access.

The IUPUI Computer Music Technology Facility includes two fully-networked computer music technology laboratories with video-streaming equipment for Internet-based participants. Eachworkstation is equipped with a multimedia computer and an Axiom 61keyboard. The Digital Keyboard Lab is equipped with 16Roland keyboards, a Roland controller audio system, Dell XPS-one computers, and a Teacher Station.

The Graduate Multimedia Lab has full production capabilities, including a digital flatbedscanner, video and photographic digital cameras, sound- and video-editing software, multimedia authoring tools and CD/DVD-ROM burner hardware and software. Both PC and Macintosh computers are available.

The Digital Sound Design Lab provides capabilities for all aspects of digital audio and MIDI-based production for sound tracks, multimedia design, sound sampling, sound design, and collaborative composition over the Internet.

Participants have the opportunity to work with both Macintosh and Windows applications. Topics include the following:

- Multimedia applications
- CD/DVD technology
- Music notation, sequencing and sampling
- Internet resources and Web design
- Computer-based music instruction
- Music workstation design and construction
- Grant writing and fundraising for technology support
- Computer-based music curriculum design
- Special topics (e.g., podcasting, wikis, distance learning, new music software products)

Policies & Procedures

Undergraduate Policies

Academic Warning

A student whose semester grade point average (GPA) falls below a 2.0, but whose cumulative GPA is a 2.0 or higher, will be placed on academic warning. Students on academic warning will be required to meet with their academic advisor before being able to register for classes. A student will be advised of academic warning status by the Office of the Associate Dean for Academic Affairs and Undergraduate Programs.

Academic Probation

A student whose cumulative grade point average (GPA) falls below a 2.0 will be placed on probation. Students on academic probation will be required to meet with their academic advisor before being able to register for classes. The student may continue studies provided the student achieves a semester GPA of at least 2.0 for each semester whil on probation. Once the cumulative GPA is at least 2.0, the student will be removed from probationary status. A student will be advised of probationary status and the possibility of dismissal by the Office of the Associate Dean for Academic Affairs and Undergraduate Programs.

Dismissal

A student on probation who has completed a minimum of 12 IUPUI grade point average (GPA) hours is subject to dismissal from the School if the student fails to attain a GPA of at least 2.0 in any two consecutive IUPUI semester (fall and spring), including the semester that the student was first placed on probation.

A student can also be dismissed from the School when, in the opinion of the Associate Dean for Academic Affairs and Undergraduate Programs in consultation with the student's major department, the student has ceased making progress in the degree program. Examples of lack of progress may include, but are not limited to, average GPA in courses in the major below 2.0, multiple semesters with semester GPA below 2.0, and repeated failures in core courses in the curriculum. Students in danger of dismissal due to failure to make academic progress will be required to meet with their academic advisor.

A student will be notified of dismissal by the Office of the Associate Dean for Academic Affairs and Undergraduate Programs.

Readmission

A student dismissed for the first time from the Purdue School of Engineering and Technology or another Purdue School must remain out of school at least one regular (fall or spring) semester. During the semester out of school, the student may petition the School of Engineering and Technology for readmission. A student dismissed for the second time must remain out of school at least two regular semesters (fall and spring), but may petition for readmission during the second semester out of school. Readmission after a second dismissal is extremely rare.

A student readmitted will be informed by the Office of the Associate Dean for Academic Affairs and Undergraduate Programs. The notification will specify any conditions and restrictions affecting readmission and continuance in the degree program. Readmitted students will be placed on probation. Readmitted students must earn a GPA of at least 2.0 each semester whil on probation or they will be dismissed again. Readmitted student will be removed from probation when their cumulative GPA is raised to 2.0. Students may contact Kelly Keelen at (317) 274-2761 or keelen@iupui.edu for a Petition for Readmission. Deadlines for submitting the petition is June 1 for fall and October 1 for spring.

Acceptance of Grade Replacement & Repeating Courses

Repeated Courses (Grade Replacement Policy)

Students enrolled in the School of Engineering and Technology are permitted to apply only the provisions of the IUPUI Grade Replacement Policy that pertain to repeating a course in order to achieve a higher grade. This replacement will affect a student’s academic record only at the Purdue School of Engineering and Technology at IUPUI. If the student subsequently transfers to another academic unit at IUPUI or another campus, different interpretations of the grade replacement policy may be in place.

An undergraduate student who retakes any course may elect to have only the final grade counted in computation of the cumulative semester index, in accordance with the limitations listed below. After retaking the course, the enrollment and original grade will be removed from calculations used to determine the student's cumulative GPA. The student's transcript, however, will continue to show the original enrollment in the course and all grades earned for each subsequent enrollment.

This policy is subject to the following limitations:

- Students may exercise the grade replacement option for no more than 15 credit hours, including any courses in which the former FX option was used for their 1st undergraduate degree.
- A grade may be replaced only by another grade for the same class.
- A student may exercise the Grade Replacement Policy a maximum of two times for a single course.
- The request to remove a grade from the cumulative GPA calculation by this method is irreversible.
- The second enrollment for any course covered by this policy must have occurred during fall semester 1996 or later.

Students who plan to use the grade replacement option must complete and submit the grade replacement form to the Recorder in the Office of Academic Programs for processing after retaking the course.

Academic Regulations

Grades and Grade Reports

Students are responsible for completing all required work in each of their courses by the last scheduled class meeting, unless course assignments have been properly cancelled. Students receive a grade in each course in which they are enrolled at the close of the session. Grades indicate what a student has achieved with respect to the objectives of the course, and instructors are required, by action of the Faculty Senate, to record the grade a student has earned in a course. Grades that have been officially recorded will be changed only in cases of instructor error or subsequent finding of student academic dishonesty.

Basis of Grades

The School of Engineering and Technology uses a grading system that may include plus and minus grades as well as straight letter grades for all undergraduate and graduate courses. These grades and their grade point values are indicated below.

For credit courses:

A or A+	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
D–	0.7
F	0.0 (no credit)

For credit courses taken under the Pass/Fail option:

P: Pass; equivalent to grade A through D– (no grade point value assigned).
F: Failure; failure to achieve minimal objectives of the course. The student must repeat the course satisfactorily in order to obtain credit for it. The F is factored into the student's grade point average.

For noncredit courses, including thesis research:

S: Satisfactory; meets course objectives (no grade point value assigned).
F: Unsatisfactory; does not meet course objectives (is factored into grade point average).
Note that no separate grades are given for course laboratory sections that have been given separate course designations for scheduling purposes.

Incomplete, Deferred, or Withdrawal grades for credit or noncredit courses (no grade point value assigned):

I: Incomplete, no grade; a temporary record indicating that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be assigned only when a student has successfully completed at least three-fourths of the work in a course and unusual circumstances prevent the student from completing the work within the time limits previously set. An instructor may require the student to secure the recommendation of the dean that the circumstances warrant a grade of Incomplete. When an Incomplete is given, the instructor will specify the academic work to be completed and may establish a deadline of up to one year. If the student has not completed the required work by the end of the following year, the registrar will automatically change the I to an F.
R: Deferred; a grade given for those courses that normally require more than one academic session to complete, such as project, thesis, and research courses. The grade indicates that work is in progress and that the final report has not been submitted for evaluation.
W: Withdrawal; a grade of W is recorded on the final grade report.

Withdrawing from Classes

During the first half of a semester or session, students may officially withdraw from classes without penalty if they obtain the approval of their advisor. During the third quarter of a semester or session, students may withdraw from classes if they obtain the approval of their advisor and the appropriate instructors; during the last quarter of the semester, students will be allowed to withdraw from classes only under extenuating circumstances. At that time they must obtain the approval of the appropriate instructors, their advisor, and the dean, and must also present a written justification from a doctor, member of the clergy, advisor, or similar person of authority. The fact that a student merely stops attending a class will not entitle the student to a grade of W.

Uses of the Pass/Fail Option

To provide students with the opportunity to broaden their education with less worry about the grades they may earn, an alternate grading system, the Pass/Fail option, is permitted for a limited portion of the required credit hours.

The following general rules are currently applicable; individual departments may impose further restrictions.

- Subject to the regulations of divisions or departments, students may choose this option in any course that does not already appear on their academic record and that they are otherwise eligible to take for credit with a letter grade. Students may use this option for not more than 20 percent of the total credit hours required for graduation.
- Students taking a course under this option have the same obligations as those taking the course for credit with a letter grade. When instructors report final grades in the course, any student who would have earned a grade of A through D– will receive a P, and any student who has not passed will receive an F. The registrar will note either result on the student's academic records, but will not use the course in computing the grade point average unless the student receives an F.
- This option is not available to students on probation.
- This option is available for a maximum of two courses in any one semester and one course during a summer session.
- Students receiving the grade of Pass in a course taken under the Pass/Fail option may not retake the same course for a letter grade.
- Courses taken under Pass/Fail option and courses taken by correspondence may not be used to fulfill graduation requirements for engineering students. Whether the courses are accepted for technology students is up to each major department.

These rules are general or minimum guidelines for those electing this option. There are certain specific limitations on registration for the Pass/Fail option. This option may be elected only during continuing student registration, late registration, and the drop/ add period at the beginning of a semester or session. Changes from letter grade to Pass/Fail and vice versa may not be made after the second week of classes during the regular semester or after the first week of classes during the summer sessions.

Absence from Campus

Students who interrupt their course of study for more than one calendar year may be required to meet all departmental curriculum requirements for the program offered at the time of their return.

Scholastic Indexes

The scholarship standing of all undergraduate degree regular students is determined by two scholastic indexes: the semester index and the graduation index.

Semester Index

The semester index (semester grade point average) is an average determined by weighting each grade received (4.0 for an A, 3.7 for an A–, etc.) during a given semester and multiplying it by the number of credit hours in the course, adding up all the figures, and then dividing the sum by the total number of course credit hours obtained during that semester. Grades of P and S are not included in the computation; grades of F are included. The cumulative semester index is the weighted average of all courses taken by a student, except those to which the FX policy is applied. See "Repeated Courses (FX Policy)" above in this section of the bulletin.

Graduation Index

The graduation index (degree grade point average) is the weighted average of grades in only those courses that are used to meet the graduation requirements for the program in which the student is enrolled. When a student retakes a course with the advisor's approval or later substitutes an equivalent course for one previously taken, only the most recent course grade is used by the school in calculating the graduation index. Since certain courses previously completed by the student may on occasion be omitted from a program of study, the graduation index and the cumulative semester index may differ.

Graduation Index Requirements

For all bachelor's degrees in the School of Engineering and Technology, a minimum graduation index of 2.0 is required for graduation. Candidates for graduation from engineering programs must also have an index of 2.0 for all required engineering courses.
For the Associate of Science degree, a minimum graduation index of 2.0 is required for graduation.

Good Standing

For purposes of reports and communications to other institutions and agencies and in the absence of any further qualification of the term, students are considered in good standing unless they have been dismissed, suspended, or dropped from the university and have not been readmitted.

Graduate and Professional Policies

Academic Probation and Academic Dismissal

Academic standards for probation (warning status) and dismissal are established by the faculty for each specific academic program. Therefore, a student is subject to the regulations applicable to all students enrolled in a particular program at the time of registration. If students are experiencing academic difficulty, they are urged to consult their academic advisor as soon as possible.

Students will be notified by IUPUI e-mail from the Office of the Associate Dean for Academic Programs, School of Engineering and Technology, when they are placed on academic probation. The e-mail will also inform the student of the conditions that must be met for removal from academic probation. Students who are dismissed for academic reasons will also be notified by letter from the Office of the Associate Dean for Academic Programs.

The following standards are currently applicable for students enrolled in the School of Engineering and Technology.

Academic Probation

Graduate degree-seeking students are placed on academic warning and probation when either the cumulative index or the semester index is below 3.00 (B). Graduate students must maintain a semester and cumulative grade point average of at least 3.00 each semester to be in good standing. Academic probation will be removed when students achieve a semester and cumulative grade point average of 3.00. The minimum grade acceptable for a graduate-level course is C (2.00).

Full-time undergraduate students are automatically on academic probation when either the cumulative semester

index or the semester index is below 2.0 (C). Part-time students are automatically on academic probation when either the cumulative semester index or the grade point average for the last 12 credit hours of consecutive enrollment is below 2.0 (C). All students on probation are automatically placed on academic checklist. Students on checklist must obtain the signature of a departmental advisor in order to register.
Students who, in subsequent enrollments, do not improve significantly may receive a letter stating that they will be subject to dismissal if an index of 2.0 (C) or higher is not earned in the current enrollment period. Such students may register only after their grades have been posted and their departmental checklist clearance form has been approved by the dean.

Removal from Probation

Students are removed from academic probation when they complete 12 credit hours of consecutive enrollment with a minimum grade point average of 2.0, provided their overall grade point average is also at or above 2.0.

Academic Dismissal

Full-time students may be dismissed when they fail to attain a 2.0 semester grade point average in any two consecutive semesters or when their cumulative semester index has remained below 2.0 (C) for any two consecutive semesters. Part-time students may be dismissed when their cumulative semester index or grade point average for the last 18 credit hours of consecutive enrollment is below 2.0 (C).

Readmission

A student who has been dropped due to scholastic deficiency may petition the Faculty Committee on Readmission for readmission. If readmitted, the student will be placed on probation. Students may contact the particular department for specific rules and regulations.

Acceptance of Grade Replacement & Repeating Courses

Students enrolled in the School of Engineering and Technology are permitted to apply only the provisions of the IUPUI Grade Replacement Policy that pertain to repeating a course in order to achieve a higher grade. This replacement will affect a student's academic record only at the Purdue School of Engineering and Technology at IUPUI. If the student subsequently transfers to another academic unit at IUPUI or another campus, different interpretations of the grade replacement policy may be in place.

An undergraduate student who retakes any course may elect to have only the final grade counted in computation of the cumulative semester index, in accordance with the limitations listed below. After retaking the course, the enrollment and original grade will be removed from calculations used to determine the student's cumulative GPA. The student's transcript, however, will continue to show the original enrollment in the course and all grades earned for each subsequent enrollment.

This policy is subject to the following limitations:

- Students may exercise the grade replacement option for no more than 15 credit hours, including any courses in which the former FX option was used.
- A grade may be replaced only by another grade for the same class.
- A student may exercise the Grade Replacement Policy a maximum of two times for a single course.
- The request to remove a grade from the cumulative GPA calculation by this method is irreversible.
- The second enrollment for any course covered by this policy must have occurred during fall semester 1996 or later.

Students who plan to use the grade replacement option must inform the engineering and technology recorder after they have retaken a course and wish to apply the policy.

Academic Regulations

Grades and Grade Reports

Students are responsible for completing all required work in each of their courses by the last scheduled class meeting, unless course assignments have been properly cancelled. Students receive a grade in each course in which they are enrolled at the close of the session. Grades indicate what a student has achieved with respect to the objectives of the course, and instructors are required, by action of the Faculty Senate, to record the grade a student has earned in a course. Grades that have been officially recorded will be changed only in cases of instructor error or subsequent finding of student academic dishonesty.

Basis of Grades

The School of Engineering and Technology uses a grading system that may include plus and minus grades as well as straight letter grades for all undergraduate and graduate courses. These grades and their grade point values are indicated below.

For credit courses:

A or A+	4.0
A–	3.7
B+	3.3
B	3.0
B–	2.7
C+	2.3
C	2.0
C–	1.7
D+	1.3
D	1.0
D–	0.7
F	0.0 (no credit)

For credit courses taken under the Pass/Fail option:

P: Pass; equivalent to grade A through D– (no grade point value assigned).F: Failure; failure to achieve minimal objectives of the course. The student must repeat the course satisfactorily in order to obtain credit for it. The F is factored into the student's grade point average.

For noncredit courses, including thesis research:

S: Satisfactory; meets course objectives (no grade point value assigned).

F: Unsatisfactory; does not meet course objectives (is factored into grade point average).
Note that no separate grades are given for course laboratory sections that have been given separate course designations for scheduling purposes.

Incomplete, Deferred, or Withdrawal grades for credit or noncredit courses (no grade point value assigned):

I: Incomplete, no grade; a temporary record indicating that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be assigned only when a student has successfully completed at least three-fourths of the work in a course and unusual circumstances prevent the student from completing the work within the time limits previously set. An instructor may require the student to secure the recommendation of the dean that the circumstances warrant a grade of Incomplete. When an Incomplete is given, the instructor will specify the academic work to be completed and may establish a deadline of up to one year. If the student has not completed the required work by the end of the following year, the registrar will automatically change the I to an F.
R: Deferred; a grade given for those courses that normally require more than one academic session to complete, such as project, thesis, and research courses. The grade indicates that work is in progress and that the final report has not been submitted for evaluation.
W: Withdrawal; a grade of W is recorded on the final grade report.

Withdrawing from Classes

During the first half of a semester or session, students may officially withdraw from classes without penalty if they obtain the approval of their advisor. During the third quarter of a semester or session, students may withdraw from classes if they obtain the approval of their advisor and the appropriate instructors; during the last quarter of the semester, students will be allowed to withdraw from classes only under extenuating circumstances. At that time they must obtain the approval of the appropriate instructors, their advisor, and the dean, and must also present a written justification from a doctor, member of the clergy, advisor, or similar person of authority. The fact that a student merely stops attending a class will not entitle the student to a grade of W.

Uses of the Pass/Fail Option

To provide students with the opportunity to broaden their education with less worry about the grades they may earn, an alternate grading system, the Pass/Fail option, is permitted for a limited portion of the required credit hours. The following general rules are currently applicable; individual departments may impose further restrictions.

- Subject to the regulations of divisions or departments, students may choose this option in any course that does not already appear on their academic record and that they are otherwise eligible to take for credit with a letter grade. Students may use this option for not more than 20 percent of the total credit hours required for graduation.
- Students taking a course under this option have the same obligations as those taking the course for credit with a letter grade. When instructors report final grades in the course, any student who would have earned a grade of A through D– will receive a P, and any student who has not passed will receive an F. The registrar will note either result on the student's academic records, but will not use the course in computing the grade point average unless the student receives an F.
- This option is not available to students on probation.
- This option is available for a maximum of two courses in any one semester and one course during a summer session.
- Students receiving the grade of Pass in a course taken under the Pass/Fail option may not retake the same course for a letter grade.
- Courses taken under Pass/Fail option and courses taken by correspondence may not be used to fulfill graduation requirements for engineering students. Whether the courses are accepted for technology students is up to each major department.

These rules are general or minimum guidelines for those electing this option. There are certain specific limitations on registration for the Pass/Fail option. This option may be elected only during continuing student registration, late registration, and the drop/ add period at the beginning of a semester or session. Changes from letter grade to Pass/Fail and vice versa may not be made after the second week of classes during the regular semester or after the first week of classes during the summer sessions.

Absence from Campus

Students who interrupt their course of study for more than one calendar year may be required to meet all departmental curriculum requirements for the program offered at the time of their return.

Scholastic Indexes

The scholarship standing of all undergraduate degree regular students is determined by two scholastic indexes: the semester index and the graduation index.

Semester Index

The semester index (semester grade point average) is an average determined by weighting each grade received (4.0 for an A, 3.7 for an A–, etc.) during a given semester and multiplying it by the number of credit hours in the course, adding up all the figures, and then dividing the sum by the total number of course credit hours obtained during that semester. Grades of P and S are not included in the computation; grades of F are included. The cumulative semester index is the weighted average of all courses taken by a student, except those to which the FX policy is applied. See "Repeated Courses (FX Policy)" above in this section of the bulletin.

Graduation Index

The graduation index (degree grade point average) is the weighted average of grades in only those courses that are used to meet the graduation requirements for the program in which the student is enrolled. When a student retakes a course with the advisor's approval or later substitutes an equivalent course for one previously taken, only the most recent course grade is used by the school in calculating the graduation index. Since certain courses previously completed by the student may on occasion be omitted from a program of study, the graduation index and the cumulative semester index may differ.

Graduation Index Requirements

For all bachelor's degrees in the School of Engineering and Technology, a minimum graduation index of 2.0 is required for graduation. Candidates for graduation from engineering programs must also have an index of 2.0 for all required engineering courses.
For the Associate of Science degree, a minimum graduation index of 2.0 is required for graduation.

Good Standing

For purposes of reports and communications to other institutions and agencies and in the absence of any further qualification of the term, students are considered in good standing unless they have been dismissed, suspended, or dropped from the university and have not been readmitted.

Student Organizations & Services

Engineering and technology students have the opportunity to participate in the activities of the following student societies or chapters:

- American Society of Engineering Education (ASEE)
- American Society of Mechanical Engineers (ASME)
- Associated General Contractors of America (AGC)
- Biomedical Engineering Society
- Engineering and Technology Student Council
- Engineers Without Borders
- Formula SAE
- Global Design Students
- Institute of Electrical and Electronics Engineers (IEEE)
- Motorsports Club
- National Society of Black Engineers (NSBE)
- NET
- Pi Tau Sigma Honor Society
- SIGGRAPH
- Society of Hispanic Professional Engineers
- Society of Human Resource Management (SHRM)
- Society of Student Constructors (SSC)
- Society of Women Engineers (SWE)
- Student Design Organization (SDO)
- Tau Alpha Pi Honor Society
- Tau Beta Zeta

Minority Engineering Advancement Program (MEAP)

The Minority Engineering Advancement Program (MEAP) was established in 1974 to encourage minority students to pursue studies in engineering and engineering technology. Through the annual MEAP summer workshops, the school identifies and recruits talented secondary school students and provides them with information about engineering careers and college requirements. Since 1976, approximately 100 students participate each summer in the program.

MEAP also provides support services to minority undergraduates enrolled in the School of Engineering and Technology. In addition, some scholarships are available to American Indian, African American, and Hispanic students, people from groups that have been historically underrepresented in engineering and technology. For more information, students should contact the Office for Academic Programs, School of Engineering and Technology, 799 W. Michigan Street, IUPUI, Indianapolis, IN 46202-5160; www.engr.iupui.edu/meap; phone (317) 274-2943.

Opportunities to Study Abroad

The School of Engineering and Technology International Engineering Program offers credit and noncredit internship opportunities abroad. Internships are full-time positions, and work assignments last from the middle of May until the middle of July. These internships allow students to gain technical experience in international companies, knowledge of a foreign culture, improved foreign language skills, and other benefits of an intercultural experience. Juniors or seniors with grade point averages of 3.0 or higher and specific language skills are eligible to apply. Participants receive a stipend to cover a major part of their expenses. Living accommodations are arranged, usually with a host family. Free time for travel, study, and recreation is available at the end of the program. For more information, contact the Office for Academic Programs, School of Engineering and Technology, 799 W. Michigan Street, Indianapolis, IN 46202-5160; phone (317) 274-2533.

Individual departments also offer short- and long-term study abroad opportunities. Check with the department you're interested in to learn more about its study abroad programs.

Faculty

Administrative Officers

- **David Russomanno**, Dean
- **Stephen Hundley**, Associate Dean for Academic Affairs and Undergraduate Programs
- **M. Razi Nalim**, Associate Dean for Graduate Programs and Research
- **John Mainella**, Assistant Dean for Development and External Relations
- **Sherri Alexander**, Assistant Dean for Finance and Administration
- **Terri Talbert-Hatch**, Assistant Dean for Student Services
- **Eugenia Fernandez**, Chair of the Department of Computer, Information and Leadership Technology
- **Yaobin Chen**, Chair of the Department of Electrical and Computer Engineering
- **Elaine Cooney**, Chair of the Department of Engineering Technology
- **Jie Chen**, Chair of the Department of Mechanical Engineering
- **Mark Bannatyne,** Chair of the Department of Design and Communication Technology
- **Edward Berbari**, Chair of the Department of Biomedical Engineering
- **Wanda L. Worley**, Director of Technical Communication
- **Tim Diemer**, Director of International Services
- **Joe Abella**, Director of Industry Relations
- **Danny King**, Interim Director of New Student Academic Advising Center

- **Marilyn Mangin**, Director of Student Recruitment
- **Jennifer Williams**, Director of Career Services and Professional Development

Faculty Emeriti

Akay, Hasan U., Chancellor's *Professor Emeritus of Mechanical Engineering (1981); B.S. Civil Engineering, 1967, Middle East Technical University, Turkey; M.S. Civil Engineering, 1969, Ph.D. Civil Engineering, 1974, University of Texas at Austin*

Ansty, William T., *Associate Professor Emeritus of Organizational Leadership and Supervision (1973); B.S. Foreign Service, 1955, Georgetown University; M.B.A. Business Administration, 1957, Harvard University*

Arffa, Gerald L., *Professor Emeritus of Organizational Leadership and Supervision (1979); A.A.S. Chemical Technology, 1950, Broome County Technical College; B.S. Chemical Engineering, 1955, Clarkson College of Technology; M.B.A. Production Management, 1958, Syracuse University; Ph.D. Administrative and Engineering Systems, 1980, Union College; P.E., New York*

Beck, Richard J., *Associate Professor Emeritus of Civil Engineering Technology (1962); B.S., Light Building, 1951, University of Wisconsin; M.S. Structures, 1959, University of Illinois; P.E., Indiana*

Bostwick, W. David, *Professor Emeritus of Organizational Leadership and Supervision (1976); B.S. Mathematics, 1961, Northern Illinois University; M.A. Educational Administration, 1964, Roosevelt University; Ph.D. Educational Administration, 1970, University of Kentucky (Deceased)*

Bluestein, Maurice*, Professor Emeritus of Mechanical Engineering Technology (1991); B.S. Mechanical Engineering, 1962, City College of New York; M.S. Mechanical Engineering, 1964 New York University; Ph.D. biomedical Engineering, 1967, Northwestern University*

Bowman, Michael S., *Associate Professor Emeritus of Mechanical Engineering Technology (1964); B.S. Mechanical Engineering, 1959, Purdue University; M.B.A. 1961, Indiana University*

Close, Sam, *Professor Emeritus of Mechanical Engineering Technology (1966); B.M.E. Mechanical Engineering, 1947, Cleveland State University; P.E., Indiana, Ohio (Deceased)*

Crozier, Robert G., *Professor Emeritus of Computer Technology (1972); B.S. Forestry, 1961, University of Missouri; M.S. Forestry, 1962, Ph.D. Entomology, 1966, Purdue University*

Dault, Raymond A., *Professor Emeritus of Restaurant, Hotel, Institutional, and Tourism Management (1950); B.A. Hotel Administration, 1950, Michigan State University; M.B.A. Management, 1969, Indiana University (Deceased)*

Dunipace, Kenneth R., *Professor Emeriutus of Electrical Engineering (1977); B.S. Secondary Education, 1951, The Ohio State University; B.S. Mechanical Engineering, 1956, Massachusetts Institute of Technology; M.E. Electrical Engineering, 1965, University of Florida; Ph.D. Electrical Engineering, 1968, Clemson University; P.E., Massachusetts, Missouri*

Ecer, Akin, *Professor Emeritus of Mechanical Engineering (1979); B.S. Civil Engineering, 1966, M.S. Civil Engineering, 1967, Middle East Technical University, Turkey; Ph.D. Engineering, 1970, University of Notre Dame*

Eberhart, Russell*, Professor of Electrical and Computer Engineering; B.S. Electrical Engineering, 1965, M.S. electrical Engineering, 1969, Ph.D. Electrical Engineering, 1972, Kansas State University*

Ebling, Daniel W., *Associate Professor Emeritus of Organizational Leadership and Supervision (1967); B.S. Economics, 1955, Albright College; M.B.A. General Business, 1956, Indiana University*

Fleenor, Edgar, *Professor Emeritus and Chair of Construction Technology (1997); B.S. Industrial Education, 1955, M.A. Education, 1960, Indiana State University; Ph.D. Education, 1974, The Ohio State University*

Gersting, John*, Computer and Engineering Science (1970), B.S. Engineering Science, Purdue University (1962); M.S. Engineering Science, Arizona State University (1964); Ph.D., Engineering Science, Arizona State University (1970)*

Ho, Thomas I.M.*, Professor Emeritus of Computer and Information Technology (1999), Emertius, B.S. Computer Science, 1970, M.S. Computer Science, 1971, Ph.D. Computer Science, 1974, Purdue University*

Max, Abraham M., *Mechanical Engineering (1968); B.S., 1934, M.S., 1935, Ph.D., 1937, University of Wisconsin*

Maxwell, Michael P., *Associate Professor Emeritus in Construction Technology (1977); B.A.E. Architectural Engineering, 1955, University of Detroit; Reg. Architect, Indiana, Illinois*

Moll, Richard E., *Associate Professor Emeritus of Mechanical Engineering Technology (1958); B.S. Industrial Education, 1955, M.S. Industrial Education, 1963, Purdue University*

Naghdi, Amir K.,*Professor Emeritus of Mechanical Engineering and Mathematical Sciences (1966); B.S. Mechanical Engineering, 1951, University of Tehran, Iran; M.S. Mechanical Engineering, 1958, University of Illinois; Ph.D. Engineering Sciences, 1964, Purdue University*

Needler, Marvin A., *Professor Emeritus of Electrical and Computer Engineering Technology and of Electrical and Computer Engineering (1964); B.S. Electrical Engineering, 1963, M.S. Electrical Engineering, 1964, Purdue University; Ph.D. Systems Science, 1971, Michigan State University; Professional Engineer License, Indiana*

O'Loughlin, Carol L., *Associate Professor Emerita of Electrical Engineering (1984); B.S. Physics/Mathematics, 1957, Marquette University; M.S. Physics, 1962, Purdue University; Ph.D. Solid-State Physics, 1968, Tulane University; P.E., Indiana*

O'Loughlin, John R., *Professor Emeritus of Mechanical Engineering (1969); B.E. Mechanical Engineering, 1955, Youngstown State University; M.S. Mechanical Engineering, 1958, University of Pittsburgh; Ph.D. Mechanical Engineering, 1961, Purdue University; M.B.A. Business Administration, 1977, Indiana University; P.E., Indiana*

Orr, Robert H., *Professor Emeritus of Computer Technology (1985); B.S. Engineering Sciences, 1964, United States*

*Military Academy; M.S. Information and Computer Science, 1973, Georgia Institute of Technology*Renda, R. Bruce, *Electrical and Mechanical Engineering (1974); B.S. Mechanical Engineering, 1952, M.S. Mechanical Engineering, 1957, Ph.D. Mechanical Engineering, 1957, Purdue University*

Peale, Robert, *Professor Emeritus of Mechanical Engineering Technology (1963), B.A. Mechanical Engineering, 1952;M.S. Industrial Engineering, 1953, Purdue University; P.E. Indiana; C.Mfg.E.*

Renda, R. Bruce, *Dean Emeritus and Professor Emeritus of Mechanical Engineering(1974); B.S. Mechanical Engineering, 1952; M.S. Mechanical Engineering, 1957; Ph.D. Mechanical Engineering, 1959, Purdue University*

Sharp, P. Kent, *Professor Emeritus of Electrical Engineering Technology (1966); B.S. Electrical Engineering, 1957, Rose-Hulman Institute of Technology; M.S. Electrical Engineering, 1964, University of Colorado; P.E., Indiana*

Silence, Judith O., Retired Associate Professor of *Computer Technology (1978); A.B. Mathematics, 1962, M.S.Ed. Vocational Education, 1982, Indiana University*

Sinha, Akhouri S. C., *Professor Emeritus of Electrical Engineering (1977); B.S. Mathematics, 1957, Bihar University, India; B.S. Electrical Engineering, 1961, Banaras Hindu University, India; M.S. Electrical Engineering, 1966, Ph.D. Electrical Engineering, 1969, University of Missouri*

Solinski, Edward M., *Associate Professor Emeritus of Computer Technology (1973); B.S. Engineering, 1960, Cleveland State University; M.S. Engineering Administration, 1964, Case Western Reserve University*

Tharp, Robert E., *Associate Professor Emeritus of Mechanical Engineering Technology (1969); A.A.S. Mechanical Engineering Technology, 1960, B.S. Industrial Education, 1965, M.S. Industrial Education, 1968, Purdue University; C.Mfg.E.*

Westcott, Roy E., *Professor Emeritus of Mechanical Engineering Technology (1981); B.S. Industrial Education, 1979, Purdue University; M.S.Ed. Vocational Education, 1981, Indiana University (Deceased)*

Wilkins, Harriet A., *Associate Professor Emerita of Technical Communication (1983), and Associate Professor of English (1996); B.A. English, 1959, College of Emporia; M.A. Linguistics, 1975, Louisiana State University; Ph.D. Language Education, 1991, Indiana University*

Yokomoto, Charles F., *Professor Emeritus in Electrical and Computer Engineering (1970); B.S. Electrical Engineering, 1964, M.S. Electrical Engineering, 1966, Ph.D. Electrical Engineering, 1970, Purdue University*

Yurtseven, H. Oner, *Dean Emeritus and Professor Emeritus of Electrical and Computer Engineering and Dean (1977); B.S. Electrical Engineering, 1967, Middle East Technical University, Turkey; Ph.D. Electrical Engineering, 1974, The Johns Hopkins University*

Resident Faculty

Acheson, Douglas, *Associate Professor of Computer Graphics Technology (1997); B.S. Technical Graphics, 1993, M.S. Educational Computing, 1995, Purdue University*

Albright, Bruce Randall, *Lecturer of Music; B.A., 1992, Indiana University Bloomington; M.S.M.T., 2002, Indiana University-Purdue University Indianapolis*

Alfrey, Karen, *Lecturer of Biomedical Engineering, Director of the Undergraduate Program in Biomedical Engineering, B.S.E.E. 1993 Cornell University; M.S. 1997 Rice University; Ph.D. 2000 Rice University*

Alvarado, John, *Lecturer of Music; B.M. in Classical Guitar Performance, 1998, DePaul University; M.M. in Performance, 2000, Arizona State University*

Anwar, Sohel, *Associate Professor of Mechanical Engineering (2004); B.S. in Mechanical Engineering, Bangladesh University of Engineering & Tech, 1986, M.Sc.Eng. in Mechanical Engineering, Bangladesh University of Engineering, 1988, M.S. in Mechanical Engineering, Florida State University, 1990, Ph.D. in Mechanical Engineering, The University of Arizona, 1995, Professional Engineer (P.E), Michigan, 2004*

Bailey, Darrell, *Professor of Music; B.M. in Organ Performance, 1974, B.A. in Music, 1975, M.M.T., 1976, Oberlin College; D.M.E. University of Illinois at Urbana-Champaign*

Baldwin, Daniel, *Clinical Assistant Professor of Computer Graphics Technology (2006), B.F.A, Painting, 1996, Indiana University; M.F.A, Illustration, 2000, Savannah College of Art and Design*

Berbari, Edward, *Chancellor's Professor of Biomedical Engineering, Chair of Department of Biomedical Engineering, and Professor of Medicine (1994); B.S.E.E. Electrical Engineering, 1971, Carnegie-Mellon University; M.S. Biomedical Engineering, 1973, University of Miami; Ph.D. Electrical Engineering, 1980, University of Iowa*

Borme, Andrew, *Lecturer of Motorsports Engineering, B.S. Mechanical Engineering, 1986, Rensselaer Polytechnic Institute, M.S. Mechanical Engineering, 1991, California State University*

Burns, Debra, *Associate Professor of Music; B.A. in Music Education, 1987, Glenville State College; M.M. in Music Therapy, Illinois State University; Ph.D. in Music Education and Music Therapy, 1999, University of Kansas*

Catlin, Sally, *Lecturer of Computer and Information Technology (2003); B.A. History, 1986, University of California; M.S. Education, 2003, Indiana University*

Chen, Jie, *Professor of Mechanical Engineering, Chair of the Department of Mechanical Engineering, Professor of Orthodontics, School of Dentistry (1990); B.S. Mechanical Engineering, 1982, Tianjin University, China; M.S. Biomedical Engineering, 1984, Shanghai Second Medical College, China; Ph.D. Mechanical Engineering, 1989, Drexel University*

Chen, Rongrong, *Associate Professor of Mechanical Engineering Technolog (2008), B.S. Physical Chemistry, 1983, Xiamen University, Ph.D. Electrochemistry, 1993, Case Western Reserve University*

Chen, Yaobin, *Professor of Electrical and Computer Engineering, Chair of the Department of Electrical and Computer Engineering (1990); B.S. Electrical Engineering, 1982, Nanjing Institute of Technology, China; M.S. Electrical*

Engineering, 1986, Ph.D. Electrical Engineering, 1988, Rensselaer Polytechnic Institute

Chien, Y. P. Stanley, *Professor of Electrical and Computer Engineering (1989); B.S. Electrical Engineering, 1984, University of Wisconsin; M.S. Electrical Engineering, 1985, Ph.D. Electrical and Computer Engineering, 1989, Purdue University*

Choe, E.J., *Assistant Professor of Music and Director, IUPUI Music Academy; B.M. in Piano Performance, 1987, M.A. in Piano Performance and Pedagogy, 1990, The University of Colorado at Boulder; D.M. in Piano Pedagogy and Literature, 2008, Indiana University Bloomington*

Christe, Barbara, *Program Director of Biomedical Engineering Technology Program (1998); B.S. Engineering, 1984, Marquette University; M.S. Clinical Engineering, 1986, Rensselaer at Hartford*

Christopher, Lauren, *Assistant Professor of Electrical and Computer Engineering (2008); B.S. Electrical Engineering, 1982, Massachusetts Institute of Technology; M.S. Electrical Engineering, 1982, Massachusetts Institute of Technology; Ph.D. Electrical Engineering 2003; Purdue University*

Chu, Tien-Min (Gabriel), *Assistant Professor of Biomedical Engineering (2003); D.D.S. Dental Surgery, 1989, Kaohsiung Medical College, Ph.D. Materials Science, 1999, University of Michigan*

Clark, Jerome A., *Lecturer of Computer and Information Technology (1999); B.S. Computer Technology, 1992, IUPUI; M.S. Management 1996, Indiana Wesleyan University*

Conrad, William, *Professor of Electrical and Computer Engineering Technology (1991); B.S.E.E., 1966, Purdue University; M.Eng., General Engineering, 1968, Pennsylvania State University; P.E., Indiana*

Cooney, Elaine, *Professor of Electrical and Computer Engineering Technology, Chair of Electrical and Computer Engineering Technology (2009); B.S.E. Electrical Engineering, 1984, General Motors Institute; M.S.E.E. 1986, Purdue University*

Cowan, David J., *Associate Professor of Architectural Technology (2009); B.A. Visual Arts, 1973, University of Saskatchewan, Canada; B.Ed. Secondary, 1976, University of Regina, Canada; M.E.Des(Arch.) Architecture, 1986, University of Calgary, Canada; Ph.D. Architecture 2006, University of Calgary, Canada*

Deal, W. Scott, *Professor of Music; B.A., 1980, Cameron University; M.M. in Percussion Performance, 1982, University of Cincinnati-College-Conservatory of Music; D.M.A., 1994, University of Miami*

Diemer, Timothy, *Assistant Professor of Organizational Leadership & Supervision; Director of International Services; Bachelor of Science (cum laude), 1973, The Ohio State University, College of Education; Master of International Administration, 1983, School for International Training, Brattleboro, Vermont*

Drews, Michael, *Assistant Professor of Music; B.A., 1994, Kent State University; M.A. in Composition, 1998, Cleveland State University; D.M.A., 2006, University of Illinois at Urbana-Champaign*

Du, Eliza, *Associate Professor of Electrical and Computer Engineering (2005); B.S. Electrical Engineering, 1996; M.S. Telecommunications, 1999, Beijing University of Posts and Telecom, China; Ph.D. Electrical Engineering, 2003, University of Maryland-Baltimore County*

Elliott, Robert, *Visiting Lecturer of Computer and Information Technology (2009); B.S. Computer and Information Technology, 2000, Purdue University, Indianapolis; M.S. Human Computer Interaction, 2009, Indiana University, Indianapolis*

El-Mounayri, Hazim, *Associate Professor of Mechanical Engineering (1997); B.S. Mechanical Engineering, 1989; M.Sc. Material Science, 1992, The American University in Cairo, Egypt; Ph.D. Mechanical Engineering, 1997, McMaster University, Canada*

El-Sharkawy, Mohamed, *Professor of Electrical and Computer Engineering (1992); B.S. Electrical Engineering, 1974, M.S. Electrical Engineering, 1979, Alexandria University, Egypt; Ph.D. Electrical Engineering, 1985, Southern Methodist University*

Evans, Nancy, *Lecturer of Computer and Information Technology (2009); B.S. Accounting, 1993, Butler University; M.S. Secondary Education, 2003, Ball State University*

Feldhaus, Charles, *Associate Professor of Organizational Leadership and Supervision and Chair of M.S. Technology (2001); B.A. Radio and Television, 1979, University of Southwestern Louisiana; M.S. Secondary Education, 1985, Indiana University; Ed.D. Educational Administration/Supervision, 1999, University of Louisville*

Fernandez, Eugenia, *Associate Professor of Computer and Information Technology (1996) and Chair of the Department of Computer, Information, and Leadership Technology (2009); B.S. Mechanical Engineering, 1979, Worcester Polytechnic Institute; M.S.E. Computer, Information,and Control Engineering, 1984, University of Michigan; Ph.D. Management Information Systems, 1988, Purdue University*

Fox, Patricia L., *Clinical Assistant Professor of Organizational Leadership and Supervision and Associate Chair of Computer, Information, and Leadership Technology, (1983); B.S. Accounting, Indiana University, 1980; M.B.A., 1985, Butler University*

Frank, Mary Ann, *Lecturer in Interior Design, B.S., Systems Science and Math, 1982, Washington University; M.S. , Adult Education, 2009, Indiana University*

Gee, Patrick, *Lecturer of Freshman Engineering (2000) ; B.S. Mechanical Engineering, 1992; M.S. Mechanical Engineering, 1998, Purdue University*

Goodman, David, *Assistant Professor of Electrical Engineering Technology (2009), B.S. Electrical Engineering, 1995, Purdue University, M.S. Mechanical Engineering Technology, 2005, Purdue University, Ph.D. Engineering Technology 2009, Purdue University*

Goodwin, Clifford, *Associate Professor of Organizational Leadership and Supervision (1979); A.A.S. Aviation Technology, 1969; B.S. Supervision, 1970, Purdue University; M.S. Education, 1980, Ball State University; Ed.D., 1997, Indiana University*

Hovde, Marjorie Rush, *Associate Professor of Technical Communication, Adjunct Associate Professor of English (1996); B.A. English Education, 1979, Eastern Mennonite College; M.A. English Expository Writing, 1984, University of Iowa; Ph.D. English Rhetoric and Composition 1994, Purdue University*

Hundley, Stephen P., *Associate Dean for Academic Affairs and Undergraduate Programs,Associate Professor of Organizational Leadership and Supervision (1997); B.S. Business Management, 1992, Virginia Commonwealth University; M.S. Human Resource Administration, 1994, Central Michigan University; M.Ed. Adult Education, 1995, Virginia Commonwealth University; Ph.D. Education/Organization Development, 1998, American University*

Hylton, Pete, *Associate Professor of Mechanical Engineering Technology,Adjunct Associate Professor of Motorsports Engineering (2004); B.S. Mechanical Engineering, 1979, Rose-Hulman Institute of Technology; M.S. Mechanical Engineering, 1983, Purdue University; M.S. Applied Mathematics, 2007, IUPUI*

Iseley, Tom, *Professor of Construction Technology; B.S.C.E. 1973, University of Alabama in Birmingham; M.B.A.,1976, University of Alabama in Birmingham, Ph.D. 1988, Purdue University*

Izadian, Afshin, *Assistant Professor Electrical Engineering Technology (2009); B.S. Electrical Engineering, 1998, South Tehran University; MSc in Electrical Engineering, 2001, Iran University of Science and Technology; Ph.D. Electrical Engineering, 2008, West Virginia University*

Jafari, Ali, *Professor of Computer and Information Technology (1995); B.S. Business Administration, 1978, University of Esfahan, Iran; M.S. Media Technology, 1981, University of Wisconsin-Stout; Ph.D. Telecommunication, 1988, Indiana University*

Ji, Julie, *Assistant Professor of Biomedical Engineering (2007); B.S. Chemical Engineering, 1999, Massachusetts Institute of Technology; Ph.D. Bioengineering, 2004, University of Pennsylvania*

Jones, Alan S., *Associate Professor of Mechanical Engineering (2007); B.S. in Mechanical Engineering, Bradley University, 1994, M.S. in Mechanical Engineering, The University of Michigan, 1995, Ph.D. in Mechanical Engineering, The University of Michigan, 2003*

Justice, Connie, *Clinical Assistant Professor of Computer and Information Technology (2000); B.S. Electrical Engineering, 1997, Purdue University, Indianapolis; M.S. Information Science, 2004, Indiana University*

Kassab, Ghassan S., *Professor of Biomedical Engineering; Professor of Surgery, Cellular and Integrative Physiology; Thomas J Linnemeier Guidant Chair, B.S. Chemical Engineering 1986 UCSD: M.S. Engineering Sciences 1987 UCSD; Ph.D. Bioengineering 1990 UCSD*

Katona, Thomas R., *Associate Professor of Mechanical Engineering, School of Engineering and Technology, Associate Professor of Orthodontics, School of Dentistry (1990); M.S. Mechanical Engineering, 1972, Ph.D. Mechanical Engineering, 1981, D.M.D. Dentistry, 1982, University of Pennsylvania*

Kelceoglu, Bekir, *Assistant Professor of Architectural Technology and Interior Design (2009); B.A. Interior Architecture, 2000, Anadolu University, Turkey; M.F.A, Design Development, 2006, The Ohio State University*

Kim, Dongsoo (Stephen), *Associate Professor of Electrical and Computer Engineering (2000); B.S. Metallurgical Engineering, 1987, Korea University; M.S. Computer Science, 1993, University of Texas, Dallas; Ph.D. 1998, Computer Science and Engineering, University of Minnesota*

Kim, Youngsik, *Assistant Professor of Mechanical Engineering (2010), B.Sc. Material Engineering, 2000, SungKyunKwan University, South Korea; M.Sc., Materials Science & Engineering, 2003, Ph.D., Materials Science & Engineering, 2006, Iowa State University, Iowa*

King, Brian, *Associate Professor of Electrical and Computer Engineering (2001); B.A. Mathematics, 1982, M.S. Mathematics, 1984, Ph.D. Mathematics, 1990, Ph.D. Computer Science, 2000, University of Wisconsin*

Kinsey, Brian D., *Assistant Professor of Construction Technology (1980); B.S. Engineering Sciences, 1972, M.S.E. Mechanical Engineering, 1975, Purdue University; Professional Engineer License., Indiana*

Koskie, Sarah, *Associate Professor of Electrical and Computer Engineering (2003); S.B. Mechanical Engineering, 1983, S.M. Mechanical Engineering, 1986, Massachusetts Institute of Technology,; M.S. Mathematics, Rutgers Univeristy, 1999; Ph.D., Control Theory, Rutgers University, 2003*

Lamm, Nancy, *Assistant Professor of Engineering, part-time, and Academic Advisor in the New Student Academic Advising Center (1987); A.B. Microbiology, 1969, Indiana University; B.S.E. Bioengineering, 1983, M.S.E. Interdisciplinary Engineering, 1989, Purdue University*

Laranja, Ricardo, *Lecturer in Music, B.M., 2000, Acquinas College; M.S. Media Arts and Science, 2003, IUPUI*

Lee, Jaehwan (John), *Associate Professor of Electrical and Computer Engineering (2005); B.S. Electrical Engineering, 1986, Kyungpook National University, South Korea; M.S. Electrical and Computer Engineering, 2003, Ph.D. Electrical and Computer Engineering, 2004, Georgia Institute of Technology*

Li, Feng, *Assistant Professor of Computer and Information Technology (2009); B.S. Mechanical Engineering, 2002, M.S. Computer Science, 2005, Southeast University, China; Ph.D. Computer Science, 2009, Florida Atlantic University*

Li, Lingxi, *Assistant Professor of Electrical and Computer Engineering (2008); B.E. Automation, 2000, Tsinghua University, China; M.S. Automation, 2003, Chinese Academy of Sciences, China; Ph.D. Electrical and Computer Engineering, 2008, University of Illinois, Urbana*

Lin, Chien-Chi, *Assistant Professor of Biomedical Engineering, B.S. 1996 National Tsing Hua University; M.S. 1998 National Taiwan University; Ph.D. 2007 Clemson University*

Lin, William, *Associate Professor of Electrical and Computer Engineering Technology (1999); B.Ed. Science Education (Physics), 1976, National College of Education Taiwan; M.S., Physics, 1981, University of Southern Mississippi; Ph.D.*

Electrical Engineering, 1987, The Pennsylvania State University

Lindsey, Roberta L., *Assistant Professor of Music; B.A. in Music Education, 1980, M.A. in Music History, 1987, Butler University; Ph.D., 1996, The Ohio State University*

Mannell, David, *Lecturer of Music, Director, IUPUI Choral Program; B.M.E. in Teaching Music, 1980, Emporia Kansas State Unviersity; M.S.M.T., 2002, Indiana University-Purdue University Indianapolis*

Markoff, Richard M (Rick), *Visiting Senior Advisor to the Chancellor and Visiting Lecturer, School of Engineering and Technology (2011); B.A., Communications, Western Michigan University (1968); M.Ed., Higher Education, University of Missouri (1970); Ph.D., Higher Education, The University of Toledo (1978)*

McLaughlin, Emily, *Interior Design Program Director and Clinical Assistant Professor, B.A., Interior Design, 1997; M.A. in Interior Design, 2003, Purdue University*

McRobbie, Michael A., *Professor of Computer and Information Technology and President of Indiana University 2007; B.A. 1975, University of Queensland, Australia; Ph.D. 1979, The Australian National University, Australia*

Meisenheler, Helen, *Visiting Lecturer of Organizational Leadership and Supervision (2010); B.S. Behavioral Science, (1990), United States Air Force Academy; M.S. Psychology, University of Oregon, (1997); Ph.D. Social Psychology, Loyola Univeristy - Chicago (2002)*

Meng, Chuiyuan, *Lecturer of Music; Bachelor of Literature in Musicology and Music Education, 2006, Capital Normal University, China; M.S.M.T., 2008, Indiana University-Purdue University Indianapolis*

Minns, Christie, *Visiting Lecturer of Computer and Information Technology (2008); B.S. Management Science, 1992, M.S. Information and Communication Science, 1995, Ball State University*

Munson, Jordan, *Lecturer of Music; B.M. in Music Performance, 2007, University of Kentucky; M.S.M.T., 2008, Indiana University-Purdue University Indianapolis*

Na, Sungsoo, *Assistant Professor of Biomedical Engineering (2009); B.S. Mechanical Engineering, 1993, Pukyong National University; M.S. Mechanical Engineering, 2000, Pusan National University, South Korea; Ph.D. Biomedical Engineering, 2006, Texas A&M University*

Nalim, M. Razi, *Associate Professor of Mechanical Engineering (1997), Associate Dean for Graduate Programs and Research (2011); B.Tech. Mechanical Engineering, 1983, Indian Institute of Technology, India; M.S. Mechanical Engineering, 1985, Ph.D. Aerospace Engineering, 1994, Cornell University*

Nickolich, David, *Clinical Assistant Professor of STEM Workforce Education, Department of Computer, Information and Leadership Technology (2011) and Director of STEM Initiatives, School of Engineering and Technology (2009); A.A.S. Computer Technology, (1975), Purdue University; B.S. Computer Technology, (1977), Purdue University; M.B.A. Business Administration, (1983), Kelley School of business, Indiana University; M.A. Adult and Community Education, (1992), Ball State University; M.A.E. Educational Administration and supervision, (1993), Ball State University; Ed.D. Adult, Higher, and Community Education, (2005), Ball State University*

Nickolson, Darrell, *Clinical Assistant Professor of Architectural Technology and Interior Design (2009); B.S. Interior Design, 1999; M.S., Gerontology, 2008, University of Indianapolis*

Orono, Peter, *Senior Lecturer of Freshman Engineering and Mechanical Engineering (2000); B.S. Mechanical Engineering, 1979, Makerere University, Kampala, Uganda; M.S. Mechanical Engineering, 1985, Texas Tech University; Ph.D. Mechanical Engineering, 1991, Wayne State University*

Peters, G. David, *Professor of Music, Director of Graduate Studies; B.M.E., 1964, University of Evansville; M.S. in Music Education, 1965, Ed.D. in Music Education, 1974, University of Illinois at Urbana-Champaign*

Pfile, Richard E., *Professor of Electrical and Computer Engineering Technology (1983); B.S. Chemistry, 1974, B.S. Electrical Engineering, 1976, University of Louisville; M.S.E. Computer, Information, and Control Engineering, 1980, University of Michigan*

Razban, Ali, *Senior Lecturer (2010); B.S., Mechanical Engineering, Purdue University; M.S.E., Mechanical Engineering and Applied Mechanics, University of Michigan; Ph.D., Mechanical Engineering, Imperial College London, UK; M.B.A. Purdue University*

Rees, Fred J., *Professor of Music and Chair, Department of Music and Arts Technology; B.M., Performer's Certificate in Double Bass, 1971, SUNY Potsdam; D.M.A. in Music Education, 1977, University of Southern California*

Renguette, Corinne, *Visiting Assistant Professor of Technical Communication (2011); B.A. English, Indiana University, 2002; M.A. English, Indiana University, 2004; Ph.D. Applied Linguistics, 2011, Ball State University*

Rennels, Kenneth E., *Associate Professor of Computer Integrated Manufacturing Technology, B.S. Industrial Engineering, 1975, Purdue University; M.S.B.A. Management and Administrative Studies, 1979, Indiana University; M.S. Industrial Engineering, 2000, Purdue University; Professional Engineer License., Indiana*

Rizkalla, Maher E., *Professor of Electrical and Computer Engineering (1986); B.S. Electrical Engineering, 1975, Assiut University, Egypt; M.S. Electrical Engineering, 1980, Cairo University, Egypt; Ph.D. Electrical Engineering, 1985, Case Western Reserve University*

Rovnyak, Steven, *Associate Professor of Electrical and Computer Engineering (2003); B.S. Electrical Engineering; A.B. Mathematics, 1988; M.S. Electrical Engineering, 1990, Ph.D. Electrical Engineering, 1994, Cornell University*

Russomanno, David J, *Professor of Electrical and Computer Engineering and Dean of Purdue School of Engineering and Technology (2010); B.E.E. in Electrical Engineering, 1986 Auburn University; M.E., 1989; Ph.D., University of South Carolina*

Salama, Paul, *Associate Professor of Electrical and Computer Engineering (1999); B.S. Electrical Engineering, 1991, University of Khartoum; M.S.Electrical Engineering, 1993, Ph.D. Electrical Engineering, 1999, Purdue University*

Schild, John H., *Associate Professor of Electrical and Computer Engineering and Biomedical Engineering (1997); B.S. Biomedical Engineering, 1983, M.S. Biomedical Engineering, 1988, Case Western Reserve University; Ph.D. Electrical and Computer Engineering, 1994, Rice University*

Sener, Erdogan, *Professor of Construction Technology (1987); B.S. Civil Engineering, 1968, Middle East Technical University, Turkey; M.S. Civil and Structural Engineering, 1969, Michigan State University; Professional Engineer License, Indiana*

Schubert, Peter J., *Professor of Electrical and Computer Engineering (2011), B.A., Physics, 1982, Washington Univeristy (St. Louis, MO); M.S. Electrical Engineering, 1984, University of Cincinnati; Ph.D., 1990, Electrical Engineering, Purdue University*

Starks, Joy, *Associate Professor of Computer and Informatoin Technology (1998); B.A. Theory and Composition, 1976, University of Missouri; B.S. Education, 1978, M.A. Education, 1981, Southern Illinois University*

Tovar, Andres, *Assistant Professor of Mechanical Engineering (2011); B.S., Mechanical Engineering, National University of Colombia (1995); M.S., Industrial Automation, National University of Colombia (2000), Mechanical Engineering, University of Notre Dame (2004); Ph.D., Aerospace and Mechanical Engineering, University of Notre Dame (2005)*

Vander Gheynst, John, *Assistant Professor of Music; B.M. in Music Education, 1995, The University of Georgia; M.M. in Trumpet Performance, 1997, University of Illinois at Urbana-Champaign; D.M.A. in Trumpet Performance, Jazz Emphasis, 2007, The University of Texas at Austin*

Varahramyan, Kody, *Professor of Electrical and Computer Engineering, Vice Chancellor for Research (2008); B.S. Electrical Engineering, 1977, University of Illinois, Urbana Champaign; M.S. Electrical Engineering, 1979, Ph.D. Electrical Engineering, 1983, Rensselaer Polytechnic Institute*

Walker, Richard, *Assistant Professor of Music; B.M. in Performance, 1990, Northern Kentucky University; M.M. in Performance, 1993, University of Illinois at Urbana-Champaign*

Wallacce, Joseph, *Assistant Professor of Biomedical Engineering, B.S.A.E. 2002 Georgia Institute of Technology; M.S.E. 2004 University of Michigan; Ph.D. 2007 University of Michigan*

Wasfy, Tamer, *Associate Professor of Mechanical Engineering (2009); B.S. in Mechanical Engineering, American University in Cairo, Egypt, 1989, M.S. in Mechanical/Materials Engineering, American University in Cairo, Egypt, 1990, M.Phil. in Mechanical Engineering, Columbia University, New York, NY 1993, Ph.D. in Mechanical Engineering, Columbia University, New York, NY 1994*

Wolter, Robert M., *Senior Lecturer of Organizational Leadership and Supervision (1999); A.A.S. Organizational Leadership and Supervision, 1995, B.S. Organizational Leadership and Supervision, 1997, Purdue University; M.S. Adult Education, 2002, Indiana University*

Worley, Wanda L., *Associate Professor of Technical Communication, Director of Technical Communication (2003); B.S. English, 1969, Indiana University; M.A.T. English, 1973, Indiana University; Ph.D. Adult Education, 1999, University of Wisconsin-Madison*

Wu, Huanmei, *Associate Professor of Computer and Information Technology (2005); B.S. Chemistry, 1996, Tsinghua University, Beijing, China; M.S. Computer and Information Science, 2003, Ph.D. Computer and Information Science, 2005, Northeastern University, Boston, MA*

Xie, Dong, *Associate Professor of Biomedical Engineering, Associate Professor, Department of Surgery, School of Medicine (2004); B.S. Biochemical Engineering, 1982, East China University of Science and Technology; M.S. Polymer Chemistry, 1987, Hubei Research Institute of Chemistry; M.S. Dental Materials, 1993, The Ohio State University; Ph.D. Polymeric Biomaterials/Oral Biology, 1998, The Ohio State University; Postdoctoral, Polymers in Biomedical Applications, 1999, University of Alabama at Birmingham*

Xie, Jian, *Assistant Professor of Mechanical Engineering (2007); B.S. in Chemical Engineering, Tianjin University, China, 1982, M.S. in Electrochemistry, University of South Dakota, Vermillion, South Dakota, 1996, Ph.D. in Electrochemistry, Miami University, Oxford, Ohio, 1999*

Yokota, Hiroki, *Professor of Biomedical Engineering and Anatomy-Cell Biology, Professor of Mechanical Engineering (1998); B.S. Aeronautics and Astronautics, 1978; M.S. Astronautics, 1980; Ph.D. Engineering, Astronautics, 1983, Tokyo University, Japan; Ph.D. Biology, 1993, Indiana University*

Yoshida, Ken, *Associate Professor of Biomedical Engineering (2006), Adjunct Associate Professor of Electrical and Computer Engineering (2008); B.S. Engineering - Biocybernetics (Biomedical Engineering), U.C.L.A., 1989; Ph.D. Bioengineering, 1994, University of Utah*

Yu, Huidan (Whitney), *Assistant Professor of Mechanical Engineering (2011); B.S., Physics, Zhejiang Normal University, China (1984); Ph.D., Physics, Peking University, China (2001), Aerospace Engineering, Texas A&M University (2004)*

Zecher, John E., *Professor of Mechanical Engineering Technology, Director of Mechanical Engineering Technology (1983); B.S. Industrial Technology, 1971, Miami University; M.S. Mechanical Engineering Technology, 1972, Western Michigan University; Professional Engineer License, Indiana*

Zhang, Jing, *Assistant Professor of Mechanical Engineering (2011); B.S., Metal Forming, University of Science and Technology, Beijing, China (1996); M.S., Manufacturing Engineering, Beijing University of Aeronautics and Astronautics (1999); Ph.D., Materials Science and Engineering, Drexel University (2004)*

Zhu, Likun, *Assistant Professor of Mechanical Engineering (2009); B.S. in Precision Instruments and Mechanology, Tsinghua University, Beijing, China, 1998, M.S. in Precision Instruments and Mechanics, Tsinghua University, Beijing, China, 2001, Ph.D. in Mechanical Engineering, University of Maryland, College Park, Maryland, 2006*

Graduate Programs

Welcome to the Graduate School!

Administration of Graduate Programs at IUPUI

Indiana University-Purdue University Indianapolis (IUPUI), a comprehensive campus made up of 19 Indiana University and Purdue University schools, is a dynamic place where new degree initiatives are fostered. Involvement with society at large, and the community in particular, is a hallmark of this campus, which changes the flavor of new degree programs.

Thus, students will find innovative programs in music technology, philanthropy, public history, and visual arts, as well as developing programs in informatics, visual communications, and music therapy. These new and developing programs enrich the solid foundation of traditional graduate programs available at IUPUI. Please see our Web site, http://www.iupui.edu/%7eiuihome/graddegrees.php, for a complete listing of the graduate degree programs at IUPUI.

There are three types of postbaccalaureate programs at IUPUI: (1) programs leading to graduate degrees and certificates, administered by Indiana University Graduate School; (2) programs leading to graduate degrees and certificates, administered by Purdue University Graduate School; and (3) other programs that are administered mainly by individual schools such as the Schools of Medicine, Dentistry, Law, Public and Environmental Affairs, Education, Library and Information Science, Health and Rehabilitation Sciences, Music, Nursing, Informatics; the Kelley School of Business; and the Herron School of Art and Design. For information about applying to one of the degree programs within these schools, please contact the school or department offering the degree.

IUPUI Graduate Office

The IUPUI Graduate Office is the administrative center for graduate and graduate/professional programs on the Indianapolis campus. Although no graduate degrees are granted by IUPUI itself, more than 8,000 students pursue one of the 165 graduate-level certificates and degrees offered on the IUPUI campus by the Indiana University Graduate School, the Purdue University Graduate School, and individual schools at IUPUI. The director of the graduate office serves as dean of students for all IUPUI postbaccalaureate students in collaboration with the IUPUI dean of students. In addition to the director, the Graduate Office has an assistant director, an assistant dean, a graduate non-degree coordinator, a curriculum coordinator, and other support staff.

IUPUI RESOURCES

- IUPUI Web site
- Academic Calendar
- Campus Map

IU RESOURCES

- Indiana University Web site
- Policies

PURDUE RESOURCES

- Purdue University Web site
- Policies

CONTACT US

If you are seeking further assistance view our Contact Information.

As the locus of graduate administrative activity, the IUPUI Graduate Office processes applications and GRE scores for all graduate and professional programs and receives theses and dissertations for the graduate schools of both IU and PU. The office provides staff support for all graduate administrative committees, sponsors student organizations (e.g., the Graduate Student Organization), counsels post baccalaureate and prospective students, conducts workshops, and organizes Graduate School commencement activities. The IUPUI Graduate Office also connects IUPUI to a wider graduate community through organizations such as the Council of Graduate Schools (CGS), the Committee on Institutional Cooperation (CIC), and the Midwest Association of Graduate Schools (MAGS).

Perhaps most importantly, the IUPUI Graduate Office is the answer center for a wide range of questions pertaining to graduate study, graduate programs, and graduate student life. In addition, the IUPUI Graduate Office supports other offices, such as the Enrollment Center and the Community Learning Network, in providing information and documents for general inquiries. Staff of the IUPUI Graduate Office, under the primary direction of the assistant dean, also recruit for campus graduate programs.

IUPUI Graduate Affairs Committee

The Graduate Affairs Committee at IUPUI is charged with overseeing the development of new programs, quality control, recruitment, and other issues related to graduate education on the campus. Membership of this committee includes the graduate deans or their designees from both Indiana University and Purdue University as well as deans, associate deans, the president of the Graduate Student Organization, and faculty from all of the schools with postbaccalaureate programs on the IUPUI campus.

New initiatives and directions are discussed, and appropriate issues are shared with the respective schools for further development and comment. New program proposals are reviewed and approved by the Graduate Affairs Committee. The Curriculum Subcommittee, which is appointed by the Indiana University Graduate School associate dean, has the responsibility of reviewing all new course or course change requests before they are submitted for campus and university wide remonstrance, and for providing recommendations to the Graduate Affairs Committee.

Approved program proposals are referred to either the IU Academic Leadership Council or to the Purdue Graduate School for final action before going to the Indiana Commission for Higher Education, as necessary. The Fellowship Subcommittee reviews nominations and selects the recipients of graduate fellowships, as well as distributing merit-based block grants to the schools for the support of graduate education.

The following pages outline general regulations for graduate and professional programs on the IUPUI campus. For specific information about the admissions process, degree requirements, or prerequisites, please contact the school or department offering the degree.

Contact information for the IUPUI Graduate Office:
Union Building 207
620 Union Drive
Indianapolis, IN 46202
Phone: (317) 274-1577
Fax: (317) 278-2380
E-mail: gradoff@iupui.edu

Last Updated: March 2010

Admission

Purdue University Graduate School

Undergraduate Requirements

Correspondence about admission to the Graduate School should be addressed to the Graduate Studies Office of the department or program to which an applicant wishes to be admitted or to the Graduate School, Purdue University, West Lafayette, IN 47907. Applicants ordinarily will be expected to hold baccalaureate degrees from colleges or universities of recognized standing prior to registration as graduate students. Applicants for a master's or doctoral degree program should have achieved a 3.0 (out of 4.0) grade point average or higher for the baccalaureate degree or have other indicators of outstanding academic performance.

For additional information concerning requirements for admission, please consult the specific departments or programs at IUPUI to which you wish to apply. Some departments have requirements for admission that exceed the general Graduate School requirements.

Classification and Admission

Degree-seeking applicants are those who seek to study for a doctoral or master's degree.

Degree-seeking graduate students must show promise, as judged by academic performance and experience, of ability to perform advanced study and research and must have adequate preparation in their chosen fields of study. Applicants must submit an official transcript from each college or university attended. If these transcripts are not in English, the official original-language transcripts must be accompanied by certified English translations.

For unconditional admission to a degree program, a B or better average in prior study is required. Individual departments may set higher grade requirements and may require the submission of additional evidence of academic performance.

A minimal score of 550 (paper-based) or 213 (computer-based) on the Test of English as a Foreign Language (TOEFL) is required for admission to the Graduate School for all international applicants whose native language is not English. See "International Students" in the "General Regulations" section at the beginning of the "IUPUI Graduate Office" section for more information about TOEFL.

Non-degree-seeking applicants are those who wish to attend graduate school for professional and personal enrichment without seeking an additional degree. See the "Graduate Non-Degree" section for more information about non-degree-seeking applicants.

Financial Aid and Admissions

Students desiring financial aid who are interested in earning a Purdue degree while taking classes should contact IUPUI's financial aid office.

Any student who is not fully admitted to a program may enroll in classes as a graduate non-degree student (see "Graduate Non-Degree Program" below). Students who are not fully admitted to a program should contact their department to verify their admission status. In many cases, students who are graduate nondegree or special students do not qualify for financial aid.

Graduate Non-Degree Program (GND)

Application Information

To be eligible for the Graduate Non-Degree Program, students must have a bachelor's degree from an accredited institution and be a U.S. citizen or a student who does not need an I-20 or an IAP-66 for a student visa. Under most circumstances, Graduate Non-Degree is not an appropriate enrollment status for persons requiring a student visa to enter the country.

Students who are interested in taking courses as a Graduate Non-Degree student will need to apply to the Graduate Non-Degree Program and be admitted prior to being able to register for courses. The application process includes completing an application and paying an application fee. Please see the following URL for the online application and more information about the Graduate Non-Degree Program: www.iupui.edu/~gradoff//gnd/.

Students previously admitted to the Graduate Non-Degree Program may not need to complete another application. Please see the above URL for directions on how to register for courses if you were previously admitted to the Graduate Non-Degree Program.

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Graduate Programs

Courses

Graduate courses are listed within the School offering a Graduate Program:

- Herron School of Art and Design
- Kelley School of Business
- IU School of Continuing Studies
- IU School of Dentistry
- IU School of Education
- IU School of Health and Rehabilitation Sciences
- IU School of Informatics
- IU School of Journalism
- IU School of Liberal Arts
- IU School o f Library and Information Sciences
- IU School of Medicine
- IU School of Nursing
- IU School of Physical Education and Tourism Management
- IU School of Social Work
- Purdue School of Engineering and Technology
- Purdue School of Science

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General Graduate Regulations and Information

English for Academic Purposes (EAP) Placement Test

The IUPUI EAP Program and the Office of International Affairs have joined together to administer the required English for Academic Purposes (EAP) Placement Test for students whose native language is not English. All international students must take this test before registering for classes, even if they have taken the TOEFL. Because this is a placement test used to accurately determine English language skill level, students do not need to prepare for it.

The scores are used to exempt or to assign students to the EAP classes that best meet their academic needs and that will provide the favorable English experiences necessary for a successful career at IUPUI. Students are required to begin the assigned EAP courses during their first or second semester on campus. The EAP Placement Test takes approximately three hours to complete and it tests the students' reading, listening, and writing skills. For more information, visit the EAP Program web site (http://eap.iupui.edu).

Students register in advance for the EAP placement test and pay a testing fee. Students must either be admitted to study at IUPUI or have filed an admission application in order to register for the test. For further EAP test registration and course and program information, contact the EAP Program at (317) 274-2188, Cavanaugh Hall 341, or write esl@iupui.edu.

English Proficiency

Applicants, except those whose native language is English, are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. Information on testing dates, locations, and costs may be obtained by viewing at: http://www.ets.org/

IUPUI's school code number for the TOEFL application is 1325. All Purdue University and Indiana University Graduate School graduate teaching assistants/instructors whose native language is not English must demonstrate adequate oral English proficiency before being assigned duties involving direct instruction of students.

GRE (Graduate Record Examination)

Applicants may be required to take the Graduate Record Examination General Test, Subject Test, or both (see departmental requirements). Information concerning this exam may be obtained online at http://www.ets.org.
Students may also call a Sylvan Learning Center to schedule the GRE. It is particularly important that the GRE be taken if the applicant:

1. is seeking admission to a department that requests it (see individual departmental requirements);
2. wishes to be considered for a fellowship;
3. feels that the previous academic record does not adequately reflect the applicant's ability;
4. received the baccalaureate degree from an unaccredited institution.

International Students

There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside the United States. Such individuals should obtain the International Application packet from the Office of International Affairs (Education/Social Work, ES 2126). Information is also available online at http://www.iupui.edu/~oia//AD/admission_step1.html.

Once enrolled, international students who wish to change their program of study must first obtain the approval of the Office of International Affairs. When such approval is granted, application for formal change of status may then be made to the appropriate school according to the same procedures governing United States citizens.
International students must enroll in at least 8 credit hours each fall and spring semester in order to meet visa requirements. Any exceptions to this regulation must be approved in advance by the Office of International Affairs.

Enrollment/Registration

The courses in which a graduate student enrolls should reflect the nature and amount of the student's study and research activities as accurately as possible. Research includes literature reviews and thesis writing. A candidate for any advanced degree (excluding Indiana University Graduate School master's students) must be registered during the session in which he or she expects to receive the degree.

Proper registration is the responsibility of the student, the major professor, and the student's department. The IUPUI Graduate Office staff does not (except in unusual cases) counsel individual graduate students relative to their programs and progress. Necessary contacts should, in general, be made through the student's department.

Financial Aid

Graduate students interested in obtaining an Indiana University or Purdue University degree at the Indianapolis campus should contact IUPUI's financial aid office:

Office of Student Financial Aid Services
Campus Center 250
420 University Blvd.
Indianapolis, IN 46202
Phone: (317) 274-4162

Associate Instructorships, Graduate Assistantships, and Research Assistantships

Many associate instructorships, graduate assistantships, and research assistantships are available in departments and schools. Some of these positions are accompanied by fee scholarships, which defray the cost of tuition and most fees. Application for such positions should be made to the department or school in which the student wishes to work. Early application is advisable.

Fellowships

A number of fellowships are available to students enrolled full time; among them are university fellowships, fee scholarships, and various privately and federally funded awards. Students should indicate their interest in these fellowships directly to the major department. Information on, and preliminary applica-tion materials for, the National Science Foundation Graduate Fellowships may be obtained from:
Fellowship Office
National Research Council
2101 Constitution Avenue N W
Washington, DC 20418
In all cases, early application is advisable. It should be noted that all such award holders are required to devote full time to their studies.

Foreign Language Requirements

There is no general requirement of competency in any foreign language. Each department determines requirements, if any, and options for satisfying them are obtained from the department.

Grades

Grade points are assigned at IUPUI according to the following scale (in calculating grade point averages, any plus or minus accompanying a letter grade is taken into account):
A=4.0
A-=3.7
B+=3.3
B=3.0
B-=2.7
C+=2.3
C=2.0
C-=1.7
D+=1.3
D =1.0
D-=0.7
F=0

Courses completed with grades below C (2.0) are not counted toward graduate degree requirements, but such grades will be counted in calculating a student's grade point average. Some departments may require an average grade in graduate courses higher than B (3.0), while others may count no courses completed with grades below B (3.0) toward degree requirements. No work may be transferred from another institution unless the grade is a B (3.0) or higher.

The school dean may review a grade record at any time and may place a student on academic probation if the record justifies such action. When the grade point average of a student falls below 3.0, or the student is not making sufficient progress toward the degree, the dean will notify the student that he or she has been placed on probation. Unless the student brings this record up to a 3.0 grade point average, or begins making satisfactory progress in the next semester of enrollment, the student will not ordinarily be allowed to continue study at the university.

Standards of Work

Success in graduate study requires performance of a high quality. Pass/fail grades are unacceptable. A student's progress will be reviewed each semester by the department. Any

student who fails to perform on a level satisfactory to the advisory committee or the dean may be asked to discontinue graduate study. The same scholastic requirements in effect during the regular university year apply to graduate study during the summer sessions and to work taken at all Indiana University or Purdue University campuses. The same grade standards also apply to prerequisite courses.

Thesis

A master's or doctoral thesis is a document authored by a student that describes results of original research undertaken by that student and asserts a position that the student is willing to defend. This position should not be construed to prohibit joint or collaborative research endeavors. It is expected, however, that in such a situation, unique aspects of the broad problem will be explored by each individual and that the thesis written and presented to the final examining committee will be a personal document describing the student's creative effort and contribution. Students should speak with their advisor early in their graduate careers when considering a collaborative thesis project. Links to online versions of the Guide to Preparation of Theses and Dissertations for both IU and Purdue are available at http://www.iupui.edu/~gradoff//students/.

Visiting / Transient Students

Visiting students in good standing in any accredited graduate school who wish to enroll for one semester or summer session to take graduate-level courses and who plan to return thereafter to their former institution may be admitted as visiting/transient students if their enrollment can be accommodated. Visiting/transient students should register as Graduate Non-Degree Program students.

Information about the Graduate Non-Degree Program may be obtained from:

IUPUI Graduate Office
Union Building, Room 207
620 Union Drive
Indianapolis, IN 46202
phone: (317) 274-3459
fax : (317) 278-2380
http://www.iupui.edu/~gradoff//gnd/

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Standards of Work

Success in graduate study requires performance of a high quality. Pass/fail grades are unacceptable. A student's progress will be reviewed each semester by the department. Any

student who fails to perform on a level satisfactory to the advisory committee or the dean may be asked to discontinue graduate study. The same scholastic requirements in effect during the regular university year apply to graduate study during the summer sessions and to work taken at all Indiana University or Purdue University campuses. The same grade standards also apply to prerequisite courses.

Thesis

A master's or doctoral thesis is a document authored by a student that describes results of original research undertaken by that student and asserts a position that the student is willing to defend. This position should not be construed to prohibit joint or collaborative research endeavors. It is expected, however, that in such a situation, unique aspects of the broad problem will be explored by each individual and that the thesis written and presented to the final examining committee will be a personal document describing the student's creative effort and contribution. Students should speak with their advisor early in their graduate careers when considering a collaborative thesis project. Links to online versions of the Guide to Preparation of Theses and Dissertations for both IU and Purdue are available at http://www.iupui.edu/~gradoff//students/.

Visiting / Transient Students

Visiting students in good standing in any accredited graduate school who wish to enroll for one semester or summer session to take graduate-level courses and who plan to return thereafter to their former institution may be admitted as visiting/transient students if their enrollment can be accommodated. Visiting/transient students should register as Graduate Non-Degree Program students.

Information about the Graduate Non-Degree Program may be obtained from:

IUPUI Graduate Office
Union Building, Room 207
620 Union Drive
Indianapolis, IN 46202
phone: (317) 274-3459
fax : (317) 278-2380
http://www.iupui.edu/~gradoff//gnd/

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IUPUI INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS

IUPUI Campus Bulletin 2012-2014

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IU Degree Programs

The Indiana University Graduate School confers the following degrees:

- M.A. in Applied Communication
- M.A. and Ph.D. in Economics
- M.A. in English
- M.A. in History
- M.A. in Museum Studies
- M.A. in Philanthropic Studies
- M.A. in Philosophy
- M.A. in Political Science
- M.A. in Sociology
- M.A.T. in Spanish
- M.S. in Clinical Research
- M.S. in Geographic Information Science
- M.S. in Earth Sciences
- M.S. in Dental Materials
- M.S. in Health Sciences Education
- M.S. in Nutrition and Dietetics
- M.S. in Occupational Therapy
- M.S. in Therapeutic Outcomes Research
- M.S. and Ph.D. in Anatomy and Cell Biology
- M.S. and Ph.D. in Biochemistry and Molecular Biology
- M.S. and Ph.D. in Biomolecular Imaging and Biophysics
- M.S. and Ph.D. in Medical and Molecular Genetics
- M.S. and Ph.D. in Medical Neuroscience
- M.S. and Ph.D. in Microbiology and Immunology
- M.S. and Ph.D. in Pathology and Laboratory Medicine
- M.S. and Ph.D. in Pharmacology and Toxicology
- M.S. and Ph.D. in Cellular and Integrative Physiology
- Ph.D. in Biostatistics
- Ph.D. in Dental Science
- Ph.D. in Informatics
- Ph.D. in Nursing Science
- Ph.D. in Philanthropic Studies
- Ph.D. in Social Work
- Plus several graduate-level certificates.

For complete information (including admissions procedures) about all of the programs listed above, please contact the department or school directly. Information about these programs may also be obtained through the following URL: http://www.iupui.edu/~iuihome/graddegrees.php

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- M.S. in Therapeutic Outcomes Research
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- M.S. and Ph.D. in Biochemistry and Molecular Biology
- M.S. and Ph.D. in Biomolecular Imaging and Biophysics
- M.S. and Ph.D. in Medical and Molecular Genetics
- M.S. and Ph.D. in Medical Neuroscience
- M.S. and Ph.D. in Microbiology and Immunology
- M.S. and Ph.D. in Pathology and Laboratory Medicine
- M.S. and Ph.D. in Pharmacology and Toxicology
- M.S. and Ph.D. in Cellular and Integrative Physiology
- Ph.D. in Biostatistics
- Ph.D. in Dental Science
- Ph.D. in Informatics
- Ph.D. in Nursing Science
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- Plus several graduate-level certificates.

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Students who have a bachelor's degree can enroll for credit in a wide variety of graduate and professional courses throughout the university as a GND student. Some courses students are interested in taking may require authorizations from the instructor or department prior to registration. GND students may not take any graduate-level courses in law, medicine, dentistry, nursing, social work, business, or public health.

This program is for the student who:

1. wants to supplement his/her academic background by taking graduate level courses;
2. wants to take graduate level courses for personal development;
3. is unsure about a graduate or professional program and would like to sample available programs;
4. is awaiting final approval of graduate admission and is taking courses with the guidance and approval of a degree program advisor;
5. wants to enhance skills utilized in a current career; or
6. wants to prepare for a change in careers.

Students who want to take course work for teacher's license renewal, endorsements, certification for Indiana Teacher's License, or master's program should contact the:
School of Education
ES 3131
902 W. New York Street
Indianapolis, IN 46202-5154
phone: (317) 274-6801
for direct admission to their program.

The address for the Graduate Non-Degree Program is:
Graduate Non-Degree Program
620 Union Drive, Room 207
Indianapolis, IN 46202
phone: (317) 274-1577
fax: (317) 278-2380

Students who have a bachelor's degree and want to take only undergraduate courses at IUPUI should complete the undergraduate admissions visiting student application http://enroll.iupui.edu/admissions/undergraduate/non-degree/.

Last edited January 22, 2010

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Master's Degree Regulations

Advisory Committee

For each prospective candidate for the master's degree, an advisory committee shall be appointed, consisting of at least three members of the graduate faculty. The duties of this committee are to assist the student in the preparation of a plan of study and to advise him or her during the period of graduate work. In the case of the thesis option, the committee also advises the student regarding research and writing of the thesis.

The student, with the approval of the head of the graduate program, shall select a major professor. The major professor/student relationship must be a mutually acceptable one. When selected, the major professor will act as the chair of the student's advisory committee and be in charge of his or her research. The advisory committee as agreed upon by the major professor and the student, with the approval of the head of the graduate program, shall be presented to the dean of the Graduate School for approval and formal appointment.

Plan of Study

A tentative plan of study should be drawn up in advance of registration for the first semester of graduate work, and the formal plan of study must be submitted to the dean of the Graduate School before the final session, preferably during the first semester in residence.

The plan of study shall be appropriate to meet the needs of the student in his or her chosen field, as determined by the advisory committee and approved by the head of the graduate program, the school dean, and the Graduate School dean. It shall include the specific courses the student is expected to complete and all other requirements of the particular master's degree being sought. Neither 100- nor 200-level courses may appear on a plan of study. Otherwise, requirements for the numerical level (300 through 600) of courses are determined by each department or administrative unit subject to the restriction that not more than a total of six 300- or 400-level course credit hours may appear on a plan of study. Research credits are not to appear on the plan of study. The quantitative aspects of research registration are controlled by departmental requirements and/or by residence requirements, registration limits, and thesis requirements. Course credits earned by a student whose graduate study and/or professional activity has been inactive for five years or more cannot be used on a plan of study for an advanced degree. A plan of study approved before such a period of inactivity is invalid. Requirements for the specific number of credit hours will be determined by each department or administrative unit that supervises master's degree programs. For specific requirements, the student

should consult the introductory sections of the departmental course offerings under the general heading "Descriptions of Programs and Courses" in this bulletin and request information, from the department, about any additional requirements.

Non-Thesis Master's Degree

The Graduate School has no general requirement for oral and written examinations for the non-thesis master's degree. In any department, the final examination may be waived if the student meets the minimum requirements of the department. In some departments, a final examining committee is appointed for each candidate for the non-thesis master's degree and a final examination report is filed with the Graduate School before the end of the session in which the student is to receive a degree. The committee must certify to the Graduate School either that the student has passed the required examinations of the department or that the committee is satisfied with the accomplishment of the student as determined by a committee conference. In other departments, neither a final examining committee nor a final examination is required. In these departments, the student is certified for the degree by satisfying established graduation requirements of the department.

Thesis Master's Degree

Every candidate whose plan of study follows the thesis option must prepare an acceptable thesis in residence. Research in absentia is not allowed for the master's degree. In general, the thesis will be based on work done in connection with the primary area. The work will consist of assigned research, which shall be recorded with no grades given except Satisfactory and Unsatisfactory.

The general schedule for submitting the master's thesis is similar to the schedule cited on the following pages for the Ph.D., except that only three members of the graduate faculty are required for the final examining committee, and no microfilming fee is required.

After the research has been completed and the thesis written, the candidate shall be given a final examination in which he or she defends the thesis and demonstrates to the examining committee that he or she has all of the capabilities for which the master's degree is awarded. The dean of the Graduate School reserves the right to appoint additional committee members.

Multiple Master's Degrees

A student may earn two (2) Purdue master's degrees provided there is no overlap in the two plans of study. Where the requirements for two advanced degrees are of a nature requiring some overlap, instead of waiving the requirements for one of these degrees (i.e., by dual listing of courses on the plans of study), the departments concerned may involve the student in alternate educational activities. As an alternative to multiple master's degrees, departments may wish to offer advanced degrees involving joint areas of study.

A program of study involving the Ph.D. degree and two or more master's degrees may be approved, provided it meets all of the existing requirements and provided that any overlap between courses listed on the plan of study for the Ph.D. degree and those listed for the master's degrees involves only one of the master's plans of study.

Ph.D. Degree Regulations

The degree of Doctor of Philosophy is the highest earned degree conferred by Purdue University and is awarded only to those who have demonstrated superior ability in a recognized academic discipline. Each student's doctoral program must specify course work that is rationally related, should be highly research oriented, and should culminate in a

thesis of literary and scholarly merit that is indicative of the candidate's ability to conduct original research in a recognized field of specialization.

Doctoral programs are composed of formal courses, guided individual study in a chosen field or discipline, study in such cognate subjects as may be required by the candidate's advisory committee, and original research that serves as the basis of a scholarly thesis.

Before being admitted to candidacy for the Ph.D. degree, each student is required to pass a series of comprehensive examinations. Individual departments may require both qualifying and preliminary examinations and may require competence in one or more foreign languages.
A second Ph.D. degree program generally is not permitted at Purdue, but exceptional circumstances may be considered by the Graduate Council.

Advisory Committee

Each prospective candidate for the Ph.D. degree, with the approval of the head of his or her graduate program, shall select a major professor who will act as the chair of the advisory committee and who will direct the research. An advisory committee of not fewer than three members of the graduate faculty will then be appointed. The composition of this committee must be mutually acceptable to the student and the committee and should be representative of the general field of study in which the student expects to do work. The advisory committee as agreed upon by the major professor and the student, with the approval of the head of the graduate program, shall be presented to the dean of the Graduate School for approval and formal appointment. The dean may appoint additional members if it seems advisable.

Plan of Study

A plan of study should be prepared by the student and the advisory committee at the earliest practicable time. It is recommended that the plan of study be submitted before the end of the first semester following the acceptance of the student to work toward the Ph.D. degree, and all plans of study must be filed with the Graduate School before the preliminary examination is requested.

The plan of study shall specify the area or field of interest in which the student proposes to study and to conduct research. It shall meet the needs of the student as determined by the advisory committee by including the specific courses that the student is expected to complete and all specific course, seminar, language (if any), and research requirements of the department in which the student is a doctoral candidate, indicating the manner in which these requirements are to be met. Neither 100- nor 200-level courses may appear on a plan of study. Otherwise, requirements for the numerical level (300 through 600) of courses are determined by each department or administrative unit subject to the restriction that not more than a total of six 300- or 400-level course credit hours may appear on a plan of study. Research credits are not to appear on the plan of study. The quantitative aspects of research registration are controlled by departmental requirements and/or by residence requirements, registration limits, and thesis requirements. Course credits earned by a student whose graduate study and/or professional activity has been inactive for five years or more cannot be used on a plan of study for an advanced degree.

A plan of study approved before such a period of inactivity is invalid. A preliminary examination passed before such a period of inactivity is invalid. Requirements for the specific number of credit hours will be determined by each department or administrative unit that supervises doctoral programs.
The plan of study must be approved by the head of the graduate program, the school dean, and the Graduate School dean. The dean of the Graduate School reserves the right

to refer any or all plans of study to the Graduate Council for review and approval when deemed advisable. The Graduate Council has the final authority to supervise the quality of all graduate programs.

Qualifying Examinations

Qualifying examinations for the Ph.D. degree are required in some departments. These examinations are for the purpose of determining the student's qualifications to continue graduate study toward the Ph.D. degree.

Preliminary Examinations

After the student has completed most of the formal study to the satisfaction of the advisory committee and met the language requirement(s), if any, he or she becomes eligible to take the preliminary examinations. The results of these examinations, written and/or oral, will be reported to the Graduate School by the examining committee with an appropriate recommendation for the student's admission to candidacy, continued preparatory study, or discontinuation of study. The dean of the Graduate School reserves the right to appoint additional members to the preliminary examining committee. The dean must be informed of the date and place of the examination and the membership of the examining committee at least two weeks before the examination. No examining committee shall have fewer than three members of the graduate faculty.

The preliminary examination will be conducted by the examining committee. In some cases, parts of the examination may be delegated to certain other staff members, but the final responsibility for the examination rests with the student's examining committee.

Departments need not offer written preliminary examinations more than once a semester, and it will be the responsibility of the student to learn in advance when these examinations are to be given.

If the student does not pass the preliminary examinations, at least one semester must elapse before reexamination is permitted. Should the preliminary examinations be failed twice, the student may not be given a third examination, except upon the recommendation of the examining committee and with special approval of the Graduate Council.

After admission to candidacy, the candidate must devote at least two semesters to research before taking the final examination.

Thesis

The special research carried on as part of the doctoral work is expected to make a definite contribution to the candidate's chosen field of knowledge, a contribution of sufficient importance to merit publication. The candidate must, therefore, prepare a thesis showing the results of his or her research. Following is the schedule that should be adhered to with regard to the submission of the dissertation and final examination:

1. A first draft of the thesis should be in the hands of the major professor at least six weeks before the end of the session in which the degree is to be granted.
2. The thesis must be prepared according to departmental format requirements (available in departmental graduate studies offices)and university format requirements as described in the Manual for the Preparation of Graduate Theses, a copy of which may be obtained in departmental offices or online at http://www.gradschool.purdue.edu/downloads/thesis/graduate-thesis-manual.pdf.

   The thesis must bear the written approval of the professor who has directed the

research before it is submitted to the final examining committee.

3. The final examining committee for the doctoral candidate shall consist of a minimum of four members of the graduate faculty. The formal request for the appointment of the examining committee must be received in the Graduate School not later than two weeks preceding the final examination. This formal request must specify the time and place of the examination.
4. Generally, each member of the examining committee must receive a copy of the thesis at least two weeks before the date of the final oral examination.
5. Approval of departmental format requirements must be obtained before the thesis is delivered to the Library Thesis Deposit Office. University format requirements will be checked in the Library Thesis Deposit Office at the time the thesis is deposited.
6. The final examination must be taken and passed, and the report of the examination must be filed in the Graduate School before the last week of classes.
7. The completed and corrected deposit copy of the thesis, along with an extra copy of the title page and the abstract, must be deposited in the Library Thesis Deposit Office and a receipt thereof delivered to the Graduate School before the end of the first working day following the last day of classes of the session in which the degree is expected. Doctoral students must also submit one unbound copy of the thesis to the Library Thesis Deposit Office. The unbound copy will be sent to University Microfilms International for microfilming.
8. The sum of $65 must be paid to the Office of Student Account Services (http://www.osas.iupui.edu) before the end of the session to pay for the cost of microfilming.

Final Examination

After the research has been completed and the dissertation written, the candidate shall be given a final examination in which he or she defends the thesis and demonstrates to the examining committee that he or she has all of the capabilities for which the Doctor of Philosophy degree is awarded. The examining committee shall consist of no fewer than four members of the graduate faculty. The dean of the Graduate School reserves the right to appoint additional committee members.

Publication and Use of Thesis

The results obtained and the thesis prepared for an advanced degree are the property of the university. Except for the standard arrangement for the publication of Ph.D. theses on microfilm (see the following paragraph), no part of the thesis may be reproduced or published without the authorization of the president of the university or his designee. Unless otherwise named, the head of the department supervising the work shall act for the president. No part of the thesis may be used, directly or indirectly, in support of or in condemnation of any product or procedure referred to therein.
Purdue University has an agreement with University Microforms International, Ann Arbor, Michigan, for microfilming Ph.D. theses. The availability of the dissertation in film form will be announced by a listing of the title and a reproduction of the thesis abstract in Dissertation Abstracts International, a monthly journal distributed to leading libraries here and abroad. The thesis fee covers the cost of microfilming and the publication and distribution of the abstract. A film copy or paper enlargement of all or part of the thesis may be ordered by anyone from the publishers of Dissertation Abstracts International. The original thesis and one unbound microform copy will be deposited in the University Library. Publication by microfilm does not preclude the printing of a dissertation in whole or in part in a journal or monograph.

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Student Learning Outcomes

Schools and departments at IUPUI have developed student learning outcomes for their student learning experiences. Student learning outcomes are statements that specify what students will know, be able to do, or be able to demonstrate as a result of successful completion of the experience. Outcomes are usually expressed as knowledge, skills, attitudes or value. They are often used as foundations for student assessments.

- IU Herron School of Art and Design
- IU Kelley School of Business
- IU School of Continuing Studies
- IU School of Dentistry
- IU School of Education
- Purdue School of Engineering and Technology
- IU School of Health and Rehabilitation Sciences
- IU School of Informatics/New Media Program/Health Information Administration
- IU School of Journalism
- IU School of Liberal Arts
- IU School of Library and Information Science
- IU School of Medicine
  - Department of Public Health
- IU School of Nursing
- IU School of Physical Education and Tourism Management
- IU School of Public and Environmental Affairs
- Purdue School of Science
- IU School of Social Work

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Graduate and Professional Policies

Academic Policies & Procedures

Integrity in Graduate Education

Students are expected to adhere to the highest ethical standards in all their course work and research. Individuals violating that code of conduct are subject to disciplinary action; such breaches could lead to expulsion of the student from the university or to rescision of a degree already granted. Graduate students are subject to the provisions outlined in the Code of Student Rights, Responsibilities, and Conduct, which is available online (http://www.iupui.edu/code/).

CAMPUS POLICIES

View the IUPUI Campus Bulletin Policies & Procedures

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Academic Policies & Procedures

Graduate and Professional Policies

Graduate Non-Degree Policies

CAMPUS POLICIES

View the IUPUI Campus Bulletin Policies & Procedures

1. Graduate non-degree students must maintain a minimum GPA of at least 2.5.
2. Graduate non-degree students may not take more than 18 credit hours in a single subject area without written permission from the department to the GND advisor.
3. Graduate non-degree students not having continous enrollment may need to submit an update form http://www.iupui.edu/~gradoff/docs/App_UpdateForm.pdf to the Graduate Office in order to register for classes.
4. Admission to the Graduate Non-Degree Program will not guarantee admission to a graduate degree program.
5. A maximum of 12 credits earned as a graduate non-degree student may be applied to a certificate, master's degree, or Ph.D. Some departments allow fewer than 12 credits or none.
6. Graduate non-degree students may not register for any medical research course.
7. If Graduate non-degree students need advice about specific course issues or authorizations for designated courses, they can be obtained through the department that offers the course.
8. Graduate non-degree students may not enroll in graduate course work in law, medicine, dentistry, nursing, social work, business, or public health.

English for Academic Purpose Proficiency Policy for Graduate Non-Degree Students Who Are Nonnative Speakers of English

Satisfactory English language skills are necessary for enrollment as a graduate non-degree student. Nonnative English speakers must take the IUPUI ESL Placement Test or the TOEFL unless they have received a U.S. bachelor's or higher degree. Individual schools and programs may have policies for documentation of English ability which are different from the GND policy. Students who anticipate pursuing a graduate degree on this campus are encouraged to take the ESL Placement Test even if they are not required to take it for GND admission, since their academic unit will require it before entry.

GND students who do not need an I-20 or IAP-66 are given a one-semester grace period in which to satisfy the testing requirement. If the student is subject to this policy, the student must take the ESL test before registration for a second semester will be permitted. To register for the test, call or visit the IUPUI Office of International Affairs (Education/Social Work, ES 2126, phone (317) 274-7000). There is a fee for this test.

To receive an exemption from the ESL test requirement under the terms of this policy, the student must submit an official transcript with the GND application. Students who do not

have official transcripts available upon application may submit them to the Office of International Affairs at a later date. Documents submitted to International Affairs after the GND application has been processed will be reviewed within two months of submission. Any applicant who wishes to enroll in ESL courses must take the ESL Placement Test before course registration.

Application to a Graduate or Professional Program

Graduate non-degree students who later decide to pursue a certificate, master's degree, or a Ph.D. must apply and be admitted by a degree-granting program in order to receive a degree. For information about applying to one of the degree programs at IUPUI, please contact the school or department offering the degree.

Financial Aid for Graduate Non-Degree Students

Graduate non-degree students may be eligible for financial aid if:

1. the courses are being taken because an IUPUI graduate or undergraduate department or school has required the courses as prerequisites for admission to a graduate or undergraduate program at IUPUI, or for Purdue veterinary, Purdue pharmacy, or IU optometry programs; and
2. those prerequisite courses being taken for any semester equal at least half-time enrollment (6 credit hours of undergraduate courses), all of which are prerequisites; and
3. they did not exceed their available aid at the undergraduate level.

Questions regarding this information should be directed to the graduate area of the Office of Student Financial Aid Services at (317) 278-4723.

IUPUI Employees and Their Spouses

If the student or the student's spouse is employed full time at IUPUI, the Fee Courtesy Request Form, available from the Office of Student Financial Aid Services, Cavanaugh Hall, or online at www.iupui.edu/finaid, must be completed. If the student has been classified as a nonresident of Indiana for tuition purposes, the student should note that tuition is assessed at the out-of-state rate. Completing this form enables the student to receive the fee and reductions available to full-time IUPUI employees and their dependents.

Last Updated March 2010

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School of Health and Rehabilitation Sciences

Welcome to the School of Health and Rehabilitation Sciences!

Dean's Remarks

Thank you for your interest in the Indiana University School of Health and Rehabilitation Sciences (SHRS). The School of Health and Rehabilitation is located on the campus of Indiana University-Purdue University Indianapolis (IUPUI). The SHRS is one of the oldest allied health academic units of its type in the country and has provided leadership in health and rehabilitation sciences, as well as research and education, to the citizens of Indiana, the region, and the nation for more than 35 years.

In 1967, the school was one of 13 allied health units from across the country to participate in the planning and formation of the field's national professional society, the Association of Schools of Allied Health Programs. On this campus, the School of Health and Rehabilitation Sciences joins the Schools of Dentistry, Medicine, Nursing, Public Health, and Social Work to form the IUPUI Academic Health Center, one of the largest academic health centers in the country.

Perhaps our most cherished asset is the quality of our students. The school's graduate professional programs are among the most competitive for admission at Indiana University, and the grade point average of students selected for our professional programs routinely ranks among the highest on the university campus.

Our students' commitment to excellence is expressed in many ways; by individual and collaborative research initiatives, national awards, service to the community, presentations at regional and national conferences, and pass rates on certification/licensure exams that exceed national averages, to name only a few. Our students come to us from many backgrounds, and upon completion of their studies, they seek careers in a wide variety of settings to promote the health and well-being of residents of Indiana, the region, and the nation.

The school's faculty members are recognized nationally and internationally for their contributions. They serve on national licensure boards and are leaders of national professional societies, reviewers for federal granting agencies, and invited speakers. Their research findings are published in the best journals in their disciplines, and they routinely serve as consultants to community agencies, state and national health care facilities, and corporations. The principal goal of our school's faculty is to educate the next generation of practitioners and researchers.

The services offered by the school facilitate our student-centered approach to learning. Advising starts as soon as a student indicates a desire to study in one of our educational programs. Our Office of Academic and Student Affairs sponsors important student events in combination with its statewide advising network and is the entry point for learning more about health opportunities in undergraduate and graduate professional education.

To promote excellence in education, research, and service, the SHRS maintains strong relationships with a variety of critical constituent groups. Our alumni activities keep our graduates involved with charting the future of the school. We maintain up-to-date facilities and offer scholarships through generous donations from alumni and friends of the school.

The school's collaboration with other academic units promotes creative research and teaching opportunities, and our affiliation with over 500 health care facilities gives students unique educational experiences. Moreover, the involvement of associate faculty is essential to fully implement the school's curriculum. We are proud of these relationships and continue to seek other collaborative opportunities.

Health care delivery in this country is undergoing dramatic change, but it remains one of the most personally fulfilling professions, and we know that most of our students pursue it with a sense of mission. The School of Health and Rehabilitation Sciences strives to provide the most comprehensive educational experience that helps students realize their educational and career goals.

Dr. Augustine Agho, Dean

School of Health and Rehabilitation Sciences

November 18, 2011

Overview

Vision

The vision of the School of Health and Rehabilitation Sciences is to be recognized nationally and globally as a leader in graduate health sciences, and as a provider of excellent health care professionals for the state of Indiana and beyond.

Mission

In fulfilling its vision, the School of Health and Rehabilitation Sciences seeks to develop and maintain a scholarly and competent faculty who will provide excellence in:

- the teaching/learning process for programs in fields related to health professions
- the advancement of knowledge through research, scholarship, and creative activity
- the development of lifelong commitment to local, national, and global civic engagement with each of these core activities characterized by collaboration within and across disciplines, the university, and the community, as well as a commitment to diversity, and the pursuit of best practices.

Statement of Values

The School of Health and Rehabilitation Sciences (SHRS) of Indiana University is committed to excellence in the education of its students, who will have a concern for the people they serve.

We value the commitment of students to learning, of faculty to the highest standards of teaching, scholarship, and service, and of staff to the highest standards of service.

We recognize students as partners in the teaching/ learning process and provide them with opportunities to

develop expertise, scientific knowledge, and professional attitudes that enable them to contribute to the health of society.

We are committed to the maintenance of individual professional competence and lifelong learning; to the development of new knowledge through research, scholarship, and creative activity; and to the provision of service through civic engagement.

We value collegiality, cooperation, and creativity, as well as honesty, integrity, and support for open inquiry and dissemination of findings.

We value the personal and professional development of a diverse community of students, faculty, and staff, and we are committed to continuous improvement of all programs and services.

We are committed to training faculty and students involved in the community, to providing educational programs and working with a wide array of partners, to offering expert care and assistance to clients, to engaging in field research that serves Indianapolis, the state of Indiana, and beyond, and to building a strong, welcoming campus community for all.

History

The School of Health and Rehabilitation Sciences traces its origins to 1941, with the initial offering of allied health sciences degrees through the Indiana University School of Medicine. In 1958, by action of the Trustees of Indiana University, the Division of Allied Health Sciences was formed, and in 1960 the trustees conferred upon the faculty of the School of Medicine the responsibility and authority to grant the Bachelor of Science degree to those students who successfully completed the prescribed curriculum in four allied health programs.

Since that time, additional baccalaureate programs and new programs at the associate and graduate levels have been approved and initiated. In 1967, the Division of Allied Health Sciences was one of 13 similar units from across the country to participate in the planning and formation of the national professional society, the Association of Schools of Allied Health Sciences.

The Division of Allied Health Sciences was granted school status at the April 1991 meeting of the Trustees of Indiana University. The School of Allied Health Sciences encompassed allied health programming on five of the eight campuses of Indiana University and incorporated 21 distinct allied health academic degree programs.

In 2002, the School of Allied Health Sciences was restructured to better align campus resources in support of the allied health sciences degrees. The resulting school focused solely on delivering graduate degrees in selected health and rehabilitation science disciplines. The undergraduate allied health sciences degrees migrated to other academic units on the IUPUI campus.

To better reflect the more focused academic mission of the school, and based on faculty recommendation, in June 2003 the Trustees of Indiana University approved changing the name to School of Health and Rehabilitation Sciences. Four departments constitute the school; Health Sciences, Nutrition and Dietetics, Occupational Therapy, and Physical Therapy. In 2010, the school received approvals from the IU Board of Trustees and the Indiana Commission on Higher Education to offer a graduate degree in physician assistant studies. During its history of almost 50 years, the school has provided leadership in education, research, and civic engagement pertaining to health for the citizens of Indiana, the region, and the nation.

Accreditation

The School of Health and Rehabilitation Sciences shares with the other schools of the university the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Contact Information

Indiana University School of Health and Rehabilitation Sciences

Coleman Hall (CF) 120 1140 W. Michigan Street
Indianapolis, IN 46202 (317) 274-4702

kdearly@iupui.edu

Admission

Preadmission Status

Enrollment at Indiana University does not guarantee admission to the professional or graduate programs offered through the School of Health and Rehabilitation Sciences. To be eligible for admission to the programs offered by the school, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet school and program admission requirements as stipulated in the program sections of this bulletin.

Admission to many programs is competitive, therefore, completion of the prerequisites does not guarantee admission to the program. On some campuses a student may be admitted as a preprofessional student in a health and rehabilitation sciences discipline; however, this status is for academic advising purposes only and in no way influences admittance into a professional program.

Occupational Therapy Program

Admission to the Master of Science in Occupational Therapy (M.S.O.T.) Program requires completion of a bachelors degree and stated prerequisite courses. The M.S.O.T. program does not have a preference regarding the major area of study for the bachelors degree as long as prerequisite courses are completed.

However, undergraduate students at IUPUI who are interested in the Master of Science in Occupational Therapy degree may want to consider obtaining the Bachelor of Science in Health Sciences degree offered by the School of Health and Rehabilitation Sciences, choosing the Preparation for Graduate Health Professions Program track within the degree. For the most current admissions requirements, please see:

http://shrs.iupui.edu/occupational_therapy/admissions.

Physical Therapy Program

Admission to the Doctor of Physical Therapy (D.P.T.) Program requires completion of a bachelors degree and

stated prerequisite courses. The D.P.T. program does not have a preference regarding the major area of study for the bachelors degree as long as prerequisite courses are completed. However, undergraduate students at IUPUI who are interested in the Doctor of Physical Therapy degree may want to consider obtaining the Bachelor of Science in Health Sciences degree offered by the School of Health and Rehabilitation Sciences, choosing the Preparation for Graduate Health Professions Program track within the degree. For the most current admissions requirements, please see:

http://shrs.iupui.edu/physical_therapy/admissions.

Physician Assistant Program

Admission to the Master of Physician Assistant Studies (M.P.A.S.) Program requires completion of a bachelor's degree and sated prerequisite courses. The M.P.A.S. program does not have a preference regarding the major area of study for the bachelor's degree as long as prerequisite courses are completed. However, undergraduate students at IUPUI who are interested in the Master of Physician Assistant degree may want to consider obtaining the Bachelor of Science in Health Sciences degree offered by the School of Health and Rehabilitation Sciences, choosing the Preparation for Graduate Health Professions Program track within the degree. For the most current admissions requirements, please see:

http://shrs.iupui.edu/health_sciences/degrees/physician_assistant.html.

Admission Policies for Graduate and Professional Programs

Prerequisite Course Work

Applicants must complete prerequisite courses at a regionally accredited college or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information); therefore, program-specific requirements may differ. The completion of a prerequisite course with a Pass/Fail grade must be approved by each program. Applicants should read the Admission Policies and Program Descriptions sections of this bulletin for specific entry-level requirements.

Interview

Applicants may be required to complete a personal interview. The interview may be a component of the admission decision.

Policy Changes

Policies concerning the minimum grade point average for admission consideration are subject to change. Changes for beginning first-year professional students become effective the semester following the announcement of the decision to the university counselors and other constituencies. Changes in prerequisite courses or the minimum grade required in a prerequisite course will be applied as follows for continuing students:

- Applicants who have taken the course before the change and who meet the old requirement will have satisfactorily completed the requirement.
- Applicants who have taken the course before the change and who do not meet the old requirement must complete the course under the new requirement.
- Applicants enrolled in the course at the time of the change will be permitted to meet the old requirement.
- Applicants who have not taken the course before the change will have to meet the new requirement.

Admission Procedures

1. In addition to the general admission requirements for Indiana University, the program-specific sections in this bulletin must be read for admission requirements and deadlines.
2. Individuals seeking admission to a professional program must submit a complete application before the programs application deadline. See the General Information section of this bulletin for names, addresses, and telephone numbers of persons to contact for applications. Admission to the professional program is competitive; application for admission to the school does not constitute automatic admission to a program.
3. All complete applications are considered by the programs admission committee. The selection of a class is based on program admission criteria. All applicants receive written notification of their admission status.
4. Applicants may appeal any admission decision except those relating to minimum grade point averages. Copies of the policies and procedures governing the appeals process are available on request from any of the schools administrative offices.
5. Individuals interested in being admitted to one of the schools programs should contact the program of interest annually for an update of admission criteria.
6. The program applications are revised each year. Applicants must obtain an application for the year in which they wish to apply.
7. Applicants should check the current program website for submission deadlines.
8. Students who have been convicted of a felony may be unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information.
9. Individuals whose names appear on the Sex Offenders List will not be allowed to pursue admission to any program in the School of Health and Rehabilitation Sciences.

Withdrawal and Readmission

A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal

Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation

Sciences. At the time of departure, it is the students responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to reenroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with reenrollment under the continuation agreement. Students failing to reenroll as specified in the continuation agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Academic Advising

The School of Health and Rehabilitation Sciences undergraduate baccalaureate program has a dedicated student enrollment counselor who is available to assist undergraduate students interested in either the B.S. in H.S. degree or one of the School's undergraduate certificates. The School's student enrollment services coordinator is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the students responsibility to seek counseling and guidance. The student is responsible for planning a program to meet degree requirements.

Appeals

The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Students may obtain a copy of the schools Appeals Policy and Procedure from any of the schools administrative offices.

Attendance

Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations

Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty are responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and self-support, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications

Each fall, students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid

A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs

Students are responsible for the following costs:

- *Fees and Tuition:* Fees and tuition are established annually by the Trustees of Indiana University.
- *Books and Supplies:* Books and supplies are determined by the program.
- *Uniforms:* During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.
- *Transportation:* Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance

All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health

Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program-specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students

Foreign nationals enrolled in the school have the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation

School of Health and Rehabilitation Sciences programs may require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct

Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes

It is the students responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.

Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student

Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure

Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

School of Health and Rehabilitation Sciences Alumni Association

The School of Health and Rehabilitation Sciences Alumni Association is an officially recognized constituent member of the Indiana University Alumni Association. Active membership is open to all graduates of School of Health and Rehabilitation Sciences programs.

For more information, contact:

School of Health and Rehabilitation Sciences Alumni Association

University Place Conference Center, 241 850 W. Michigan Street Indianapolis, IN 46202-6044
(317) 274-8828

Requirements

Probationary Admission

Transfer Students

Student Learning Outcomes

Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences (Ph.D.)
- Doctor of Physical Therapy (D.P.T.)

Master's Programs

- Master of Science in Health Sciences (M.S.)
- Master of Science in Nutrition and Dietetics (M.S.N.D.)
- Master of Science in Occupational Therapy (M.S.O.T.)

Certificate Programs

- E-Learning Graduate Certificate Program - Leadership in Clinical Pediatric Nutrition
- MCH Leadership in Education Excellence in Pediatric Nutrition Certificate

Internships

- Dietetic Internship

Doctor of Philosophy in Health and Rehabilitation Sciences (Ph.D.)

Students accepted into the Ph.D. program will have a disciplinary expertise beyond the baccalaureate level. Examples of this include, but are not limited to, dietetics, occupational therapy, and physical therapy.

Program graduates will be educated so as to be able to use their disciplinary expertise to subsequently engage in substantive contributions in the field of rehabilitation in the areas of research, education and health services.

Graduates of the program will be able to:

1. Articulate the theoretical frameworks of rehabilitation with particular focus on its relevance to their discipline.
2. Describe theories of health promotion and disease prevention.
3. Demonstrate enhancement of their knowledge base of health and rehabilitation sciences from an interdisciplinary perspective.
4. Analyze health services methodological approaches to rehabilitation.
5. Critically evaluate research in rehabilitation.
6. Access systematic reviews and meta-analysis databases so as to deepen their knowledge of best practices in rehabilitation.
7. Engage in substantive research in rehabilitation as it relates to their discipline. This encompasses identifying a line of inquiry and developing hypotheses; choosing appropriate methodology such as research design, instrumentation, and statistical analysis; collecting and analyzing data; and disseminating results.
8. Demonstrate an ethical approach to research activities.
9. Submit a research grant to an external agency.
10. Submit a manuscript to a peer reviewed publication.
11. Demonstrate the use of evidence based practice concepts to include the importance of considering patient/client values and preferences in their approach to rehabilitation.
12. Teach others about rehabilitation as it relates to their discipline.

Doctor of Physical Therapy (D.P.T.)

A major mission of the Department of Physical Therapy is to prepare autonomous Doctors of Physical Therapy who by their commitment to advance the health and quality of life for all humanity are recognized as leaders among health professionals and the community. Graduates of this educational program will enter the profession as practitioners who are prepared to:

1. Practice as autonomous point-of-entry provides of physical therapy services in adherence to ethical, professional, and legal standards within a variety of clinical and community settings.
2. Communicate verbally and in writing with patient/clients and their caregivers, colleagues, legislators, third-party payors, and other constituents.
3. Demonstrate proficiency in providing culturally competent care across the lifespan.
4. Demonstrate decision-making skills including clinical reasoning, clinical judgment, and reflective practice.
5. Screen patients/clients to determine the need for further examination or consultation by a PT or referral to another health care professional.
6. Demonstrate competence in examination and re-examination of a patient/client using evidence based tests and measures.
7. Evaluate all available data (including examination, medical, and psychosocial) to establish and

communicate a physical therapy diagnosis and to determine patient/client prognosis.
8. Establish a collaborative physical therapy plan of care that is safe, effective, patient/client-centered, and evidence-based.
9. Demonstrate accountability for the efficient, coordinated management of care (primary, secondary, or tertiary) based on the patient's/client's goals and expected functional outcomes.
10. Implement safe and effective physical therapy intervention plans within a variety of care delivery settings including reflective practice leading to optimal outcomes.
11. Provide effective education for patient/clients, caregivers, colleagues and the general public.
12. Contribute to the advancement of physical therapy practice through critical evaluation and informed application of the findings of professional and scientific literature.
13. Complete accurate and concise documentation in a timely manner that supports the problem solving process and follows guidelines and specific documentation formats required by the practice setting.
14. Participate in the administration of PT services including delegation and supervision of support personnel, management planning, marketing, budgeting, reimbursement activities and clinical education of students.
15. Provide consultation services to individuals and groups including by providing wellness and health promotion program appropriate to physical therapy.
16. Formulate and implement a plan for personal and professional development and life-long learning based on self-assessment, reflection and feedback from others.
17. Demonstrate social and professional responsibility through mentoring and participation in professional and community organizations and activities.

Master of Science in Nutrition and Dietetics (M.S.N.D.)

Graduate students earning the Master of Science in Nutrition and Dietetics degree will demonstrate the following abilities:

1. Demonstrate the knowledge and skills necessary to conduct original research, or complete a translational project within the discipline of nutrition and dietetics as evidenced by their master's thesis or project.
2. Communicate nutrition information effectively as evidenced by the defense of their thesis or project.
3. Think critically and creatively to evaluate the literature in the field of nutrition and dietetics as evidenced by their master's thesis or project.
4. Apply ethics within the field of nutrition & dietetics as evidenced by preparation of the master thesis or project.

E-Learning Graduate Certificate Program - Leadership in Clinical Pediatric Nutrition

At the end of the e-learning certificate program, students will be able to provide advanced level, specialty nutritional care for infants, children and adolescents including those with special health needs. All the students who successfully complete the program will demonstrate the use of the following competencies and learning outcomes:

1. Apply normative and authoritative guidelines to the evaluation of the nutrition and feeding of infants, children, and adolescents including those with special health needs.
2. Assess/evaluate growth and nutrient intakes (parenteral and enteral) relative to age and medical condition of infants, children and adolescents including those with special health needs using appropriate normative data.
3. Create appropriate nutrition care plans for infants, children, and adolescents including those with special health needs.
4. Create appropriate roles for the dietitian caring for infants, children, and adolescents including those with special health needs.
5. Create appropriate strategies for improving health/ nutrition care services and systems, using the five practices of exemplary leadership (Kouzes and Posner 2003).

Dietetic Internship

Scientific and Evidence Base of Practice: integration of scientific information and research into practice

1. DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic, or other outcomes.
2. DI 1.2 Apply evidence-based guidelines, systematic reviews, and scientific literature (such as the ADA Evidence Analysis Library, Cochran Database of Systematic Reviews, and the US Department Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetic practice.
3. DI 1.3 Justify programs, products, services, and care using appropriate evidence or data.
4. DI 1.4 Evaluate emerging research for application in dietetics practice.
5. DI 1.5 Conduct research projects using appropriate research methods, ethical procedures, and statistical analysis.

Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice

1. DI 2.1 Practice in compliance with current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
2. DI 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures.
3. DI 2.3 Design, implement, and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.

4. DI 2.4 Use effective education and counseling skills to facilitate behavior change.
5. DI 2.5 Demonstrate active participation, teamwork and contributions in group settings.
6. DI 2.6 Assign appropriate patient care activities to DTR's and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.
7. DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
8. DI 2.8 Demonstrate initiative by proactively developing solutions to problems.
9. DI 2.9 Apply leadership principles effectively to achieve desired outcomes.
10. DI 2.10 Serve in professional and community organizations.
11. DI 2.11 Establish collaborative relationships with internal and external stakeholders, inkling patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.
12. DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization. and work ethic within various organizational cultures.
13. DI 2.13 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
14. DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.

Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

1. DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status in a variety of settings.
2. DI 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
3. DI 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
4. DI 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
5. DI 3.1.d Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
6. DI 3.2 Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.
7. DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.
8. DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.
9. DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends.
10. DI 3.6 Coordinate procurement, production, distribution and service of goods and services.
11. DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the culturaldiversity and health needs of various populations, groups and individuals.

Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

1. DI 4.1 Use organizational processes and tools to manage human resources.
2. DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
3. DI 4.3 Apply systems theory and process approach to make decisions and maximize outcomes.
4. DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives.
5. DI 4.5 Conduct clinical and customer service quality management activities.
6. DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data.
7. DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention.
8. DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
9. DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes.
10. DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements and supplies.
11. DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
12. DI 4.12 Participate in coding and billing of dietetics/ nutrition services to obtain reimbursement for services from public or private insurers.

MCH Leadership in Education Excellence in Pediatric Nutrition Certificate

At the end of the MCH certificate program, students will be able to provide advanced level, specialty nutritional care for infants, children, and adolescents including those with special health needs.

All the students who successfully complete the program will demonstrate the use of the following competencies and learning outcomes.

1. Apply normative and authoritative guidelines to the evaluation of the nutrition and feeding of infants,

children, and adolescents including those with special health needs.
2. Assess/evaluate growth and nutrient intakes (parenteral and enteral) relative to age and medical condition of infants, children and adolescents including those with special health needs using appropriate normative data.
3. Create appropriate nutrition care plans for infants, children, and adolescents including those with special health needs.
4. Create appropriate roles for the dietitian caring for infants, children, and adolescents, including those with special health needs.
5. Create appropriate strategies for improving health/ nutrition care services and systems, using the five practices of exemplary leadership (Kouzes and Posner 2003).

Master of Science in Health Sciences (M.S.)

The M.S. in Health Sciences degree is an interdisciplinary graduate degree program designed for health and rehabilitation professionals and educators. Students accepted into the M.S. in Health Sciences program will acquire advanced knowledge in, and an understanding of current trends and issues in health sciences.

They will be guided in developing the problem solving skills to prepare themselves to assume leadership roles in practice and educational settings. Graduates of the program will be able to:

1. Articulate the current trends and issues associated with the health sciences.
2. Describe theories of health promotion and disease prevention.
3. Compare and contrast health and rehabilitation systems across the world.
4. Critically evaluate research in rehabilitation.
5. Access systematic reviews and meta-analysis databases.
6. Engage in substantive research in health and rehabilitation.
7. Demonstrate an ethical approach with regard to rehabilitation services.
8. Demonstrate the use of evidence based practice concepts.
9. Articulate the ways in which diversity impacts health and rehabilitation.
10. Be employed upon graduation, or accepted into post graduate educational programs.

Master of Science in Occupational Therapy (M.S.O.T.)

A major objective of the Department of Occupational Therapy is to prepare competent and contemporary occupational therapists with a Master of Science. These practitioners, by their commitment to advance the health, wellness, and quality of life for the clients they serve are recognized as leaders among health and rehabilitation professionals.

Graduates of this educational program will enter the profession as practitioners who are prepared to:

1. Be mindful, reflective, ethical, and critical thinking (reasoning) practitioners.
2. Anticipate, analyze, and address occupational needs using occupation-based interventions.
3. Advocate, communicate, and contribute to our discipline and profession in existing and emerging practice areas.
4. Value and demonstrate civic engagement, professional engagement and community participation.
5. Become role models, partners, and collaborators attentive to minority and underserved populations.
6. Discern entry-level positions that reflect their skills, interests, and abilities in a variety of practice settings.
7. Value life-long learning through continuing professional development, specialty certification, and/or doctoral education.
8. Analyze and synthesize program outcomes.
9. Adhere to safety regulations with patient/client care.
10. Adhere to ethical practices.
11. Use judgement in safety for self and others.
12. Demonstrate ability to collaborate through practice and/or discussion.
13. Produce clear documentation of client services.
14. Communicate effectively; verbally and non-verbally.
15. Demonstrate professional behaviors.

Academic Programs

Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Physical Therapy

Master's Programs

- Master of Science in Health Sciences
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

Other Programs

- Dietetic Internship
- e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition
- Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

Other Programs

- Dietetic Internship
- e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition
- Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

The Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program is located at the Indiana University Medical Center and in James Whitcomb Riley Hospital for Children in Indianapolis. The Department of Nutrition and Dietetics and the Department of Pediatrics within the Indiana University School of Medicine jointly sponsor this program, which has been

supported by the Bureau of Maternal and Child Health and Resources Development (Health and Human Services) since 1978.

The Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program for dietitians/ nutritionists is four to six months in length. The fellowship consists of didactic (10 hours per week) and clinical experiences to provide or enhance the pediatric nutrition knowledge, clinical expertise, and leadership skills of the dietitian/nutritionist. The four-month fellowship provides a core of pediatric nutrition competencies related to infants, children, and adolescents with special health needs. During the last two months of the six-month fellowship, fellows may specialize in one of three areas:

- care of newborns in intensive care units and following discharge
- nutritional care of children with special health needs
- nutritional care of adolescents, including those with diabetes

Core training occurs at Riley Hospital, community public health clinics, and the Indiana State Board of Health central office in Indianapolis. The fellowship program accepts four to six dietitians/nutritionists annually. Although helpful, a masters degree is not required for fellowship eligibility. The Pediatric Nutrition Fellowship Program begins in January.

Admission Requirements

The clinical pediatric nutrition student must be a registered dietitian (Commission on Dietetic Registration) and have a minimum of 12 months of clinical experience, or approval by the Program Director. A master's degree in nutrition or enrollment in a master's degree program in nutrition is highly desirable.

For further information, contact:

Professor Karyl Rickard, Ph.D., R.D.
IUPUI Department of Nutrition and Dietetics
224 Coleman Hall
1140 W. Michigan Street
Indianapolis, IN 46202

Phone: (317) 278-0933
Fax: (317) 278-3940
E-mail: krickard@iupui.edu

Dietetic Internship Program

The Dietetic Internship Program, founded in 1918, is accredited by the Commission on Accreditation of Dietetic Education and meets 2008 accreditation standards. The program is 10 months long, with a concentration in clinical and customer service. The Dietetic Internship Program includes 8 credits of graduate course work (the equivalent of one full-time semester) and a minimum of 1,232 supervised clinical practice hours. The program begins in mid August and concludes in late June. The Dietetic Internship Program accepts 16 interns annually. Internships may be combined with the M.S. in Nutrition and Dietetics.

Admission requirements

- a bachelors degree from an accredited college or university
- minimum cumulative grade point average of 3.0 (on a 4.0 scale)
- GRE scores
- completion of current academic requirements of the Commission on Accreditation of Dietetic Education (must be verified by approved undergraduate dietetic program)
- work experience
- must participate in American Dietetic Association Computer Match Process

For further information, contact:

Dawn Lipker, Student Enrollment Services Coordinator
IUPUI School of Health and Rehabilitation Sciences
Coleman Hall 120
1140 W. Michigan Street
Indianapolis, IN 46202
dlipker@iupui.edu

e-Learning Clinical Pediatric Nutrition Program

The e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition provides the didactic course work offered by the Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program. This four course (12 credit hours) e-learning certificate is designed to provide registered dietitians with specialized pediatric nutrition knowledge, clinical and leadership skills in pediatric health care. The e-learning certificate courses transfer to the Master of Science in Nutrition and Dietetics.

The e-learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition includes the following courses:

SHRS N 570	Pediatric Nutrition	3cr.
SHRS N 572	Advanced Pediatric Nutrition	3cr.
SHRS N 576	Leadership Development in Clinical Pediatric Nutrition	3cr.
SHRS N574 **OR**	Nutrition Management of the High Risk Infant in the Newborn Intensive Care Unit	3cr.
SHRS N 596	Clinical Dietetics	3cr.

Admission Requirements

The clinical pediatric nutrition student must be a registered dietitian (Commission on Dietetic Registration) and have a minimum of 12 months of clinical experience, or approval by the Program Director. A master's degree in nutrition or enrollment in a master's degree program in nutrition is highly desirable.

For further information, contact:

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Phone: (317) 278-0933
Fax: (317) 278-3940

E-mail: krickard@iupui.edu

Contact Information

If you would like to speak with someone directly about our school, please contact:

Kaitlin Bell, Assistant to the Dean
(317) 274-4704
kaitbell@iupui.edu

Admissions

- Ph.D. in Health and Rehabilitation Sciences
- Master of Science in Health Sciences
- Master of Physician Assistant Studies
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy
- Master of Science in Physical Therapy

Physical Therapy

The Doctorate of Physical Therapy (D.P.T.) Program participates in the PTCAS program and accepts applications from July 5, 2011 through October 3, 2011 to begin the program the following fall. Students who have met all admission requirements and rank in the top 80-100 based on academic criteria (cumulative GPA, Math/ Science prerequisite GPA, GRE scores) will be invited to an on campus interview. Interviews will be scheduled from 8:00 AM - 2:00 PM, date TBD. The interview is mandatory for both in and out of state invited applicants, so please be prepared to make travel arrangements to the IUPUI campus when requested.

International Students

International students should visit iapply.iupui.edu/graduate on the International Affairs website.

Prerequisites

Prior to entering the D.P.T. degree program, students must have completed a baccalaureate degree from a regionally accredited institution and the following prerequisite courses. See the next section, Academic Requirements, for details.

- Humanities/Social Sciences (2 semesters)
- Introductory Statistics (1 semester)
- Human Anatomy (1 semester with lab)*
- Human Physiology (1 semester with lab)*
- Chemistry (2 semesters with labs)*
- Physics (2 semesters with labs)*
- Introductory Psychology (1 semester)
- Human Lifespan Development (1 semester)

Applicants will also need Medical Terminology demonstrated with formal coursework, online instruction with certificate of completion, or self-study with departmental examination.

*Courses must be at a level for science majors

NOTE: Please consult with an undergraduate academic advisor for appropriate courses and semester sequence.

Academic Requirements

The following criteria must be met by the application deadline (October 3, 2011).

1. Enrollment in the final year or completion of a baccalaureate degree from a regionally accredited institution.
2. Completion of all prerequisites or no more than two prerequisites remaining for completion.
3. A cumulative grade point average (GPA) of 3.2.
4. A math/science GPA of 3.2.
    - Includes grades earned in chemistry, physics, human anatomy, human physiology, and statistics.
5. Official Graduate Record Examination (GRE).
    - Visit the GRE website at www.ets.org/gre
    - You must select PTCAS Institution Code 7692 to receive your test results and share with the program.
6. Completion of Personal Essay included in the PTCAS online application for admission.
7. Completion of 40 clinical observation hours or work experience recorded on the Clinical Observation Experience Form
    - Must be from both inpatient and outpatient settings.
    - A minimum of 20 hours is required in each setting.
    - Additional hours are encouraged.

Application Information

The D.P.T. program at IUPUI will participate in the Physical Therapist Centralized Application Service, known as PTCAS beginning in 2011. Students applying to the entry-level professional physical therapy program for the 2012 entering class will apply online using the PTCAS application. To learn more about the PTCAS application process, please visit the PTCAS web site at www.ptcas.org.

Submit application and supplemental materials July 5, 2011 through October 3, 2011 to be considered.

Applicants are evaluated for admission based upon:

- cumulative GPA
- math/science GPA
- prerequisite grades
- GRE scores
- observational hours
- personal statement
- admission interview

Significance is given to overal GPA and verbal GRE scores.

Alternate List

Applicants not admitted to the class may be placed upon an "alternate list" and will be considered should a place in the program become available. Applicants placed on the alternate list that are not accommodated in the class will be considered for admission to the following year's class on competitive admission with that year's application cohort and will need to reapply during the following year's cycle.

Policies

1. Applicants with no more than two (2) course prerequisites in progress may also apply for

contingent admission to begin classes in fall semester.
2. Applicant's baccalaureate degree must be completed by June 15. No waivers or exceptions will be granted by the physical therapy program.
3. All prerequisites must be completed with a grade of "C" or better (2.00 on a 4.00 scale).
4. All applicants must have taken the GRE no more than 5 years prior to application.
5. Applicants will be allowed to apply one AP credit course toward the completion of their prerequisite requirements. If the AP course is a math/science prerequisite, GPA calculations will be obtained by omitting that specific course.
6. For applicants for non-native English speakers, a minimum TOEFL score of 628P, 267C, or 113i is required at the time of application. This policy is waived if the applicant has received an undergraduate degree from an accredited school in the United States by time of entrance into the program.

Observational Experience

In addition to prerequisite course work, students must complete observational, volunteer or other work experiences in both inpatient (hospital based) and outpatient physical therapy settings (minimum of 20 hours in each). This allows the applicant to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of sufficient length of time to enable the supervising physical therapist to adequately verify your experiences.

Applicants will enter all paid or volunteer PT observation hours on the PTCAS application. Verification is required of observation hours reported, this can be completed via electronic PT signatures or paper PT signatures as part of the PTCAS application process, details below:

Electronic PT Signatures (strongly preferred)

1. Select the "ELECTRONIC" verification type.
2. Enter the e-mail address for PT.
3. After entering the experience, click the "SEND FOR VERIFICATION" button for that entry from your list of experiences.
4. Alert the P.T. to watch for an automated e-mail with the subject "PTCAS Observation Hour Verification Request".
5. If PTCAS e-mail is not received, instruct the P.T. to check spam/junk e-mail folders as some e-mail servers filter out messages from PTCAS.

Paper PT Signatures

Use this option if the physical therapist does not have Internet access or previously verified your PT hours on a different form (e.g., the IU D.P.T. Clinical Observation Experience form).

1. Select the "PAPER" verification type.
2. Print the PTCAS observation hours verification form (PDF) for that particular experience.
3. Each bar-coded form is unique to both you and the physical therapist.
4. Deliver the form to the physical therapist.
5. Arrange for the signed form to be mailed to PTCAS.

If the physical therapist previously signed a different (IU D.P.T.Clinical Observation Experience) form to verify your hours, attach it to the PTCAS verification form and send both forms to PTCAS in a single envelope.Send only one signed form per experience, regardless of the number of programs you designate.

Send only one signed form per experience, regardless of the number of programs you designate.

Additional instructions are on the PTCAS website.

Medical Requirements

Basic immunizations as determined by Student Health Center must be completed by the first day of classes. Students must demonstrate proof of health insurance prior to entry into the Program and must maintain health insurance throughout their enrollment. List of basic immunizations include:

- Hepatitis B+ (3 vaccines)
- Measles-Mumps-Rubella (MMR)
- Tetanus/Diphtheria/Pertussis (Tdap required)
- TB Skin Test (completed within 3 months of beginning fall courses)
- Varicella (adequate titer, 2 vaccines, laboratory proof, letter from the diagnosing physician, or medical record history of having chickenpox)
- Polio

Expenses

Credit hour rate for 2011-12 is $460.30 for in-state residents and $920.50 for out-of-state residents. Total tuition-only cost for in-state residents is $47,410.90 and for out-of-state residents $94,811.50. A non-refundable deposit of $250 is required at the time the student accepts admission into the program. This deposit will be credited to the student's first semester tuition if the student matriculates into the program. The deposit will not be refunded if the student chooses not to attend the program after accepting the offer of admission.

Detailed Cost Estimate Worksheet

Application Materials

Application and supplemental materials may be submitted beginning July 5, 2011, and all application materials must be postmarked by October 3, 2011.

Please read the directions below carefully and thoroughly. The majority of application materials will be submitted to PTCAS; however, there are two supplemental materials that are to be submitted directly to the IU D.P.T. Program.

Materials to be submitted to PTCAS

- PTCAS application and fee.
- Official transcripts from all institutions attended.
- Official GRE scores (less than 5 years old) to PTCAS Institutional Code: 7692
- Reporting of observation hours (see the section Observational Experience)
- Personal Essay.
- IU D.P.T. program custom questions (3 total).
- NO references required.

Arrange for your PTCAS materials to be sent to the address below no later than October 3, 2011:

Physical Therapist Centralized Application Service

PO Box 9112 Watertown, MA 02471

Materials submitted directly to the IU D.P.T. program

- Prerequisite Course Completion Form
- IUPUI Graduate Online Application* (include $60 as the non-refundable application fee)

Please use the information below for successful IUPUI application submission:

- Under "Intended Program and Plan" select the following:
  - What type of degree do you intend to pursue: Doctoral/Ph.D.
  - Academic Program: Health and Rehabilitation Professional
  - Academic Plan: Physical Therapy D.P.T.
  - Are you applying to a dual degree program: No
  - Term: please select Fall 2012
  - Recommendation, skip this section, the observation verifications replace letters on PTCAS.
  - Personal Statement, skip this section, included in PTCAS.

Submission

Arrange for your IU D.P.T. materials to be sent to the address below no later than October 3, 2011.

IU School of Health and Rehabilitation Sciences

ATTN: Dawn Lipker 1140 West Michigan Street, CF 120 Indianapolis, IN 46202
*If you have any difficulty completing the IU Graduate Application, please contact:

Dawn Lipker, Director of Student Enrollment Services (317) 274-7238, or dlipker@iupui.edu

Admission to the professional program is competitive and completion of the application process, as well as invitation to the admission interview, does not guarantee admission to the program. Students accepted into the D.P.T. must complete all specific admission requirements.

Occupational Therapy

Admission to the professional Master of Science in Occupational Therapy program is competitive. Applications are accepted beginning August 1st, and are due no later than January 20th of each year for enrollment the following summer.

Students accepted into the M.S.O.T. program must complete the admission criteria listed below.

Prerequisites

- Abnormal Psychology/Psychopathology
- Human Growth and Development/Lifespan Development
- Medical Terminology
- Statistics*
- Human Anatomy (with a lab)*
- Human Physiology (with a lab)*

*These courses need to be completed within the past seven years prior to application.

Students with concerns about whether the class they are taking will meet the prerequisite requirement should provide a course description to the director of student enrollment services, who will discuss with the admissions coordinator for the Department of Occupational Therapy.

Dawn Lipker, Director of Student Enrollment Services

dlipker@iupui.edu

Application Information

By application deadline Students must meet the following criteria:

- A baccalaureate degree from a regionally accredited institution prior to matriculation into the program
- Minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale
- Completed five of the six prerequisites (listed below) by the application deadline
- Minimum prerequisite grade point average (GPA) of 3.0 on a 4.0 scale with no lower than a "C" in any one prerequisite
- Completed a minimum of 12 hours of observation and/or volunteer work in at least three different Occupational Therapy practice settings (such as acute care hospital, outpatient clinic, community mental health center, school system, and so forth) with either an Occupational Therapist or an Occupational Therapy assistant. A form validating this observation is required and is available at the link below
- For applicants for whom English is not the native language, a minimum TOEFEL score of 560P
- A completed application

Application Materials

Applications are accepted August 1 - January 20 annually. All application materials must be postmarked by the application deadline. You must apply using the online application forms; paper applications are not available. If you have any difficulty completing the online application, please contact:

Dawn Lipker, Director of Student Enrollment Services
dlipker@iupui.edu

1. IUPUI Online Graduate Application for Admission* and $60 non-refundable application fee.
2. Official transcripts from all institutions attended.
3. Required Observational Hours Form
4. Prerequisite Course Completion Plan Form

*Please use the information below for successful submission of the IUPUI Online Graduate Application for Admission.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue Master's
  - Academic Program: Health and Rehabilitation Graduate Professional
  - Academic Plan: Occupational Therapy M.S.
  - Are you applying to a dual degree program: No
  - Term: Summer 2012

Recommendations

Skip this section, the observation forms replace letters.

Personal Statement
Skip this section, not required.

Criteria for Selection
Overall cumulative grade point average (GPA) of 3.0 or above makes up 40% of the admissions formula for each candidate. Prerequisite coursework GPA makes up 60% of the formula. The total scores are then ranked.

Technical Standards
Students are required to meet technical standards established by the School of Health & Rehabilitation Sciences. These standards are available upon request.

Expenses
Credit hour rate for 2009-10 is $417.48 for in-state residents and $834.96 for out-of-state residents. A non-refundable deposit of $200 is required at the time the student accepts admission into the program. This deposit will be credited to the student's first semester tuition if the student matriculates into the program.

Nutrition and Dietetics
The Master of Science in Nutrition and Dietetics is designed for the health care professional interested in strengthening his/her knowledge and practice of nutrition across the continuum of patient care.

Admission Requirements
- Baccalaureate degree from an accredited college or university.
- Undergraduate GPA of 3.0 (4 point scale).
- Be a registered dietitian through the Commission on Dietetic Registration.
- Graduate Record Examination (GRE) scores, IUPUI school code 1325.
  Math 500, 500 Verbal, 4.0 Writing Analytical.
- Three (3) letters of recommendation describing the applicants potential as a graduate student and professional practitioner.

Application Deadline
Students are admitted to either the Spring (January) semester, or the Fall (August) semester. The deadline for admission is 10 days prior to the start of the term.

How to Apply
You must apply using the online application form (paper applications are not available) and submit a $60 non-refundable application fee. If you have any difficulty completing the online application, please contact Dawn Lipker at (317) 278-7238.

Please use the information below for successful application submission.

- Under Intended Program and Plans select the following:
  - What type of degree do you intend to pursue: Master's
  - Academic Program: Graduate School Health and Rehabilitation
  - Academic Plan: Nutrition and Dietetics M.S.
  - Are you applying to a dual degree program: No

Recommendations
Enter a minimum of three (3) recommenders with a valid email and they will be notified to submit a recommendation.

International Applicants
International students should visit the Office of International Affairs.

Health Sciences
The Master of Science in Health Sciences is an interdisciplinary graduate degree designed for health and rehabilitation professionals and educators interested in pursuing advanced education at the master's level. Graduates of the program will acquire advanced knowledge and understanding of current trends and issues, and the problem-solving skills to prepare them to assume leadership roles in practice and educational settings.

Application Deadlines
- Fall (August) semester: January 1 - May 15
- Spring (January) semester: August 1 - December 1
- **SUMMER ADMISSION IS NOT OFFERED**

All application materials must be submitted directly to the School of Health and Rehabilitation Sciences no later than 10 days prior to the deadline stated above. All admission decisions will be finalized two weeks after the deadline.

Admission Requirements
All applicants must be accepted into IUPUI, the School of Health and Rehabilitation Services, and the M.S. in Health Science program. Below the minimum requirements for admission are listed.

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts)
2. Cumulative undergraduate grade point average of 3.0 on a 4.0 scale
3. At least one undergraduate statistics or research methods course completed with a grade of "B" or better
4. Three letters of recommendation from those familiar with the applicant's academic and professional performance
5. 300 to 500 word personal statement of academic and professional goals, must include experience as a health and rehabilitation professional or educator
6. If applicable, a TOEFL score of at least 550P or 213C or 79-80i
7. Admission interview

NOTE: No student will be permitted to work toward a degree without first being admitted to the Master of Science program.

Application Directions
Please fill out the Graduate Online Application and submit a $60 non-refundable application fee. Also use the information below to complete the application.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue: Master's

- Academic Program: Graduate School Health and Rehabilitation
- Academic Plan: Health Sciences M.S.
- Are you applying to a dual degree program: No

Recommendations
Enter minimum of 3 recommenders with a valid email and they will be notified to submit a recommendation.

Submission
An applicant must submit complete application materials to the Office of Academic and Student Affairs, at the address below. Transcripts from all universities attended must be included. However, if the applicant is a graduate of Indiana University, the school will obtain those transcripts directly. Non-Indiana University graduates must submit at least one official transcript from each university attended. A non-refundable application fee is required from all applicants who have never attended Indiana University.

IU School of Health and Rehabilitation Sciences

Dawn Lipker, Enrollment Coordinator

Coleman Hall 120

1140 West Michigan Street
Indianapolis, IN 46202-5119

Coursework Applied Toward Degree Requirements
A maximum of 6 graduate credit hours earned at Indiana University before admission may be applied toward a degree. Upon the recommendation of the Health Sciences program director and with the approval of the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee, up to 8 credit hours of graduate work at other institutions may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher within five years before matriculation in the Master of Science degree program.

Health and Rehabilitation Sciences
Students accepted into Health Sciences Department programs must complete the University, School, and Department admission requirements. The following admission requirements apply to the Doctor of Philosophy in Health and Rehabilitation Sciences.

General Requirements
- Completion of a post baccalaureate degree in health and rehabilitation sciences or in a related health care discipline, or completion of a baccalaureate degree with professional experience.
- IUPUI Graduate Online Application, and a $60 non-refundable application fee.
- Resume or curriculum vitae
- A 300-500 word personal statement of learning objectives, research interest, and leadership potential.
- Three letters of recommendation.
- Cumulative GPA of 3.0 or higher on a 4.0 scale in any prior degree completion program.
- Competitive scores (minimum of 500 recommended) on the verbal and quantitative sections and a score of 3.5 or better on the analytical writing section of the GRE, completed within 5 years before matriculation into the Ph.D. program. Successful completion of a post graduate degree will waive the matriculation time period.
- A TOEFL score of 550P, or 213C (or equivalent on the iBT version) is required for applicants who did not graduate from an accredited United States college or university, or whose native language is not English.
- The ASRD Committee will be the body that will review applications and make acceptances.
- Admission interview

NOTE: Students must identify a research mentor within the first year of the program.

Application Directions
Use the information presented below to complete the IUPUI Graduate Online Application.

- Under Intended Program and Plan select the following:
  - What type of degree do you intend to pursue: Doctoral/Ph.D.
  - Academic Program: Graduate School Health and Rehabilitation
  - Academic Plan: Health and Rehab Science Ph.D.
  - Are you applying to a dual degree program: No

Recommendations
Enter minimum of 3 recommenders with a valid email and they will be notified to submit a recommendation.

Personal Statement
Required, upload into the application.

Submission
Submit all application materials to the Director of Student Enrollment Services:

Dawn Lipker
Director of Student Enrollment Services

dlipker@iupui.edu
(317) 274-7238

Priority Admission
Priority will be given to students who indicate that they plan to attend full time, and to those who have secured sources of funding to support full time status.

Transfer Credit
A maximum of 30 semester credits may be transferred from the student's post baccalaureate course work, as approved by the ASRD Committee and the University Graduate School. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher.

Exceptions
Any exceptions to the admissions policies must be requested in writing to the ASRD Committee. The request must be accompanied by a letter recommending either support or denial from the director of the Ph.D. program.

Physician Assistant Studies
The Master of Physician Assistant Studies program is intended for individuals with prior experience (paid

or volunteer) in a health related field, and with a commitment to provide health care in underserved and rural communities. The program consists of seven (7) consecutive semesters over 27 months and includes 75 credit hours of didactic courses and 36 credit hours of clinical rotations for a total of 111 credits. Proposed start term is May 2012.

Prerequisite Courses

All courses must be completed with a "C" or higher from a regionally accredited institution. All science courses must be at a level for science majors and include a lab. The courses below do NOT include specific course prerequisites that may be required by your institution or program. Please contact your specific institution for course prerequisite requirements.

- Biological Sciences with lab, must include general biology (2 semesters), human anatomy (1 semester), human physiology (1 semester), and microbiology (1 semester)
- Chemistry with lab, must include general chemistry (2 semesters), and organic chemistry (1 semester)
- Statistics or biostatistics (3 credit hours) 200 level or higher
- Psychology or sociology (3 credit hours)
- Medical terminology (minimum 2 credit hours)
-
- Nutrition/Health Promotion/Wellness or equivalent (3 credit hours)*
- English to include composition, and communication or speech (6 credit hours)

*Nutrition course preferred. There are a number of courses that may meet this requirement. To confirm, please contact Dawn Lipker, dlipker@iupui.edu.

NOTE: Additional recommended courses are Organic Chemistry II and Biochemistry.

Admission Requirements

- Bachelor's degree, in any major, from a regionally accredited institution completed prior to the date of enrollment
- Completion of all or no more than one (1) prerequisite course in progress by the application deadline, must be completed with a "C" or higher
- Minimum 3.0 cumulative grade point average (GPA) on a 4.0 scale
- Three (3) letters of reference, one of which must come from a Health Care Professional
- 500 word personal statement
- GRE or MCAT scores taken within the past 5 years (test early and submit scores to school code 1325)
- Application for admission and non-refundable application fee using the CASPA system
- IUPUI online graduate application for admission and $60 non-refundable application fee
- On campus interview
- 500 hours (paid or volunteer) of direct patient experience in at least two different health care settings within the past 5 years
- International applicants must meet additional requirements as determined by the IUPUI Office of International Affairs. For additional information, please see: http://iapply.iupui.edu/.

Graduate Record Examination Revisions

The GRE is being revised beginning August 1, 2011. The change will be beneficial to students and admission committees since the scores will differ by 1 point rather than the old scale of 10 points allowing for student comparisons to be based upon smaller score increments. The revision will also include improvements in the test questions to more closely align with the skill sets needed for graduate/professional study. For additional information, please see:

http://www.ets.org/gre/revised_general/know

We will accept current GRE scores or the revised scores, as long as they meet the 5 year rule, the choice is yours. The ETS Company will provide institutions with equivalency charts so scores can be compared for equal consideration. We suggest you view the link above to determine if you prefer to take the current test or the revised test.

For additional information see: http://shrs.iupui.edu/health_sciences/degrees/mpas-faq.php.

Master's Programs

Master of Science in Health Sciences (program currently under revision)

Master of Science in Nutrition and Dietetics

Master of Science in Occupational Therapy

M.S. in Health Sciences

Location of the Program

This program is housed on the Indiana University Purdue University at Indianapolis. However, a majority of the courses are offered online.

Description of purpose of the program

The Master of Science in Health Sciences is an interdisciplinary graduate degree offered through the Indiana University Graduate School. It is designed for health and rehabilitation professionals and educators interested in pursuing advanced education at the master's level. Graduates of the program will acquire advanced knowledge and understanding of current trends and issues, and the problem-solving skills to prepare them to assume leadership roles in practice and educational settings.

The program consists of a minimum of 36 credit hours of course work, including a required 6 hour project or thesis. The program curriculum consists of three components: (1) health science core courses to include preparation for project/thesis (21 credit hours); elective courses (9); and project/thesis (6). Most of the courses taken to satisfy the requirements of the master's degree can be used to fulfill course requirements for the Ph.D. in Health and Rehabilitation Sciences.

Admission Requirements

Due to the number of courses offered online only, students on a F1 or J1 student visa are not eligible for admission to this program.

Students accepted into the program must complete university, school, and program admission requirements. The minimum admission requirements are as follows:

1. A baccalaureate degree from an accredited institution (applicant must submit an official copy of all undergraduate transcripts).
2. Minimum cumulative undergraduate grade point average of 3.0 on a 4.0 scale.
3. At least one undergraduate statistics or research methods course completed with a grade of "B" or better.
4. Three letters of recommendation from those familiar with the applicant's academic and professional performance
5. 300 to 500 word personal statement of academic and professional goals; must include experience as a health and rehabilitation professional or educator.
6. If applicable, a TOEFL score of at least 550P or 213C or 79-80i.
7. Admission interview

Prior Course Work Applied Toward Degree Requirements

A maximum of 6 graduate credit hours earned at Indiana University before admission may be applied toward a degree. Upon the recommendation of the Health Sciences program director and with the approval of the School of Health and Rehabilitation Sciences Academic Studies and Research Development Committee, up to 8 credit hours of graduate work at other institutions may be transferred in partial fulfillment of degree requirements. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher within five years before matriculation in the Master of Science degree program.

Curriculum

A total of 36 credit hours is required to complete the degree, allocated as follows:

Core/Required Courses (21 credit hours):

SHRS W150	Trends and issues in Health Sciences (Mushi-Brunt) *online course*	3
SHRS W520	Evidence Based Critical Inquiry in the Health Sciences (Mac Kinnon) *online course*	3
SHRS W550	Health and Rehabiliation Systems Across the World (Agho) *online course*	3
SHRS W625	Diversity Issues in Health and Rehabilitation Services (Buckner-Brown) *online course*	3
SHRS W661	Theories of Health Promotion/ Disease Prevention (Mushi-Brunt)	3
SHRS W667	Ethical Issues in Rehabilitation Services (Agho) (or equivalent) *online course*	3
NURS R505	Research Methods (or equivalent)	3

Electives (9 credit hours) to be determined in consultation with the program director

Examples:

SHRS W540	Patient Centered Outcomes Research (Mac Kinnon) *online course*	3
SHRS W562	Psychological Aspects of Disabilities (Voci)	3
SHRS W594	Administration of Health Sciences Education (Agho)	3
SHRS W640	Medical Aspects of Disabilities (Gupta)	3
SHRS W650	Global Perspectives in Nutrition, Health, Diseases, Disability (Ernst)	3
SHRS W660	Rehabilitation Theories and Application (Crabtree)	3
SHRS W662	Rehab Services in Health Care Systems and Delivery (Weaver) *online course*	3

Project or Thesis (6 credit hours)

SHRS W599	Thesis (Arranged)	6
	OR	
SHRS W600	Project in Health Sciences	

For further information, contact:

Dawn Lipker, Director of Student Enrollment Services
IUPUI School of Health and Rehabilitation Sciences
Coleman Hall rm. 120
1140 W Michigan Street
Indianapolis, IN 46202
Phone: (317) 274-7238
E-mail: dlipker@iupui.edu

M.S. in Nutrition and Dietetics

Location of the Program

The program is located at the Indiana University-Purdue University at Indianapolis.

Description and Purpose of the Program

This graduate program, offered through the Indiana University Graduate School, is designed for registered dietitians. The objective of this program is to provide

an opportunity for registered dietitians to deepen their knowledge base, improve critical thinking skills, and develop research skills in nutrition and dietetics.

The curriculum is designed for the dietitian with a special interest in nutritional requirements and provision of medical nutrition therapy in acute and chronic conditions such as diabetes, or in the care of special populations such as children and preterm infants. Program affiliations throughout central Indiana provide the opportunity for the student to work with patient populations in both outpatient and inpatient settings as well as with the general public.

Course Requirements

Students are required to take graduate-level courses in biochemistry, statistics or biostatistics, and physiology. Other courses and clinical study (open only to students who are registered dietitians) may be selected from the graduate-level offerings of the Nutrition and Dietetics Department and from other schools and departments on the Indiana University-Purdue University Indianapolis campus.

Minimum Requirements for the Degree

To earn the M.S. degree, a minimum of 36 credit hours at the graduate level are required. Candidates for this degree may petition to apply up to 8 credit hours of graduate work from other institutions or programs to this degree. There are both thesis and non-thesis options.

Curriculum

A total of 36 credit hours is required to complete the degree. Candidates for this degree may petition to apply up to eight credit hours of graduate work from other institutions or programs to this degree. The M.S. in Nutrition and Dietetics with the thesis option requires 30 credits hours of course work and six credits of research. The M.S. in Nutrition and Dietetics without the theses requires 33 credit hours of course work and a three credit non-thesis problem. Students may choose between two areas of interest: either adult nutrition or pediatric nutrition.

The hours are allocated as follows:

Nutrition and Dietetics Core (15-16 credits)

Science Requirement (6 or 7 credits)

BIOC B500	Biochemistry	3 cr.
	and	
PHSL F503	Human Physiology	4 cr.
	OR	
BIOL 556	Physiology I	3 cr.
	and	
BIOL 557	Physiology II	3 cr.

Statistics and Research Methods (6 credits)

NURS R505	Measurement and Data Analysis	3 cr.
	OR	
GRAD G651	Introduction to Biostatics I	3 cr.
SHRS N563	Research Methods in Nutrition and Dietetics	3 cr.
	OR	
SHRS W520	Evidence Based Critical Inquiry in the Health Sciences	3 cr.
	OR	
GRAD G610	Topics in Translational and Implementation Research	3 cr.
SHRS N550	Human Nutritional Pathophysiology I	3 cr.

Choose one of the following areas of interest:

Pediatrics Nutrition (15-18 credits)

SHRS N570	Pediatric Nutrition	3 cr.
SHRS N572	Advanced Pediatric Nutrition	3 cr.
SHRS N576	Leadership Development in Pediatric Nutrition	3 cr.
	Electives	6-9 cr.

Adult Nutrition (15-18 credits)

SHRS N552	Human Nutritional Pathophysiology II	3 cr.
	Electives	12-15 cr.

Non-Thesis Problem or Thesis (3-6 credits)

SHRS N598	Research	3 cr.
	OR	
SHRS N598	Research	6 cr.

Admission

The School of Health and Rehabilitation Sciences offers the M.S. in Nutrition and Dietetics through the Indiana University Graduate School. Students accepted into the program must meet all the requirements of both the University Graduate School and the School of Health and Rehabilitation Sciences.

The minimum admission requirements are:

- a bachelor's degree from an accredited institution
- proof of dietetic registration
- a cumulative undergraduate GPA of at least 3.0 on a 4.0 scale
- an appropriate level of achievement on the Graduate Record Examination (GRE)
- for international students, a suitable level of achievement on the Test of English as a Foreign Language (TOEFL)

Applicants must submit the following:

- official undergraduate transcripts
- a 300- to 500-word personal statement of academic and professional goals
- three letters of recommendation from those familiar with the applicant's academic and professional performance
- official scores of the GRE and the GRE Writing Assessment Exam, taken within the last five years
- proof of dietetic registration

- for international students, official TOEFL scores

Grade Requirement

A minimum of a 3.0 (B) grade point average in graduate work is required for continuance in graduate study. If the grade point average of a student falls below 3.0 or the student is not making sufficient progress toward completion of the degree, the Health and Rehabilitation Sciences Academic Studies and Research Development Committee will review the student's record and recommend to the dean that the student be placed on probation.

Unless the student achieves a 3.0 grade point average or begins making satisfactory progress in the next semester of enrollment, the student ordinarily will not be allowed to continue in the graduate program. For more information about academic regulations, contact the program director.

For further information, contact:

Dawn Lipker, Student Enrollment Services Coordinator
IU School of Health and Rehabilitation Sciences
IUPUI, Coleman Hall room 120
1140 W. Michigan Street
Indianapolis, IN 46202

(317) 274-7238
dlipker@iupui.edu

M.S. in Occupational Therapy

- *Department Chair:* Associate Professor Thomas Fisher
- *Associate Professors:* Jeffrey Crabtree, Patricia Scott
- *Associate Professors*: Emeriti Cel Hamant, Nancy Lamport, T. Kay Carl, Carol Nathan, Erna Simek
- *Assistant Professors:* Arlene Schmid, Michael Justiss, CJ Liu
- *Clinical Assistant Professor of Occupational Therapy:* Fengyi Kuo
- *Lecturers:* Sharon Pape
- *Adjunct Faculty:* Sandra Morzorati, Elaine Ewing Fess, Maureen Hwys, Corie Chaplin, Robin Janson

Educational Program

This program is designed for students who do not have a degree or certificate in occupational therapy, but who have a baccalaureate degree in any major and are ready to apply for the entry-level graduate program in occupational therapy. The best undergraduate major is one in an area in which the student would enjoy working after receiving the undergraduate degree and should be selected based on the student's interests. The Master of Science in Occupational Therapy Program does not have a preference as to the major for the bachelor's degree as long as the prerequisite courses are completed.

Length of the Program

Two years, including summers.

Structure of the Professional Program

The academic and fieldwork level II portions of the curriculum are designed as full-time experiences.

Design of the Professional Curriculum

Students entering the Master of Science in Occupational Therapy Program will attend seven academic semesters. The curriculum content includes basic knowledge of occupational performance, disruption in occupational performance, technical skills, occupational therapy theory and practice, interpersonal communication, creative problem solving, research, understanding human occupation as it relates to health and wellness, and beginning professional practice (Fieldwork Level I). There are also Fieldwork II requirements and must be completed within 24 months of completing all academic course work. The curriculum content contains all of the subject matter required in an accredited occupational therapy program.

Additional Cost

In addition to regular university fees, students should expect to spend approximately $1,400 on textbooks while in the program. Students should be prepared to assume living and travel expenses associated with fieldwork experiences. Fieldwork II assignments may be out of state. The department will work closely with students with regard to fieldwork placements.

Opportunity for Students to Work

The class schedule for full-time occupational therapy students is rigorous, although part-time employment during the evening or weekend hours is possible for some students.

Program Facilities

The Occupational Therapy Program offices are located on the third floor of Coleman Hall. Classrooms are located on the second and ground floors of Coleman Hall and in other buildings on the IUPUI campus.

Location of Fieldwork Sites

Fieldwork Level I occurs in a variety of settings, including hospitals, rehabilitation centers, nursing homes, school systems, community sites, and other health and wellness facilities in Indiana. Fieldwork Level II is directed toward age ranges (children, young adults, or older adults) and may be located throughout the United States, depending on the student's individual assignment. Before starting fieldwork experience, students may be required to undergo drug testing, and/or a criminal background check.

Accreditation

The Occupational Therapy Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

4720 Montgomery Lane
P.O. Box 31220
Bethesda, MD 20824-1220
(301) 652-AOTA.

Applicants should be advised that as of January 1, 2007, occupational therapy educational programs will be accredited only at the post-baccalaureate degree level.

Admission

Students accepted into the program must complete the program admission requirements listed below before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class

Cumulative GPA, prerequisite GPA, baccalaureate degree, and completion of required observation hours.

Class Size
Up to 36 students are admitted for each summer II semester.

Application Deadline
January 20 of the year before desired entry into the program.

Prerequisite Course Requirements
In order to be eligible to enter the program, the candidate must have a baccalaureate degree and must have completed all prerequisite courses while maintaining at least a 3.0 cumulative GPA.

Prerequisite Courses: Minimum Credits
Behavioral Science Courses

Abnormal Psychology/ Psychopathology	3 cr.
Human Growth (birth through death) and Development/Lifespan Development	3 cr.
Intro to Sociology or Anthropology	3 cr.
Intro to Psychology	3 cr.

Biological Science Courses (with a lab)

Human Anatomy (course description required)	5 cr. *
Human Physiology (course description required)	5 cr.*

Other Courses

Medical Terminology	1-2 cr.
Statistics	3 cr. *

*Human Anatomy, Human Physiology, and Statistics must be completed no more than seven years before date of entry.

Minimum Cumulative GPA Requirement
A 3.0 on a 4.0 scale is required at the time of program application and must be maintained throughout the admissions process. For purposes of admission only, the grades for all courses from any university (whether transferred into the IU system or not) will be used in the calculation of the admission GPA.

The IU grading system will be used to figure admission GPA (e.g., A = 4.0, A = 3.7, etc.). Courses that are transferred into IU from another university without the grade listed on the IU transcript will have the grade from the originating university used to figure the GPA. Credits from a university using the quarter system will be converted to count as semester credits.

Minimum Grade Requirement in a Stated Prerequisite Course
C (2.0 on a 4.0 scale)

Minimum Grade Requirement in Repeated Courses
Applicants whose cumulative GPA is at least 2.0 on a 4.0 scale and who have repeated courses may petition to have their admission grade point average recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: it can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; and each attempt will count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application.

Forgiveness Policy
Applicants whose GPA is at least 2.0 on a 4.0 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive.

Academic bankruptcy is for admission purposes only and in no way affects the university's official GPA. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

Clinical Observation Hours
All applicants must complete a minimum of 12 observation hours in clinical occupational therapy. Three different facilities (e.g., nursing home, hospital, school system, long-term care facility) need to be visited. Forms for clinical observation experiences can be found at the Department of Occupational Therapy.

International Student Applicants
There are special application procedures for those who are not citizens of the United States or who have had their previous schooling outside of the United States. International student applicants interested in the Master of Science in Occupational Therapy Program should obtain an international application packet from the IUPUI Office of International Affairs or from the Web at www.international.iupui.edu. Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

International student applicants (except those whose native language is English) are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code for the TOEFL application is 1325. The Occupational Therapy Program faculty has established a minimum TOEFL test score of 550 (paper-based) or 200 (computer-based) for program eligibility.

All newly admitted international students are also required to take the IUPUI English (EAP) examination administered by the IUPUI EAP Program and Office of International Affairs before registration for classes. Students are required to take any EAP courses that are determined necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum

Semester 1, Year 1, Summer Session

T560	Introduction to Occupational Science and Occupational Therapy	3 cr.
T571	Kinesiology for the Occupational Therapist	3 cr.
		6 cr.

Semester 2, Year 1, Fall Semester

T542	Occupations of Infants and Children	5 cr.
T557	Group Process in Occupational Therapy	2 cr.
T561	Theoretical Foundations of Occupational Therapy	3 cr.
T567	Research and Occupational Therapy	3 cr.
T575	Applied Neuroscience for the Occupational Therapist	4 cr.
		17 cr.

Semester 3, Year 1, Spring Semester

T525	Reflective Seminar I	1 cr.
T552	Occupations of Adolescents and Young Adults	5 cr.
T558	OT Management in Today's Health and Community Systems	3 cr.
T568	Evidence-Based Research in Occupational Therapy	3 cr.
T572	Pathophysiology: Impact of Conditions on Occupations	3 cr.
		15 cr.

Semester 4, Year 2, Summer

Session I (May and June)		
Fieldwork Level II A (8 weeks)		
T695 **OR** T696	Infants and Children **OR** Adolescents and Young Adults	5 cr. each
Session II (July and August)		
Fieldwork Level II B (8 weeks)		
T696 **OR** T695	Adolescents and Young Adults **OR** Infants and Children	5 cr. each
		5 cr.

Semester 5, Year 2, Fall Semester

T625	Reflective Seminar II	1 cr
T662	Occupations of Adults and Older Adults	5 cr.
T657	Psychosocial Dimensions of Therapeutic Relationships and Occupations	2 cr.
T580	OT Elective **AND**	3 cr.
T667	Non-thesis OT Project	3 cr.
T701	**OR** OT Thesis	6 cr.
		16 cr.

Semester 6, Year 2, Spring Semester

T655	Technologies in OT (4 weeks-January)	3 cr.
T695 T696 T697	Fieldwork Level II A, B, **OR** C Infants and Children **OR** Adolescents and Young Adults **OR** Adults and Older Adults (8 weeks—February and March)	5 cr. each
T658	Professional Trends and Issues in OT	2 cr.
T580	OT Elective	3 cr. (optional)
T 668	Non-Thesis OT Project Completion **OR**	2 cr.
T 702	OT Thesis Completion	2 cr.
		12 cr.

Semester 7, Year 2, Summer I Semester

T695 T697	Fieldwork Level II A, B, **OR** C Adolescents and Young Adults Adults and Older Adults	5 cr. each
		5 cr.

*Expected graduation: June or August, depending on when the student completes the thesis, project, or fieldwork.

Additional Information

- For each additional semester necessary for completion of thesis or project, the student will enroll in 1 credit
- Non-thesis option requires the student to take one 3 credit elective and participate in a scholarly project
- Thesis option does not require an elective
- Fieldwork I and Orthotics are integrated into the occupations courses
- Areas of occupations (ADL, IADL, Education, Work, Leisure, Play, Sleep/Rest, and Social Participation) are addressed in all three occupations courses
- Students may elect to take a specialty Fieldwork Level II a fourth rotation (8 weeks)

Prior to entering the Occupational Therapy Program, admitted students are required to have:

- CPR certification (successful completion of a health care provider CPR course for infants, children, and adults that includes a written examination and skills assessment)
- Current immunizations
- TB test
- Criminal background check
- Personal health insurance

If a documented physical problem makes a person incapable of performing CPR, the person must be able to pass the required writted examinations.

Fellowships

In addition to financial assistance obtained through the IUPUI Office of Student Financial Aid, fellowship opportunities are available through the Department of Occupational Therapy. Following admission into the Master of Science in Occupational Therapy Program, students may seek information from the chair of the Department Fellowship/Scholarship Committee regarding fellowship opportunities specific to occupational therapy.

For further information, contact:

Professor Thomas Fisher, Chair
IUPUI Department of Occupational Therapy
Coleman Hall 311
1140 W. Michigan Street
Indianapolis, IN 46202-5119

Phone: (317) 274-8006

Master of Physician Assistant Studies

This graduate program, offered through the University Graduate School, is currently seeking accreditation. For further information, contact:

Professor Joyce Mac Kinnon, Ed.D.
(317) 274-1029
jmackinn@iupui.edu

Doctor of Physical Therapy

- *Department Co-Chairs:* Joyce Mac Kinnon, Peter Altenburger
- *Professor Emerita:* Ruth Ladue
- *Professor:* Joyce MacKinnon, Lisa Riolo
- *Associate Professor:* Tracy Dierks, Rebecca Porter, Stuart Warden
- *Associate Clinical Professor of Physical Therapy:* Mary T. Loghmani
- *Assistant Professors:* Tracy Dierks, Robyn Fuchs, Stuart Warden, Peter Altenburger
- *Assistant Clinical Professors of Physical Therapy:* Amy Bayliss, Valerie Strunk
- *Director of Clinical Education:* Valerie Strunk

Educational Program

Length of the Program

The course of study is 35 months (103 graduate credit hours) of graduate professional course work.

Structure of the Program

The program is presented in a full-time, day format only.

Design of the Professional Curriculum

The physical therapy curriculum is organized so that the lecture and laboratory course work is integrated with patient care experiences. Full-time clinical education experiences of varying length occur throughout the course of study. The Physical Therapy Program course of study develops an understanding of normal and abnormal physical structure and function. The curriculum focuses on the management of patient problems rather than procedures. The graduate of the Physical Therapy Program demonstrates competencies in evidence-based physical therapy practice parameters and the basic skills of critical inquiry, administration, and patient education. Additionally, the graduate shows the ability and interest to continue professional development.

Opportunity for Students to Work

Because of the intense nature of the program, students are not encouraged to seek outside employment during their enrollment.

Additional Cost

In addition to Physical Therapy Program tuition and university fees, students should expect to pay program-related expenses. Contact the program office in Coleman Hall for a current cost sheet.

Facilities

Physical Therapy Program offices are located in Coleman Hall. Lecture and laboratory classes are located in Coleman Hall, Long Hall, and other locations on the IUPUI campus.

Accreditation
Indiana University has received continuing accreditation for the postbaccalaureate professional education program from the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission

Students accepted into the program must complete the school's admission requirements and the following Physical Therapy Program-specific admission requirements before the first day of classes. Admission to the professional program is competitive and selective; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class
Admission into the Indiana University Doctor of Physical Therapy Program is based on the applicant's overall GPA, the applicant's GPA in mathematics and science prerequisite courses, the applicant's GRE scores, the applicant's suitability for the physical therapy profession as reported by volunteer experience supervisor evaluation of generic abilities, and a statement of personal values and purpose for attending Indiana University's Doctor of Physical Therapy Program.

Class Size
38 students each fall semester.

Specific Requirements
The following admission policies apply to the Indiana University Doctor of Physical Therapy Program.

Total Number of Prerequisite Credit Hours
Applicants may have no more than two Doctor of Physical Therapy Program prerequisite courses unfinished at the time of program application (see below). No waivers for degree completion or course prerequisites will be granted by the Physical Therapy Program.

Minimum Cumulative GPA
3.2 on a 4.0 scale. The minimum cumulative GPA must be met at the time of application and maintained until admission.

Minimum Specific GPA
3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses. The minimum GPA must be met at the time of application and maintained until admission.

Minimum Grade Requirement in a Stated Prerequisite Course
C (2.0 on a 4.0 scale).

Technical Standards
Students are required to meet technical standards established by the School of Health & Rehabilitation Sciences. These standards are available upon request.

Medical Requirements
Basic immunizations as determined by Student Health Services must be completed by the first day of classes. Students must demonstrate proof of health insurance before entry into the program and must maintain health insurance throughout their enrollment.

Volunteer Experience
In addition to prerequisite course work, students must complete observational, volunteer, or other work experiences in both hospital inpatient and outpatient physical therapy settings (minimum of 20 hours in each setting for a combined total of 40) in order to appreciate the differences in physical therapists' responsibilities in each setting. Each experience must be of a sufficient length of time to enable the supervising physical therapist to adequately complete the IU D.P.T Program's Generic Abilities Assessment form included as part of the application portfolio.

Additional Requirements
Accepted applicants, conditionally accepted applicants, and applicants placed on the alternate list must complete all requirements for their baccalaureate degree before enrolling in the Doctor of Physical Therapy Program and maintain the following:

- a 3.0 grade point average in each semester following notification of their status
- a minimum cumulative GPA of 3.2 on a 4.0 scale in all attempted credit hours
- a minimum GPA of 3.2 on a 4.0 scale in all credit hours attempted in prerequisite courses

International Student Applicants
There are special application procedures for those who are not citizens of the United States or who have had previous schooling outside of the United States. International student applicants interested in the Doctor of Physical Therapy Program should obtain an international application packet from the IUPUI campus Office of International Affairs or from the Web at www.international.iupui.edu. Because of the extra procedures required to evaluate foreign credentials, there is an additional application fee for international students.

International student applicants (except those whose native language is English) are expected to submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is given worldwide throughout the year. IUPUI's school code number for the TOEFL application is 1325. The Physical Therapy Program faculty has established a minimum TOEFL test score of 628P or 327C or 113I is required. This policy is waived if the applicant has received an undergraduate degree from an accredited school in the United States by the time of entrance into the program. All newly admitted international students are also required to take the IUPUI English (ESL) examination administered by the IUPUI ESL Program and Office of International Affairs before registration for classes. Students are required to take any ESL courses that are determined necessary as a result of this testing until they have fulfilled university and program requirements for English proficiency.

Curriculum

Prerequisites
Before entering the D.P.T. program, students must have completed requirements for their baccalaureate degree, in any major, and the following undergraduate prerequisite courses. Students should consult with their academic advisors for appropriate courses and semester sequence

in order to complete prerequisites. Listed below are prerequisite minimums.

Introductory Statistics	1 semester
Human Anatomy	1 semester with lab
Human Physiology	1 semester with lab
Chemistry	2 semesters with labs
Physics	2 semesters with labs
Introductory Psychology	1 semester
Human Lifespan Development	1 semester
(Note: Level of the anatomy, physiology, chemistry, and physics courses must be appropriate for science majors.)	

Students must demonstrate proficiency in medical terminology before entering the professional program. Proficiency can be demonstrated through formal course work, online instruction with certificate of completion, or self study with departmental examination. Students must also be competent writers and demonstrate computer literacy, including knowledge of e-mail, the Internet, database searches, and spreadsheet and word processing capabilities.

Semester 1, Year 1, Fall Semester

P510	Clinical Integration	1 cr.
P511	Framework for Clinical Decision Making & Professionalism	2 cr.
P513	Functional Anatomy & Clinical Biomechanics	4 cr.
P515	Introduction to Physical Therapy Examination & Interventions I	3 cr.
D850	Gross Anatomy	8 cr.
	Total:	18 cr.

Semester 2, Year 1, Spring Semester

P520	Clinical Integration II	1 cr.
P526	Introduction to Physical Therapy Examination & Interventions II	5 cr.
P531	Clinical Pathophysiology I	4 cr.
P534	Introduction to Motor Sciences	2 cr.
P570	Pharmacology for Physical Therapists	3 cr.
P646	Therapeutic Interventions	4 cr.
	Total:	19 cr.

Semester 3, Year 1, Summer Session 1 (6 weeks)

P599	Clinical Education I	3 cr.
	Total:	3 cr.

Semester 4, Year 1, Summer Session 2 (4 weeks)

P514	Evidence-Based Critical Inquiry I	2 cr.
	Total:	2 cr.

Semester 5, Year 2, Fall Semester

P533	Lifespan Motor Development & Motor Control	2 cr.
P535	Clinical Pathophysiology II	4 cr.
P643	Psychosocial Dimensions of Physical Therapy Practice	2 cr.
P645	Evidence Based Critical Inquiry II	2 cr.
D852	Neuroscience and Clinical Neurology	5 cr.
	Total:	15 cr.

Semester 6, Year 2, Spring Semester

P524	Cardiopulmonary Practice Patterns	3 cr.
P541	Musculoskeletal Practice Patterns I	4 cr.
P641	Neurorehabilitation I	4 cr.
P650	Integumentary Practice Patterns	2 cr.
P680	Health Promotion and Community Outreach	2 cr.
	Total:	15 cr.

Semester 7, Year 2, Summer Session 2 (6 weeks)

P532	Legal & Ethical Issues in Physical Therapy	2 cr.
P695	Clinical Education II	3 cr.
	Total:	5 cr.

Semester 8, Year 3, Fall Semester

P622	Musculoskeletal Practice Patterns II	4 cr.
P642	Neurorehabilitation II	4 cr.
P660	Selected Topics in Physical Therapy	3 cr.

P661	Prosthetic & Orthotic Interventions	2 cr.
P664	Administration & Management ofPhysical Therapy Services	3 cr.
	Total:	16 cr.

Semester 9, Year 3, Spring Semester

P696	Clinical Education III (10 weeks)	5 cr.
P697	Clinical Education IV (8 weeks)	4 cr.
P675	Capstone Seminar	1 cr.
	Total:	10 cr.

Total Credits: 103

Optional Course

Electives:

- P685 Topics in Sports Rehabilitation 1 cr.
- P685 Instrumented Assisted Soft Tissue Mobilization (GRASTON) 1 cr.
- P699 Clinical Specialty Experience 1 cr.

Students must successfully complete and maintain current health care professional level CPR certification before beginning clinical education experiences.

Fellowships

The Constance Brown Memorial Fellowship, established in memory of a deceased classmate, is awarded to an outstanding first-year physical therapy student, as are the Patricia Rae Evans and the Stephen O. Jones Fellowships. The Katherine Belzer Fellowships are awarded to outstanding first-year and second-year students. The Frances C. Ekstam Fellowship, in honor of the Physical Therapy Program's first director, is awarded to an outstanding third-year physical therapy student. The Zachary H. Gregory Emerging Leadership Scholarship, established in memory of Zachary Gregory, DPT Class of 2010, is awarded to a third-year student who demonstrates emerging traits of both academic and professional leadership.

Awards

The program recommends to the university superior academic students for degrees awarded with distinction. The William D. Porter Award is presented to a D.P.T. graduate selected by faculty as having demonstrated excellence in both the study and clinical application of neurological rehabilitation techniques. The award is in recognition of Mr. William D. Porter, who contributed to the education of innumerable Indiana University physical therapy students through his textbook photographs and classroom audiovisual materials.

Graduation Requirements

Satisfactory completion of 103 graduate credit hours, including clinical education. All course work must be completed in compliance with the program and school's academic and professional policies.

For further information, contact:

Dr. Peter Altenburger, Co-Chair, Department of Physical Therapy
Coleman Hall 120
Indianapolis, IN 46202-5119
(317) 278-1875

Doctoral Programs

Doctor of Philosophy in Health and Rehabilitation Sciences

Doctor of Physical Therapy

Ph.D. in Health and Rehabilitation Sciences

Degree Objective

To develop scholars who, through their leadership and original research, will contribute to the knowledge base of health and rehabilitation sciences. Graduates will be able to be employed in universities, health care facilities and industries that focus on teaching others and advancing knowledge in health and rehabilitation.

Admissions Policy

Requirements, in addition to those of the Graduate School, include:

- Completion of a post baccalaureate degree in health and rehabilitation sciences or in a related health care discipline, or completion of a baccalaureate degree with professional experience
- Resume or curriculum vitae
- A 300-500 word personal statement of learning objectives, research interest, and leadership potential
- Competitive scores (minimum of 500 recommended) on the verbal and quantitative sections, and a score of 3.5 or better on the analytical writing section of the GRE completed within 5 years before matriculation into the Ph.D. program. Successful completion of a post graduate degree will waive the matriculation time period
- Interview

A maximum of 30 semester credits may be transferred from the student's post baccalaureate course work as approved by the student's Advisory Committee and the University Graduate School. No course may be transferred from another institution unless the course was completed with a grade of "B" or higher.

Any exceptions to the admissions policies must be requested in writing to the Ph.D. Admissions Committee.

Curriculum Requirements

The minimum requirements for the Ph.D. are 90 credit hours of advanced study, of which 30 semester credits may be transferred from the student's post-baccalaureate degree of study, as approved by the student's Advisory Committee and the University Graduate School.

The credits for the Ph.D. are distributed in the following categories:

Health and Rehabilitation Sciences Core Curriculum (12 credits in required courses)

W660	Rehabilitation Theories and Applications	3 cr.
W661	Theories of Health Promotion and Disease Prevention	3 cr.
W662	Rehabilitation Services in Healthcare Systems and Delivery	3 cr.
W672	Teaching Practicum within area of specialization	3 cr.

Health and Rehabilitation Sciences Concentration (30 credits)

Students will select one of the three areas of concentration identified by the Institute of Medicine.

Students must declare an area of concentration and identify appropriate coursework within the SHRS and across campus in consultation with their Advisory Committee. Areas of concentration include:

- Pathophysiology and Impairment Research
- Functional Limitations/Functional Participation Research
- Health Services Research

Research Core (42 credits)

GRAD-G505	The Responsible Code of Research	1 cr.
GRAD-N802	Techniques of Effective Grant Writing	3 cr.
NURS-W540	Writing for Publication	3 cr.
SHRS-W670	Research Practicum within concentration	6 cr.
	Statistics and Research Design courses (courses must be approved by the student's Advisory Committee as part of the student's plan of study)	9 cr.
	Dissertation	20 cr.

Electives (6 credits)

Minor

Because of the interdisciplinary nature of the Ph.D. curriculum, each student will complete 6-12 credits in an external area, and thus satisfy the minor requirement for the Ph.D. Specialized minors may be constructed on a case-by-case basis, if needed for a particular student's program.

Comprehensive Examination

Near, and usually in, the last semester of course work, students will be required to take a comprehensive written qualification examination in health and rehabilitation sciences, prepared by the student's Advisory Committee. Only students who pass the exam may continue in the program. Students may be able to retake the examination one time if they fail to pass the first time. The retake must occur within six months of the original examination.

Degree Programs

Doctoral Programs

- Doctor of Philosophy in Health and Rehabilitation Sciences
- Doctor of Physical Therapy

Master's Programs

- Master of Physician Assistant Studies (currently seeking accreditation)
- Master of Science in Health Sciences
- Master of Science in Nutrition and Dietetics
- Master of Science in Occupational Therapy

Bachelor's Programs

- Bachelor of Science in Health Sciences

Other Programs

- Dietetic Internship
- e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition
- Leadership in MCH Nutrition (Pediatric Focus) Fellowship and Certificate Program

Departments

Department of Health Sciences

Department of Nutrition and Dietetics

Department of Occupational Therapy

Department of Physical Therapy

Department of Health Sciences

We offer a range of degree programs from the baccalaureate through the doctorate.

Our bachelor's degree in Health Sciences program incorporates the courses already offered through our three undergraduate certificate programs:

- Gerontology
- Global Health and Rehabilitation Studies
- Rehabilitation and Disabilities Studies

For more information on the undergraduate programs please contact:

Dawn Lipker, Student Enrollment Services Coordinator

Phone: (317) 274-7238
Email: dlipker@iupui.edu

Department of Nutrition and Dietetics

The Department of Nutrition and Dietetics offers four post baccalaureate programs and three certificate programs- the Dietetic Internship Program, the e-Learning Graduate Certificate Program in Leadership in Clinical Pediatric Nutrition, and the Leadership in MCH Nutrition (Pediatric Focus) Fellowship Program, and the Master of Science in Nutrition and Dietetics.

The Dietetic Internship program may be completed as part of the Master of Science program. However, the Dietetic Internship program may not be completed concurrently with either of the pediatric nutrition certificate programs. The pediatric nutrition certificate programs may be completed as part of the Master of Science in Nutrition and Dietetics. In addition to graduate course work, the Department of Nutrition and Dietetics also offers one undergraduate nutrition class.

- *Chair:* Professor of Clinical Nutrition Jacquelynn O'Palka
- *Professors Emeriti:* Sue Brady, Bernice Hopp, Ada Marie Van Ness
- *Professors:* Karyl Rickard
- *Associate Professor:* Judith Ann Ernst
- *Associate Professor in Clinical Nutrition and Dietetics:* Sara Blackburn
- *Administrative Specialist/Coordinator of Maternal Child Health Nutrition Program:* Deborah Abel

Department of Occupational Therapy

An educational program in occupational therapy is located on the Indiana University-Purdue University Indianapolis campus.

Description of the Profession

Occupational therapy is the art and science of assisting people to do those activities/occupations that are important to them despite impairment, disability, or handicap. In this context, "occupation" refers to all of the everyday activities that occupy people's time and give meaning to their lives, primarily activities of daily living, education, work, play, and leisure (AOTA, 2002). Occupational therapists can work in mental health, pediatrics, geriatrics, physical disabilities, community wellness programs, work programs, or other specialty areas.

Graduates of the Program

The postbaccalaureate professional degree program in occupational therapy is designed to prepare the graduate to meet professional standards for occupational therapy practice. Upon completion of the program, a graduate will be expected to demonstrate entry-level competence in basic knowledge and application of physical, behavioral, and basic sciences to the practice of occupational therapy.

Graduates of the program will be eligible to sit for the National Certification Examination for the Cccupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful passage of this exam, the individual will be an Occupational Therapist, Registered (O.T.R.).

Credential Required to Practice

- O.T.R. (Initial Occupational Therapist Registered)

Licensure Requirements to Practice

All states have laws requiring practice. Graduates must take the responsibility to ascertain and conform to the specific requirements of the state in which they plan to practice.

Department of Physical Therapy

An educational program in physical therapy is located on the Indiana University-Purdue University Indianapolis campus.

Description of the Profession

As members of the health care team, physical therapists help restore clients to normal function of the musculoskeletal, neuromuscular, integumentary, cardiovascular, and pulmonary systems through interventions including therapeutic exercise, physical agents, and assistive devices. The client's physical therapy needs are determined through evaluation and examination of muscle strength and tone, joint status, posture, sensory status, functional mobility, exercise tolerance as it relates to cardiorespiratory status, skin condition, pain, and other medical conditions that impair physical function.

Physical therapists are concerned with health promotion and disease prevention, as well as restoration of function following disease, injury, or loss of a body part. In addition to patient care, the physical therapist participates in administrative, teaching, and research activities and provides consultative services. Physical therapists work in hospitals, outpatient facilities, industrial clinics, governmental and voluntary health agencies, educational settings, extended care facilities, and private practice settings.

Graduates of the Program

The educational experiences of the Physical Therapy Program curriculum are designed to graduate a physical therapist with skills as a generalist. Graduates of the program are eligible to apply for licensure in the state in which they will practice.

Credential Required to Practice

- P.T. (Physical Therapist)

Licensure Requirements to Practice

All states require that an individual graduate from an accredited physical therapy program and successfully complete the National Physical Therapy Licensure Examination in order to practice as a physical therapist.

Academic Policies & Procedures

Withdrawal and Readmission

A student may be readmitted to the school after withdrawal as follows:

Temporary Withdrawal

Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School of Health and Rehabilitation Sciences. At the time of departure, it is the student's responsibility to arrange, in writing, a continuation agreement with the individual program director. The student is allowed to reenroll as specified in the

continuation agreement. The student must meet any specific academic/clinical requirements associated with reenrollment under the continuation agreement. Students failing to reenroll as specified in the continuation agreement are subject to dismissal from the School of Health and Rehabilitation Sciences.

Other Withdrawal

A student who withdraws without arranging in writing for a continuation agreement with the program director or fails to enroll in any semester will not be allowed further enrollments in the school and will be considered as not making satisfactory progress toward a degree. Such students who want to reenroll must file an application for admission and will be considered new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in the program provided the completed work meets the current standards of the program.

Student Rights and Responsibilities

Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the university's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the university's function as an institution of higher learning. The Indiana University Code of Student Rights, Responsibilities, and Conduct is available in electronic format. Students are expected to read this document and, by their enrollment, agree to its contents and to additional School of Health and Rehabilitation Sciences statements that appear below.

Academic Advising

The School of Health and Rehabilitation Sciences student enrollment services director is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. The student is responsible for planning a program to meet degree requirements.

Appeals

The School of Health and Rehabilitation Sciences abides by the appeals procedures discussed in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Students may obtain a copy of the school's Appeals Policy and Procedure from any of the school's administrative offices.

Attendance

Students are responsible for complying with all attendance requirements that may be established by the program faculty.

Clinical Affiliations

Clinical affiliations (fieldwork experiences) are required in most School of Health and Rehabilitation Sciences programs. The program faculty are responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and selfsupport, and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the university and the profession.

Degree Applications

Each fall students preparing to graduate during the following calendar year must file an Intent to Graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If changes in the anticipated date of degree completion occur, students must consult their faculty advisor and file an updated Intent to Graduate form.

Financial Aid

A student may seek financial assistance through the IUPUI Financial Aid Office. In addition, assistance may be available through professional associations and other external groups and agencies.

Costs

Students are responsible for the following costs:

- **Fees and Tuition:** Fees and tuition are established annually by the Trustees of Indiana University.
- **Books and Supplies:** Books and supplies are determined by the program.
- **Uniforms:** During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.
- **Transportation:** Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

Contact the program of interest for a current cost sheet.

Liability Insurance

All students participating in required fieldwork experience are covered by the university's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health

Before the beginning of the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have had a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program-specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students

Foreign nationals enrolled in the school have the same rights and responsibilities as all other students. International students should consult the IUPUI Office of International Affairs.

Orientation

School of Health and Rehabilitation Sciences programs may require students to attend orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for the program-specific policies and standards distributed and discussed at the sessions.

Professional Conduct

Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes

It is the student's responsibility to enroll in each required academic session and satisfactorily complete all courses required for the degree. Faculty are available to provide academic advising.
Students are responsible for filing the necessary Student Record Change form with the School of Health and Rehabilitation Sciences Office of Academic and Student Affairs in Coleman Hall 120 as soon as possible following a change of name or permanent address. Additional information regarding degree requirements and academic standards may be found elsewhere in this bulletin.

Credentials/Licensure

Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

Student Organizations & Services

School of Health and Rehabilitation Sciences Alumni Association

The School of Health and Rehabilitation Sciences Alumni Association is an officially recognized constituent member of the Indiana University Alumni Association. Active membership is open to all graduates of School of Health and Rehabilitation Sciences programs.

For more information, contact:
School of Health and Rehabilitation Sciences Alumni Association

University Place Conference Center rm. 241
850 W. Michigan Street, Indianapolis, IN 46202-6044

Phone: (317) 274-8828

Faculty

Administrative Officers

- Augustine Agho, Ph.D., Dean; School of Health and Rehabilitation Sciences
- Joyce Mac Kinnon, Ed.D., Associate Dean of Student and Academic Affairs, School of Health and Rehabilitation Sciences
- Stuart Warden, Ph.D., Associate Dean for Research, School of Health and Rehabilitation Sciences

Departmental Chairpersons

- Health Sciences, Joyce Mac Kinnon, Ed.D.
- Nutrition and Dietetics, Jacquelynn O'Palka, Ph.D.
- Occupational Therapy, Thomas Fisher, Ph.D.
- Physical Therapy, Peter Altenburger, Ph.D., Joyce Mac Kinnon, Ed.D.

Faculty Emeriti

- Brady, (Mary) Sue, D.M.Sc. (Indiana University, 1987), R.D. (1968), Professor Emerita of Nutrition and Dietetics
- Carl, T. Kay, B.S. (Indiana University, 1967), O.T.R. (1967), Assistant Professor Emerita of Occupational Therapy
- Hamant, Celestine, M.S. (Butler University, 1971), O.T.R. (1964), Associate Professor Emerita of Occupational Therapy
- Hopp, Bernice, M.S. (Indiana University, 1962), Professor Emerita of Nutrition and Dietetics
- Irwin, Louise, B.S. (Purdue University, 1939), Professor Emerita of Nutrition and Dietetics
- Ladue, Ruth A., M.A. (Stanford University, 1967), P.T. (1945), Assistant Professor Emerita of Physical Therapy
- Lamport, Nancy, M.S. (Butler University, 1984), O.T.R. (1953), Associate Professor Emerita of Occupational Therapy
- Nathan, Carol D., Ed.D. (Indiana University, 1988), O.T.R. (1958), F.A.O.T.A. (1979), Associate Dean of the Faculties and Associate Professor Emerita of Occupational Therapy
- Simek, Erna, M.H.A. (Washington University, 1954), O.T.R. (1944), Associate Professor Emerita of Occupational Therapy
- Van Ness, Ada Marie, M.S. (Ohio State University, 1962), Assistant Professor Emerita of Nutrition and Dietetics

Faculty

- Abel, Deborah, R.D., Administrative Specialist/ Coordinator of the Maternal Child Health Nutrition Program, B.S. Indiana University (PA) 1978, M.S. Indiana University (PA) 1990, Pediatric Certificate Program, Indiana University at Indianapolis, 2003
- Agho, Augustine; Professor; B.A., Alaska Pacific University, 1983; M.H.A., Govenors State University, 1985; Ph.D., University of Iowa, 1989.
- Altenburger, Peter, Ph.D., P.T., Clinical Assistant Professor of Physical Therapy (Tenure Track); B.S., University of California, Los Angeles, 1990; M.P.T., University of Miami, 1993; Ph.D., University of Nevada, Las Vegas, 2007
- Bayliss, Amy, D.P.T., P.T., Clinical Assistant Professor of Physical Therapy; B.S., Otago University (New Zealand), 1992; D.P.T., Rocky Mountain University of the Health Professions, 2003
- Blackburn, Sara A., R.D., Associate Professor of Clinical Nutrition and Dietetics; B.S., Purdue University, 1972; M.S., Purdue University, 1973; D.Sc., Boston University, 1980
- Crabtree, Jeffrey, O.T.R., F.A.O.T.A., Associate Professor of Occupational Therapy; B.S., University of Washington, 1975; M.S., San Francisco State University, 1992; O.T.D., Creighton University, 1999

- Dierks, Tracy, Ph.D., Associate Professor, Department of Physical Therapy; B.S., University of Nebraska, 1999; M.S., University of Nebraska, 2001; Ph.D., University of Delaware, 2005
- Ernst, Judith Ann, R.D., Associate Professor of Nutrition and Dietetics; B.S., University of Illinois, 1975; R.D. Dietetic Traineeship (Jefferson City, Missouri), 1977; M.S., Purdue University, 1977; D.M.Sc., Indiana University, 1988
- Fisher, Thomas F., O.T.R., F.A.O.T.A., Associate Professor and Chair, Department of Occupational Therapy; B.S., Indiana University, 1977; M.S., Purdue University, 1982; Ed.S., University of Kentucky, 1995; Ph.D., University of Kentucky, 2000
- Fuchs, Robyn, Ph.D., Assistant Professor, Department of Physical Therapy; B.S., Oregon State University, 1996; Ph.D., Oregon State University, 2002
- Janson, J. Robin, O.T.R., Lecturer, Department of Occupational Therapy; B.S., Indiana University, 1989; M.S., Indiana University, 2004
- Justiss, Michael D., O.T.R., Assistant Professor, Department of Occupational Therapy; B.S., University of Pittsburgh, 1993, 1995; M.O.T., Duquesne University, 2000; Ph.D., University of Florida, 2005
- Kelton, Gaylen, M.D., Clinical Professor, Program Director, Master of Physician Assistant Studies; M.D., University of Ottawa, 1980
- Loghmani, Mary T., Ph.D., P.T., Clinical Associate Professor of Physical Therapy; B.S., Indiana University, 1983; M.S., University of Indianapolis, 1983
- Liu, Chuing-ju, Ph.D., O.T.R., Assistant Professor, Department of Occupational Therapy; B.S. National Taiwan University, 1997; M.S., University of Kansas Medical Center, 2001; Ph.D., University of Kansas, 2006
- Mac Kinnon, Joyce L., Ed.D., P.T., Professor and Interim Dean; B.A., Ohio Wesleyan University, 1972; M.P.T., Baylor University, 1974; Ed.D., North Carolina State University, 1987
- Marable, Jennifer, M.S., PA-C, Clinical Assistant Professor, Master of Physician Assistant Studies; B.S., Colorado State University, 2003; M.S., University of Colorado Health Sciences, 2006
- Mushi-Brunt, Christina, Ph.D., Assistant Research Professor; B.A., Creighton University; M.P.H., St. Louis University, 2000; Ph.D., St. Louis University, 2007
- O'Palka, Jacquelynn, R.D., Professor of Clinical Nutrition and Chair, Department of Nutrition and Dietetics; B.S., California State University at Northridge, 1968; M.S., Pennsylvania State University, 1970; Ph.D., Pennsylvania State University, 1973
- Pape, Sharon, M.S., O.T.R., Academic Fieldwork Coordinator and Lecturer, Department of Occupational Therapy; B.S., University of Wisconsin Milwaukee, 1987; M.S., Indiana University, 2006
- Porter, Rebecca, Ph.D., P.T., Associate Professor of Physical Therapy, Executive Director of Enrollment Services, and Associate Vice Chancellor for Student Services, B.S., Indiana University, 1972; Ph.D., Indiana University, 1991
- Rickard, Karyl, R.D., F.A.D.A., Professor of Nutrition and Dietetics; B.S., University of Wyoming, 1966; Dietetic Internship, V.A. Medical Center (Houston), 1967; M.S., University of Wisconsin- Madison, 1970; Pediatric Nutrition Fellowship, University of Washington Child Development Center (Seattle), 1970; Ph.D., Purdue University, 1978
- Schmid, Arlene, O.T.R., Assistant Professor, Department of Occupational Therapy; B.S., M.S., D'Youville College, 1997; Ph.D., University of Florida, 2005
- Strunk, Valerie, M.S.P.T., Director of Clinical Education, Department of Physical Therapy; M.S., University of Indianapolis, 1998
- Scott, Patricia, Ph.D., O.T.R., Assistant Professor, Department of Occupational Therapy; B.S., University of New Hampshire, 1975; M.P.H., University of Oklahoma, 1983; Ph.D., Florida International University, 1997
- Visovatti - Weaver, Kathleen, R.N., M.P.A., J.D., Clinical Senior Lecturer and Program Director, Undergraduate Health Sciences Program; BSN, Indiana University, 1968; MPA, Indiana University, 1989; JD, Indiana University, 2001.
- Warden, Stuart, Ph.D., P.T., F.A.C.S.M., Associate Professor, Department of Physical Therapy; B.S., University of Melbourne (Australia), 1997; Ph.D., University of Melbourne (Australia), 2001
- Zedaker, Jim, M.P.A.S., PA-C, Clinical Assistant Professor, Master of Physician Assistant Studies; B.S., Park University, 2002; M.P.A.S., University of Nebraska, 2005

Credential Abbreviations

C.S. - Certified Specialist in Pediatric Nutrition
F.A.D.A. - Fellow, American Dietetic Association
F.A.C.S.M. - Fellow, American College of Sports Medicine
F.A.O.T.A. - Fellow, American Occupational Therapy Association
N.C.S. - Neurologic Clinical Specialist
O.T.R. - Registered Occupational Therapist
PA-C - Certified Physician Assistant
P.T. - Physical Therapist
R.D. - Registered Dietitian

Whatever

This is my first new page. Testing!

Courses

BS in Health Sciences

SHRS-W 100 Learning Community Seminar (2 cr.) In this course, as a new student to the IUPUI Campus, you will have the opportunity to discuss and explore a number of resources available to you on the IUPUI Campus. Special emphasis will be placed on use of the library and library resources. The course will incorporate the first three components of the Personal Development Plan (PDP). You will also have the responsibility to research a particular health care profession of your choosing (from a list provided), write a paper about that profession, and orally present with a student partner your researched information to your fellow students.

SHRS-W 210 Introduction to Rehabilitation (3 cr.) Understanding the historical, philosophical, and

organizational context of the rehabilitation profession within the context of the health care delivery system. Based on the premise that understanding of and respect for health professionals is critical for effective functioning as a member of a health care team. Emphasizes expectations of students as beginning health professionals.

SHRS-W 211 Orientation to Health and Rehabilitation Professions (2 cr.) The major purpose of this course is to provide students with information to assist them in becoming acquainted with selected undergraduate and graduate health and rehabilitation science disciplines. Students will obtain information to develop realistic educational and career goals. NOT OPEN TO STUDENTS WHO ENROLLED IN A HEALTH CAREERS LEARNING SEMINAR.

SHRS-W 361 Health Promotion and Disease Prevention (3 cr.) Understanding the personal, cultural, and environmental factors affecting participation in health promotion and disease prevention activities; examining the application and relevance of the concepts of health, wellness, health promotion, and health education and a wide range of content specific topics in health promotion and disease prevention.

SHRS-W 362 Legal and Regulatory Aspects in Rehabilitation (3 cr.) Assisting students in the understanding of legal and regulatory challenges faced by rehabilitation professionals, covering legal issues in counseling and case management, and significant rehabilitation-related legislation in the United States from 1917 to the present.

SHRS-W 363 Ethical Issues in Rehabilitation Services (3 cr.) Examining contemporary ethical/moral considerations in the organization and management of rehabilitation agencies and the delivery of rehabilitation services. Practical applications of ethical principles to the delivery of rehabilitation service and client-provider relationships will be covered. The course will be a combination of lectures, case studies, debates, and guest speakers.

SHRS-W 364 Disability and Society (3 cr.) Focusing on the psychological, social, political, and economic circumstances of individuals with disabilities in American society and to broaden students' perspectives on disability issues through exposure to the personal accounts and writing of persons with disabilities, examination of professional practices, discussion of public policies, and completion of class projects.

SHRS-W 365 Diversity Issues in Health and Rehabilitation Services (3 cr.) Designed to prepare students to appreciate diversity and understand the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

SHRS-W 441 Administration and Supervision of Rehabilitation Organizations (3 cr.) Designed to provide an overview of rehabilitation organizations and teach students the foundations of administration, supervision, and coordination of rehabilitation agencies. Discussions will cover the major theories of leadership, management, and organizational communication.

SHRS-W 442 Research in Health and Rehabilitation Sciences (3 cr.) An introduction to the application of research methods in health and rehabilitation sciences, providing students with an overview of research methods used to collect, analyze, and interpret data, emphasizing the understanding of the application of statistical and research techniques to address problems related to rehabilitation services research.

SHRS-W 445 Program Evaluation Methods in Rehabilitation (3 cr.) This course will provide a broad overview of the application program evaluation methods in rehabilitation and the strategies used in program evaluation, focusing on scientific principles that may be instrumental in informing policies and programs aimed at improving the health on individuals and communities.

SHRS-W 480 Independent Study in Health and Rehabilitation (3 cr.) The purpose of this course is to give students the opportunity to do independent study and research in their area of interest. No formal lecture. Permission of Department Chair and instructor supervising the work will be required.

Gerontology Certificate

SHRS-N 265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

SHRS-W 310 Aging and the Older Person (3 cr.) An introduction to the interdisciplinary study of gerontology as a social, behavioral, and biological science. Other issues to be covered will include participation of older persons in therapeutic recreation and leisure activities and current health issues and patterns of health in the aging process.

SHRS-W 350 Survey of Programs for Older Adults (3 cr.) An overview of the long-term care industry and the continuum of care, examining various long term care service providers such as nursing facilities, assisted living/ retirement centers, adult foster care, and adult day care; critical issues and current trends related to long-term care, quality of life, and life satisfaction in adulthood.

SHRS-W 370 Psychosocial Aspects of Aging (3 cr.) Provides a broad overview of adult development and aging with an emphasis on the changes that occur across physical, cognitive, emotional, perceptual, and social domains of functioning. Analysis of the effects of and theoretical approaches of these changes on the occupational, social, and personality adjustment of the aging adult.

SHRS-W 410 Service-Learning in Geriatrics (3 cr.) Designed to give the student direct work experience in various aging agencies and long-term care institutions. This experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

SHRS-W 450 Seminar in Gerontology (3 cr.) This course provides an interdisciplinary investigation of selected facets of gerontology drawn from biological, behavioral, and social science. Topics covered will include mental health, housing, economics, transportation, preventive health and rehabilitation programs, long-term

care insurance, retirement, work/leisure activities, and adult women and health.

Global Health and Rehabilitation Studies Certificate

SHRS-N 265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

SHRS-W 250 Health and Rehabilitation Systems Across the World (3 cr.) This course presents issues in global health and rehabilitation delivery systems from the viewpoint of many different disciplines with an emphasis on economically less developed countries.

SHRS-W 270 Seminar in Global Rehabilitation and Health (3 cr.) This course is designed to cover current topics in international management and organization of health and rehabilitation services, governance, ethics, impact of donor organizations, and emerging global primary and public health care issues.

SHRS-W 380 Health and Rehabilitation Professionals in Developing Countries (3 cr.) The primary purpose of this course is to help students understand the roles and expectations and the scope of training and educational preparation of health and rehabilitation professionals across the world with emphasis on economically less developed countries.

SHRS-W 460 Global Perspectives in Nutrition, Health, Disease, and Disability (3 cr.) Major emphasis on global perspectives with specific focus on economically less developed countries, examining existing and emerging issues in international nutrition that influence the health, well-being, and disability and the efficacy and effectiveness of nutritional interventions in the prevention of disease and disability among people living in developing countries.

SHRS-W 470 International Service-Learning in Rehabilitation (3 cr.) Designed to give students direct experience in the organization and financing of rehabilitation services in other parts of the world, this experiential component allows students to apply their newly acquired normative and cognitive skills and knowledge in an international rehabilitation institution. Students will travel abroad under the supervision of faculty.

Health Sciences

SHRS-W 510 Trends and Issues in the Health Sciences (3 cr.) A seminar course to review pertinent literature and other sources of information as a basis for discussing trends and issues affecting the therapeutic professions and the health care delivery system.

SHRS-W 520 Evidence-Based Critical Inquiry in the Health Sciences (3 cr.) Fundamentals of research methodology, design, techniques, and procedures applicable to research problems in the allied health disciplines. Introduction to computer data analysis.

SHRS-W 540 Patient-Reported Outcomes and Economic Evaluation (3 cr.) Explorations of selected patient-centered outcomes assessment methodology and its use in economic evaluation.

SHRS-W 550 Health and Rehabilitation Systems Across the World (3 cr.) This course presents issues in global health and rehabilitation delivery systems form the viewpoint of many different disciplines with an emphasis on economically less developed countries.

SHRS-W 570 Research Communication in the Health Sciences (3 cr.) Focuses on the conceptualization and writing of the thesis or practicum proposal.

SHRS-W 594 Administration of Health Sciences Education (3 cr.) Principles of effective organization, supervision and administration of educational programs in the health sciences.

SHRS-W 599 Thesis in Health Sciences (3 cr.) Thesis in Health Sciences. Can be repeated. Focuses on the data collection, analysis and writing of the thesis.

SHRS-W 600 Project in Health Sciences (3 cr.) Individual investigation in the form of an organized scientific contribution or a comprehensive analysis in a specified area related to the health sciences.

SHRS-W 625 Diversity Issues in Health and Rehabilitation Services (3 cr.) This course is designed to prepare students to formulate strategies to address the interrelationship of race, gender, culture, and ethnicity and how they affect access and use of health and rehabilitation services.

SHRS-W 640 Medical Aspects of Disability (3 cr.) The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services.

SHRS-W 660 Rehabilitation Theories and Applications (3 cr.) This course explores the theories common to all rehabilitation therapies and forms a foundation for rehabilitation sciences. Included are theories specific to rehabilitation and adaptation to disease, disability and injury; attachment, adaptation and resiliency; cognition; motor learning; empowerment; loss and grief; psych-immunology; and the societal response to stigmatized groups. These theories are applied to rehabilitation practice and research design across the life span to include habilitation to congenital disorders.

SHRS-W 661 Theories of Health Promotion and Disease Prevention (3 cr.) This course focuses on the role of health behaviors such as eating nutritious foods, exercising, and avoiding unhealthy habits (i.e.: smoking) in health promotion and disease prevention. A principle concentration will be on health promotion within disabling conditions.

SHRS-W 662 Health and Rehabilitation Systems Delivery (3 cr.) This course analyses emerging trends in health care systems and delivery associated with rehabilitation. Areas to be covered include organizational infrastructures, finance, public policy, and implications for disparate patient populations.

SHRS-W 667 Ethical Issues in Health and Rehabilitation Services (3 cr.) This course is designed to explore contemporary ethical issues and concerns related to the delivery, organization, and management of rehabilitation services. It is structured to present

theories of ethical practice related to rehabilitation care delivery and to address the practical applications of ethical principles to the delivery of rehabilitation services and client-provider relationships. It will be provided in a distance format.

SHRS-W 670 Research Practicum in Health and Rehabilitation Sciences (3 cr.) Instructional orientation to research arranged by student and approved by student's Advisory or Research Committee. This course may be taken more than once.

SHRS-W 672 Teaching Practicum in Health and Rehabilitation Sciences (3 cr.) Instruction in teaching theories and methodologies to include teaching a unit of instruction in the student's concentration area. This course may be taken more than once. NOTE: Any student who has a major interest in teaching is advised to incorporate other instructional teaching methodology courses into his/her plan of study

SHRS-W 680 Independent Study in Health and Rehabilitation Sciences (3 cr.) A course for students interested in specific interdisciplinary topics in health and rehabilitation sciences.

SHRS-W 690 Dissertation Proposal in Health and Rehabilitation Sciences (3 cr.) The student will submit a written proposal for original scholarly work that makes a significant contribution to research in the field of health and rehabilitation sciences. The proposal will include a comprehensive introduction to the topic, relevant literature review and an indication of the methodology to be used for the student's dissertation. The proposal must be formally presented and approved by the student's Research Committee before the student can enroll in SHRS W692. This course can be taken more than once.

SHRS-W 692 Dissertation in Health and Rehabilitation Sciences (3 cr.) An original scholarly manuscript that makes a significant contribution to research in the field of health and rehabilitation sciences. Topic will be selected by the student and his/her Research Committee. The student must present the dissertation at a formal meeting with his Advisory Committee.

SHRS-W 799 Master's Thesis Continuation (1 cr.) Used as continuation credits for completing the master's thesis in a format acceptable to the student's advisory committee, leading to successful defense of the final product. May be repeated for credit.

Nutrition and Dietetics

SHRS-N 265 Nutrition and Exercise (3 cr.) This course will allow the student to apply the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in the human body and to explore the interrelated and protective role of nutrition and exercise in wellness, health promotion, and disease prevention.

SHRS-N 420 Human Nutrition Through the Lifespan (3 cr.) The study of nutritional needs during different stages of the human life cycle from pregnancy and lactation through infancy, childhood, adolescence and adulthood to later maturity, including an introduction to cultural food patterns, principles of nutrition assessment and agencies offering nutrition services.

SHRS-N 500 Nutrition I (3 cr.) P: Graduate standing, undergraduate course in biological sciences or consent of instructor. This course applies the principles of physiology, chemistry, and biology to describe the role of nutrition and exercise in wellness, health promotion and disease prevention. This class is taught online.

SHRS-N 544 Medical Nutrition Therapy (3 cr.) P: dietetic internship. Study of physiological and biochemical alterations that occur during disease states and their effect on nutritional requirements and methods of providing nutrients.

SHRS-N 546 Medical Lectures (arr. cr.) Lectures by professional staff and invited guests in the health care field.

SHRS-N 550 Human Nutritional Pathophysiology I (3 cr.) P: B500, F503 or BIOL 557, or consent of instructor. An integrated study of the biochemical and physiological aspects of human macronutrient metabolism, with special reference to fundamental nutrition issues including determination of nutrient quality, nutrient interrelationships, and energy balance in the normal human adult and in common clinical problems.

SHRS-N 552 Human Nutritional Pathophysiology II (3 cr.) P: N550 or consent of instructor. A continuation of N550. An integrated study of the biochemical and physiological aspects of human fluid and micronutrient metabolism with special reference to nutritional pathophysiology involving fluid and micronutrient metabolism.

SHRS-N 560 Review of Nutrition Standards (3 cr.) Review of various nutrition standards, including those of the United States, the United Kingdom, Canada, and the World Health Organization. Course includes a review of all cited literature for one of the nutrients listed in the Recommended Dietary Allowances.

SHRS-N 563 Research Methods in Nutrition and Dietetics (3 cr.) P: dietetic internship. Study of research methodology utilized in dietetics. Course includes critique of literature and preparation of research proposal.

SHRS-N 567 Management Issues in Dietetics (1 cr.) P: dietetic internship. Advanced study in institutional and hospital dietetic management, including personnel, financial, operational, and regulatory issues.

SHRS-N 570 Pediatric Nutrition I (3 cr.) P: B500, BIOL 557, undergraduate metabolic nutrition course, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of healthy infants, children, and adolescents and those with the most common pediatric conditions, illnesses, or disorders of broad nutritional significance.

SHRS-N 572 Advanced Pediatric Nutrition (3 cr.) P: N550, N570, or consent of instructor. An application of principles of physiology, biochemistry, and nutrition to the specialized nutrient needs and nutritional care of infants, both preterm and term, and patients with complex pediatric conditions/illnesses that have a significant nutritional component.

SHRS-N 574 Nutrition Management of High Risk Neonates and Infants (3 cr.) P: N550, N572, or consent of instructor. An application of physiology, biochemistry, and nutrition to the specialized nutrient needs and

nutritional care of neonates, both preterm and term, who require intensive care. Discussions will include nutrition management issues related to the infant during hospitalization, at discharge and in the home environment.

SHRS-N 576 Leadership Development in Pediatric Nutrition (3 cr.) P: consent of instructor. This course is an entry-level leadership development series of experiential learning activities, including a leadership development project for post-graduate health care professionals and fellows.

SHRS-N 590 Dietetic Internship (4-10 cr.) P: dietetic internship. Supervised clinical experience in clinical and community nutrition and food service systems management. Course meets the requirements of the American Dietetic Association for the postbaccalaureate experience needed for dietetic registration. Previous admission into dietetic internship required. May be taken for a maximum of 22 credit hours. Not applicable to a graduate degree program.

SHRS-N 591 Seminar in Nutrition and Dietetics (1 cr.) P: consent of instructor. Exploration of various topics and issues in nutrition. May be repeated for a maximum of 4 credits.

SHRS-N 593 Topics in Nutrition (1-3 cr.) P: consent of instructor. Exploration of a selected topic in nutrition at an advanced level. May be repeated once for credit if topics differ.

SHRS-N 595 Readings in Nutrition (1-3 cr.) P: consent of instructor. Individualized readings on topics not covered in regular course offerings.

SHRS-N 596 Clinical Dietetics (arr. cr.) Clinical study in specialized areas of dietetics. May be taken more than once with the consent of the department for a maximum of 15 credit hours.

SHRS-N 598 Research in Dietetics (arr. cr.) Original research as approved by the department.

Occupational Therapy

SHRS-T 525 Reflective Seminar I (1 cr.) Course will facilitate the synthesis of research, reflect the curriculum themes and outcomes, and support the plan of scholarly contribution.

SHRS-T 542 Occupations of Infants and Children (5 cr.) Course will focus on the development, support, and disruption of performance in areas of occupation of infants and children utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

SHRS-T 552 Occupations of Adolescents and Young Adults (5 cr.) Course will focus on the development, wellness, and disruption of performance in areas of occupation of adolescents and young adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

SHRS-T 553 Topics in Occupational Therapy (1-5 cr.)

SHRS-T 557 Group Process in Occupational Therapy (2 cr.) Principles and concepts of group process related to occupational therapy practice.

SHRS-T 558 Occupational Therapy Management in Today's Health and Community Systems (3 cr.) A study of the occupational therapist's role in the management of service delivery in both health and community systems. Managed care, managerial functions, professionalism, ethics, and various laws are emphasized.

SHRS-T 560 Introduction to Occupational Science and Occupational Therapy (3 cr.) Examination of the use of occupation as a therapeutic tool through the study of occupation, occupational science, activity analysis, and therapeutic use of self.

SHRS-T 561 Theoretical Foundations of Occupational Therapy (3 cr.) Conceptualization and synthesis of existing models, frames of reference, paradigms, and theories of occupational therapy for practice.

SHRS-T 567 Research and Occupational Therapy (3 cr.) Course is designed to prepare the student to participate in research, emphasizing the use of technology.

SHRS-T 568 Evidence-Based Research in Occupational Therapy (3 cr.) Prepares the student to evaluate occupational therapy practice and assure that it is increasingly evidence-based by examining the design and implementation of beginning-level research studies, developing the basic skills necessary for the publication and presentation of research projects, and developing a basic understanding of the process of securing grants.

SHRS-T 571 Kinesiology for the Occupational Therapist (3 cr.) Course introduces the occupational therapy graduate student to the principles of human movement including biomechanical analysis, joint structure and function, muscle physiology, and musculoskeletal function for occupational performance.

SHRS-T 572 Pathophysiology: Impact of Conditions on Occupations (3 cr.) Identification and study of major medical and psychiatric conditions including clinical description, etiology and pathology, medical/surgical treatment, rehabilitation, and prognosis. Treatment team approach and legal issues will be presented. Labs will emphasize occupational impact of medical/psychiatric conditions.

SHRS-T 575 Applied Neuroscience for the Occupational Therapist (4 cr.) Course will build upon the student's understanding of anatomy. Using the resources of the course, students will master the vocabulary, comprehend foundational concepts, and apply this information through case studies.

SHRS-T 580 Graduate Electives (3 cr.) One graduate elective is required. OT students who choose to do a thesis are not required to take an elective. Students will be encouraged to take an elective that complements their area of interest. During the second semester of their second year, an additional elective could be taken, after planning with their faculty advisor.

SHRS-T 625 Reflective Seminar II (1 cr.) Course will facilitate the synthesis of research, reflect the curriculum

themes and outcomes, and continue to support the plan of scholarly contribution.

SHRS-T 643 Occupations of Adults and Older Adults (5 cr.) Course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

SHRS-T 655 Technologies in Occupational Therapy (3 cr.) This lecture and laboratory course introduces the concepts of positioning, environmental adaptations, orthotics, prosthetics, computer uses and technologies, assistive devices, and adaptive equipment. Low technology will be the focus; some expansion to high technology will also be discussed.

SHRS-T 657 Psychosocial Dimensions of Therapeutic Relationships and Occupations (2 cr.) Understanding and application of therapeutic use of selfin establishing and maintaining client therapist in using a helping model and therapeutic dialogue.

SHRS-T 658 Professional Trends and Issues in Occupational Therapy (2 cr.) P: W510. Course involves student research, discussion and demon-stration of knowledge, emphasizing reimbursement, system delivery, service models, clinical education, credentialing, and other current issues in OT. Several class topics will be students' choice.

SHRS-T 662 Occupations of Adults and Older Adults (5 cr.) This course will focus on the disruption of performance in areas of occupation of adults and older adults utilizing the occupational therapy process to evaluate and intervene. Laboratory and fieldwork components will emphasize individual engagement in occupations within various social and cultural contexts.

SHRS-T 667 Nonthesis OT Project (3 cr.) Course prepares the student to design and implement a beginning research study.

SHRS-T 668 Nonthesis OT Project Completion (2 cr.) Course is designed to allow the student to complete the research study project.

SHRS-T 695 Fieldwork Level II-A: Infants & Children (5 cr.) P: successful completion of Semesters I and II professional courses. An eight-week fieldwork experience in an infant and child area of practice with pediatric occupational therapy services.

SHRS-T 696 Fieldwork Level II-B: Adolescents & Young Adults (5 cr.) P: successful completion of Semesters I and II professional courses. An eight-week fieldwork experience in an adolescent and young adult area of practice with occupational therapy services.

SHRS-T 697 Fieldwork Level II-C: Adults & Older Adults (5 cr.) P: successful completion of Semesters I, II, III, and IV professional courses. An eight-week fieldwork experience in an adult and older adult area of practice with occupational therapy services.

SHRS-T 698 Fieldwork Level II-D: Specialty (optional) (3-5 cr.) P: successful completion of T695, T696, and T697. Four- to eight-week optional experience providing OT students an opportunity to select a specialized practice area.

SHRS-T 701 OT Thesis (6 cr.) Proposal development leading to thesis as directed by the chair of the thesis committee.

SHRS-T 702 OT Thesis Completion (2 cr.) Research leading to thesis as directed by the chair of the thesis committee.

Physical Therapy

SHRS-P 510 Integrated Clinical Education I (1 cr.) The initial part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

SHRS-P 511 Framework for Clinical Decision Making and Professionalism (2 cr.) An overview of the profession of physical therapy and the professional education process. Includes the role of physical therapy in contemporary health care delivery, the disablement model, and an introduction to the APTA Guide to Practice as components of the clinical reasoning process.

SHRS-P 513 Functional Anatomy and Clinical Biomechanics (4 cr.) Integration of foundational knowledge of gross anatomy with structure and function of the neuromusculoskeletal system and human motion. Includes the study of the concepts of biomechanics, and joint structure and function as they apply to physical therapy interventions.

SHRS-P 514 Evidence-Based Critical Inquiry I (2 cr.) Introduction to clinical research methodology and critical interpretation of the professional literature.

SHRS-P 515 Physical Therapy Examination & Interventions I (6 cr.) First of two courses covering examination, evaluation, and intervention aspects of physical therapy practice. Emphasis is on history taking, systems review, functional examination and intervention, and documentation.

SHRS-P 520 Clinical Integration II (1 cr.) The second part-time weekly clinical laboratory experience which provides student exposure to clinical physical therapy practice in various patient care settings.

SHRS-P 524 Cardiopulmonary Practice Patterns (3 cr.) Provides the essential knowledge base for development of exercise prescriptions for well populations and for physical therapy interventions for patients with cardiopulmonary pathologies or dysfunctions.

SHRS-P 526 Physical Therapy Examination & Interventions II (5 cr.) The second of two courses covering examination, evaluation, and interventional aspects of physical therapy practice. Regional application is emphasized along with corresponding documentation.

SHRS-P 531 Clinical Pathophysiology I (4 cr.) This two part course is designed to provide students with knowledge in normal and abnormal physiology, including an understanding of how cells, tissue, organs and organ systems work together. The first semester includes modules on how cell physiology, metabolism, muscle, cardiovascular, respiratory, and endocrine systems.

SHRS-P 532 Legal and Ethical Issues in Physical Therapy (2 cr.) Includes essential information related to

ethical, legal, and professional practice regulations and standards of care. Interpersonal communication skills for the healthcare environment are also presented.

SHRS-P 533 Lifespan Motor Control and Motor Development (2 cr.) Overview of human neuromusculoskeletal development across the lifespan.

SHRS-P 534 Introduction to Motor Sciences (2 cr.) Principles and concepts of motor learning and motor control for the development of physical therapy interventions.

SHRS-P 535 Clinical Pathophysiology II (4 cr.) This course is a continuation of Clinical Pathophysiology I. Course content will focus on normal and abnormal physiology pertaining to information on the following modules: renal, gastrophysiology, oncology, hematology, endocrine and metabolic bone diseases.

SHRS-P 541 Musculoskeletal Practice Patterns I (4 cr.) Physical therapy management of patients with impaired posture, joint mobility, motor function, and muscle performance. Integrates previous course work involving evaluation and interventions.

SHRS-P 570 Pharmacology for Physical Therapists (3 cr.) Survey of contemporary pharmacology including pharmacokinetic principles with special emphasis on the relation of drug therapy to therapeutic interventions provided by physical therapists.

SHRS-P 599 Clinical Education I (3 cr.) Initial full-time clinical experience lasting six weeks. This course will serve as the introduction to clinical integration of physical therapy knowledge and skills. Students will be assigned to specific sites.

SHRS-P 622 Musculoskeletal Practice Patterns II (4 cr.) Physical therapy management of patients with impaired joint mobility, motor function, and muscle performance associated with spinal dysfunction, connective tissue disorders, trauma, and surgical procedures.

SHRS-P 641 Neurorehabilitation I (4 cr.) Physical therapy management of stroke, spinal cord, and brain injury.

SHRS-P 642 Neurorehabilitation II (4 cr.) Physical therapy management of individuals with movement disorders, balance/vestibular problems, cerebral palsy, and genetic disorders.

SHRS-P 643 Psychosocial Dimensions of Physical Therapy Practice (2 cr.) Social, psychological, and behavioral components of patient-therapist interactions are illustrated, including grief, loss, motivation, social support, and cultural influences among diverse patient populations.

SHRS-P 645 Evidence-Based Critical Inquiry II (2 cr.) Development, approval, and generation of the proposal for the review of the literature related to a specific topic in patient outcomes assessment or other approved area.

SHRS-P 646 Introduction into Therapeutic Interventions (4 cr.) This course provides an introduction to the theory and application of therapeutic interventions utilized in physical therapist practice. Interventions include: (1) therapeutic exercise testing and prescritption; (2) thermal, acoustic, mechanical, and electrotherapeutic physical agents; and (3) basic concepts of soft tissue massage.

SHRS-P 650 Integumentary Practice Patterns (2 cr.) The physical therapy management of the integumentary system with special emphasis on physical therapy interventions for burns and various types of wounds.

SHRS-P 660 Selected Topics in Physical Therapy Practice (3 cr.) Introduction to emerging physical therapy practice patterns in such areas as women's health, occupational health, chronic metabolic and immunologic diseases, and cognitive and emotional disorders.

SHRS-P 661 Prosthetic and Orthotic Interventions (2 cr.) Includes both theory and application of orthotic and prosthetic devices and equipment utilized in physical therapy interventions.

SHRS-P 664 Administration and Management of Physical Therapy Services (3 cr.) The administration and management of physical therapy services in the context of multiple types of healthcare systems.

SHRS-P 675 Capstone Seminar (1 cr.) Capstone seminar experience integrating classroom and clinical learning. Presentations mentored by clinical and academic faculty will be required.

SHRS-P 680 Health Promotion and Community Outreach (2 cr.) Essential concepts related to the roles of physical therapists in prevention and in the promotion of health, wellness, and fitness. Course includes application of concepts through service component in selected community agencies.

SHRS-P 685 Independent Study (1-3 cr.) This course offers students an opportunity to learn from faculty activities by participating in research or teaching labs in an area of interest. The educational objectives and assignments are customized by faculty according to the intent of the learning activity.

SHRS-P 689 Clincal Elective (1-3 cr.) Clinical education experience in a student-requested content area which provides students the opportunity to apply theory and skills in physical therapy examination and intervention with patients in a specialized physical therapy clinical practice area.

SHRS-P 695 Clinical Education II (3 cr.) Full-time clinical experience of 6 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

SHRS-P 696 Clinical Education III (5 cr.) Full-time clinical experience of 12 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

SHRS-P 697 Clinical Education IV (4 cr.) Full-time clinical experience of 6 weeks duration, which provides students the opportunity to apply theory and skills in physical therapy interventions with specific patient populations.

Rehabilitation and Disabilities Studies Certificate

HIA-M 330 Medical Terminology (or equivalent) (2 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]

SHRS-W 320 Survey of Adaptive Rehabilitation Technology (3 cr.) Assisting students in the knowledge/ awareness of available high-tech/low-tech equipment, or product systems that are used in rehabilitation settings to increase, maintain, or improve functional capabilities of individuals with disabilities, emphasizing the application of clinically-based strategies for determining an individual's need for and acceptance of adaptive technology to improve functional outcomes.

SHRS-W 330 Approaches to Rehabilitation Case Management (3 cr.) Exploring the historical perspective, technological and humanitarian advances, and major issues in the rehabilitation administrative environment; discussing and analyzing the legislative mandates relative to their effects on shaping the administrative environment in rehabilitation; acquiring knowledge of the process and significance of administrative competency in delivering services to rehabilitation consumers.

SHRS-W 340 Psychological Aspects of Disability (3 cr.) P: Medical Terminology Course or equivalent. Students will review medical terminology and gain an understanding of major disabling conditions, the psychological and vocational aspect of adjustment to disability and chronic long term illness, and examine psychological and social theories related to disability and chronic illness and Code of Ethics.

SHRS-W 420 Proposal Writing for Community-Based Rehabilitation Programs (3 cr.) An interactive educational opportunity to develop skills related to fund development in a community rehabilitation setting, providing an overview of the grant development process. Students will research local and national funding sources and learn about traditional and non-traditional sources to develop and maintain community-based rehabilitation programs. Includes guest speakers.

SHRS-W 430 Practicum in Rehabilitation and Disability (3 cr.) Designed to give students direct work experience in various private and public sector rehabilitation agencies, this experiential component allows the student an opportunity to apply his/her newly acquired normative and cognitive skills and knowledge in an actual work setting.

SHRS-W 440 Medical Aspects of Disabilities (3 cr.) The primary emphasis of this survey course is on medically determined aspects of disabling impairments and disabilities. Students will learn the functional limitations associated with major disabling conditions particularly as they relate to the delivery of rehabilitation services. Current trends and methodologies involved in rehabilitation processes will be covered.

Welcome to the Honors College

The IUPUI Honors College represents our shared vision for academic excellence. We expect our Honors Scholars to seek every opportunity to engage in the following learning activities that we know will prepare them to make an impact:

- engage in cutting edge and translational research
- explore their world as a global citizen
- offer their time and energy in service to others, and
- seek out real world work experiences in their field

We provide scholarships, an Honors curriculum and advising, international activities, research opportunities, and the experience of belonging to a community of scholars.

Overview

The IUPUI Honors College is a beacon of academic excellence, inspiring an enduring spirit of inquiry and discovery.

Our promise is a transformative Honors College experience that is challenging, engaging, meaningful, relevant, and one that builds a strong foundation for a lifetime of learning and engagement.

Our dynamic and unique academic endeavors are guided by the IUPUI Principles of Undergraduate Learning-essential ingredients of the undergraduate educational experience at IUPUI. These principles form a vibrant conceptual framework for all Honors Scholars' education.

The principles permeate the curriculum in the major field of study and the IUPUI Honors College. Specific expectations for IUPUI's graduates are determined by the faculty in a student's major field of study in the areas of Core Communication and Quantitative Skills, Critical Thinking, Integration and Application of Knowledge, Intellectual Depth, Breadth, and Adaptiveness, Understanding Society and Culture, and Values and Ethics.

Together, these expectations speak to what Honors Scholars will know as graduates of IUPUI, and what they will be able to do upon completion of their degree.

Facilities

Honors House

Honors House is located in the Campus Apartments on the Riverwalk and is open to honors-eligible students only. Each Honors House resident has a private bedroom within a two-bedroom apartment. A full-time resident assistant serves as a mentor, guide, and resource person for residents. Resident assistants live on site and assist in program development and implementation, as well as meeting the individual needs of each of our residents.

Honors College Location

The new Honors College space in the lower level of University Library is designed to accommodate Honors staff as well as Honors Scholars. Interactive technology provides collaborative study space as well as individual study space while sustainable design features promote energy conservation and recycling.

Contact Information

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Admission and Academic Policies

The IUPUI Honors College is open to specific scholarship cohorts of incoming freshmen in every major offered at IUPUI. Entering freshmen who apply by February 1 with a minimum combined math and verbal (critical reading) SAT score of 1250, or an ACT of 28 and a high school GPA of at least 3.75 are directly admitted to the Honors College.

This includes all Bepko Scholars and Fellows, Adam W. Herbert Presidential Scholars, Plater International Scholars, and Chancellor's Scholars.

The IUPUI Honors College offers high-ability incoming freshmen the opportunity to apply for our named scholarships, which include the Bepko Scholars and Fellows Program, the Adam W. Herbert Presidential Scholarship, and the Plater International Scholars Program. For details on these awards and information on the application process, visit http://honorscollege.iupui.edu/scholarships/. The application deadline for these scholarships is November 15.

All Honors College Scholars are required to complete one Honors course or experience every semester. Students may take no more than 6 credit hours of Honors work each semester. Students admitted to the Honors College prior to Fall 2010 are required to complete 18 Honors credits with a minimum 3.3 grade point average in order to graduate from IUPUI with Honors. Students admitted Fall 2010 and thereafter are required to complete 24 Honors credits with a minimum 3.3 grade point average in order to graduate with Honors.

Students have the following options for earning Honors credit: complete an Honors course, complete an Honors Contract, engage in research, study abroad, or take a graduate course as an undergraduate student. Students must complete and submit applicable paperwork to the Honors College office in order to earn Honors credit for all options other than an Honors course. All students must contact an Honors College staff member in order to obtain authorization to register for an Honors course with the exception of chemistry courses and Organizational Leadership and Supervision (OLS) courses. Students should contact those departments to request authorization.

Current IUPUI students who are not in the Honors College, but have at least a 3.5 GPA may be allowed to complete an Honors course or experience with permission from the Honors College. Interested students should discuss this with their academic advisor and then contact an Honors advisor for authorization prior to registration.

Student Organizations & Services

Student Organizations & Services

Honors College Student Council

Honors College Student Council is the student voice for all Honors Scholars. It connects and supports the development of IUPUI Honors College student organizations in an effort to develop a collaborative community of students in the IUPUI Honors College. Executive Officer positions, class representatives, and Honors Student Organization representatives comprise the general assembly and working body of the Student Council.

Honors House Council

Honors House Council for students living in the Honors section of the Campus Apartments on the Riverwalk are a member of this residential-based organization. Honors House Council does community building and educational events for students living in Honors House. Leadership positions are available for students.

Alpha Lambda Delta/Phi Eta Sigma (ALD/PES)

These two first-year honor societies are active with community service, scholarship, and leadership. Full-time, first-year students with a 3.5 GPA or higher are invited to join these organizations. Scholarship opportunities are available through both national organizations for members. Monthly meetings, service events, and social events are held, and officers attend national leadership workshops. The ALD/PES chapter at IUPUI has been recognized as one of the top five chapters in the country every year since 2004. You'll find more information on the Honors College website at http://www.honorscollege.iupui.edu/impact/societies/.

Honors Adventure Club

The Honors Adventure Club plans regular outdoor and adventurous activities. Events like caving, camping, canoeing, poly-holiday party, skiing, and laser tag are just some examples of how students are engaged outside of the classroom. Leadership positions are available to students, including first-year students.

Honors Arts & Culture Society

The Honors Arts & Culture Society coordinates scholars to explore the diverse cultural experiences Indianapolis has to offer. Museum visits, international cuisine, symphony performances, and cultural festivals are just some of the great places the Society takes students. This group is open to all students to lead or join on trips throughout the city.

Honors Community in Housing

The Honors Community is located in the Campus River Walk Apartments and is open to Honors-eligible students. Two full-time resident assistants serve as mentors, guides, and resources for residents. They live on site and assist in program development and implementation, as well as meeting the individual needs of each resident. For more information about housing, please visit the Honors College website at http://www.honorscollege.iupui.edu/honorshouse/.

Honors College Courses

Honors-Designated and Honors-Approved Courses are regularly offered as traditional-style courses with limited enrollment designed specifically for honors students with Honors appearing in the course title. Course enrollment is generally limited to facilitate more substantive interaction between students and the course faculty member. Course offerings vary from semester to semester.

Honors Contracts may be completed by an Honors Scholar and his/her professor to create a special Honors section for a course. The Honors Contract, the most common method for earning Honors credit, enables qualified students to engage in Honors work in courses not specifically designed as Honors courses by working with the faculty member to create a special Honors project. The student who enters into an Honors Contract with a faculty member will engage in work beyond what is required for a regular undergraduate course; the course will appear as Honors credit on the student's transcript. Honors Contract

forms must be submitted to the Honors College office no later than the end of the third week of classes during fall and spring semesters and by the end of the first week of classes during summer sessions.

For more information about Honors courses and Honors Contracts and to see a list of Honors courses offered for the current semester, please visit the Honors College website at http://www.honorscollege.iupui.edu/curriculum/courses/.

American Studies

AMST-A 303 ORGANIZING FOR SOCIAL ACTION (1-3 cr.)

Business

BIOL-K 102 HONORS CONCEPTS OF BIOLOGY I (5 cr.) An introductory course emphasizing the principles of cellular biology; molecular biology; genetics; and plant anatomy, diversity, development, and physiology. Faculty-supervised research projects and approved independent projects provide greater depth for honors students. This course carries honors credit.

BIOL-K 104 HONORS CONCEPTS OF BIOLOGY II (5 cr.) An introductory biology course emphasizing phylogeny, structure, physiology, development, diversity, evolution, and behavior in animals. This course will expose honors students to a unique series of laboratory investigations.

BIOL-K 323 GENETICS & MOLEC BIOLOGY LAB (2 cr.)

BIOL-K 325 CELL BIOLOGY LABORATORY (2 cr.)

BIOL-K 357 MICROBIOLOGY LABORATORY (2 cr.)

Business

BUS-A 204 Introduction to Financial Accounting: Honors (3 cr.) P: A100; sophomore standing. The course covers the concepts and issues associated with corporate financial reporting. Particular emphasis is placed on understanding the role of financial accounting in the economy and how different accounting methods affect the financial statement.

BUS-F 304 Honors Financial Management (3 cr.) Conceptual framework of the firm's investment, financing, and dividend decision; includes working capital management, capital budgeting, and capital structure strategies.

BUS-J 402 Administrative Policy: Honors (3 cr.)

BUS-K 204 The Computer in Business: Honors (3 cr.) Introduction to the role of computers in business, with emphasis on microcomputer applications. Experimental exercises include learning about Windows-based spreadsheets, database applications, electronic mail, and Internet navigation tools. The lectures focus on the use and application of technology (hardware, software, networks, databases) and integrates current management topics (business applications, systems development, data management, computer ethics).

BUS-L 204 Commercial Law I: Honors (3 cr.)

BUS-M 304 Honors Marketing Management (3 cr.)

BUS-P 304 Honors Operations Management (3 cr.) P: Students must meet the Option II admission criteria to take the Integrative Core courses, including course, GPA, and grade requirements. R: Business student of junior or senior standing. Section authorization required. A survey course concerned with the production and distribution of goods and services. Part of the Integrative Core, along with F304 and M304. 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 494 Herman B Wells Seminar in Leadership (3 cr.)

BUS-X 105 Business Administration Introduction: Honors (3 cr.)

BUS-X 293 Honors Seminar in Business (1-3 cr.)

BUS-X 293 DIVERSITY SCHOLARS RESEARCH (1-3 cr.)

BUS-X 393 HONORS WRITING EXPERIENCE (1 cr.)

BUS-X 493 Honors Seminar in Business (1-3 cr.)

BUS-X 496 Supervised Independent Honors Research in Business (1-5 cr.) P: senior standing. For students in Kelley School of Business Honors Program.

BUS-Z 174 LEADERSHIP IN ORGANIZATIONS (1-3 cr.) This course will give students an overview of leadership. It will do this by examining the changing nature of leadership and the leadership process. Topics to be covered include the difference between leadership and management, what makes an effective leader, and how leaders developed their leadership perspective, principles and model.

BUS-Z 304 MNGNG & BEHAV IN ORG: HONORS (3 cr.) Integration of behavior and organizational theories. Application of concepts and theories toward improving individual, group, and organizational performance. Builds from behavioral foundation toward an understanding of managerial processes.

Chemistry

CHEM 199 Honors Seminar (2 cr.)

CHEM-C 105 Principles of Chemistry I (3-5 cr.) Basic principles, stoichiometry, thermochemistry, atomic and molecular structure, gases, solution, and topics in descriptive chemistry.

CHEM-C 105 Principles of Chemistry II (3 cr.) Chemical equilibria with emphasis on acids, bases, solubility, electrochemistry, elementary thermodynamics, chemical kinetics, and selected topics in descriptive chemistry.

CHEM-C 496 SPECIAL TOPICS IN CHEMISTRY (0-3 cr.)

CHEM-C 496 METHODS IN TEACHING CHEM. (1 cr.)

CHEM-S 125 EXP CHEMISTRY I HONORS (2 cr.)

CHEM-S 126 EXP CHEMISTRY II HONORS (2 cr.)

Economics

ECON-S 201 INTRO TO MICROECONOMICS: HON (3 cr.)

Education

EDUC-F 400 Honors Seminar (1 cr.)

English

The School of Liberal Arts requires English W131 or W140, and W132, W150, or W231 for graduation for both the A.A. and the B.A. degrees. Contact the Writing Program at (317) 274-3824 or see the Web site (writing.iupui.edu) for questions about placement.

ENG-W 140 ELEMENTARY COMPOSITION-HONORS (3 cr.)

ENG-W 150 RES IN THE DISCIPLINES-HONORS (3 cr.)

HER-H 101 HISTORY OF ART 1 (3 cr.)

HER-H 101 HISTORY OF ART 2 (3 cr.)

History

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 113 HISTORY OF WESTERN CIVILIZ 1 (3 cr.)

HIST-H 114 HISTORY OF WESTERN CIVILIZ 2 (3 cr.)

Honors

HON-H 100 Freshman Honors Seminar (3 cr.)

HON-H 110 Honors First Year Seminar I (3 cr.)

HON-H 111 Honors First Year Seminar II (3 cr.)

HON-H 198 Honors Topics (3 cr.)

HON-H 298 Honors Topics (3 cr.)

HON-H 299 Honors Tutorial (3 cr.)

HON-H 310 Creation of Modernity in West (3 cr.) A new junior-level integrator course for honors students only. Course examines rise of modernity in the West as an integrated social economic, scientific, and artistic phenomenon.

HON-H 398 Honors Topics (3 cr.)

HON-H 399 Honors Colloquium (3 cr.)

HON-H 497 Honors Colloquium (3 cr.)

HON-H 498 ETHICS OF THE HLTH PROFESSNAL (3 cr.)

HON-H 498 DO THE HOMELESS COUNT? (3 cr.)

HON-H 499 Honors Senior Thesis (1-6 cr.)

Journalism

JOUR-J 499 HONORS RESEARCH IN JOURNALISM (3 cr.)

Math

MATH 26100 Multivariate Calculus (4 cr.) P: 164. Equiv. IU MATH M311. Fall, spring, summer. Spatial analytic geometry, vectors, curvilinear motion, curvature, partial differentiation, multiple integration, line integrals, and Green's theorem. An honors option for this course is available. Note: Effective Fall 2009, this course is offered under an updated course description, as below.

MATH-S 165 HONORS ANALYTIC GEOMETRY AND CALCULUS I (4 cr.) This course is the same topics as MATH 165. However, it is intended for students having a strong background in mathematics who wish to study the concepts of calculus in more depth and who are seeking mathematical challenge.

MATH-S 166 HONORS ANALYTIC GEOMETRY AND CALCULUS II (4 cr.)

Medical Humanities and Health Studies

MHHS-M 391 PERSPECTVS HLTH/DISEASE/HEALNG (3 cr.)

MHHS-M 492 Topics in Medical Humanities and Health Studies (1-3 cr.) Intensive study and analysis of selected issues and problems in Medical Humanities and Health Studies. Topics will ordinarily cut across fields and disciplines. May be repeated once for credit on a different topic. Fall 2010: Culture of Mental Illness.

Nursing

NURS-H 370 SENIOR RESEARCH INTERNSHIP I (3 cr.)

NURS-H 470 SENIOR RESEARCH INTERNSHIP II (1-5 cr.)

NURS-H 498 NURSING HONORS COLLOQUIUM (1-5 cr.)

NURS-Z 480 BSN PORT REV CRSE SUBSTITUTION (1-6 cr.)

Organizational Leadership and Supervision

OLS 25200 Human Behavior in Organizations (3 cr.)

OLS 32700 LEADERSHIP: GLOBAL WORK FORCE (3 cr.)

OLS 39000 LEADERSHIP:THEORIES/PROCESSES (3 cr.)

OLS 42300 GO GREEN - For Honors Credit (3 cr.) This course is interdisciplinary - emphasizing sustainability, engineering, manufacturing, technology, and leadership processes for the purpose of being environmentally responsible, cost effective, and socially responsible including guest lectures, group discussions, and tours of businesses, locally or in other countries.

Philosophy

PHIL-S 110 Introduction to Philosophy—Honors (3 cr.) This course is an introduction to key philosophical concepts and issues as well as major thinkers and historical periods.

PHIL-S 120 Ethics—Honors (3 cr.) A study of ethical values in relation to such problems as personal and societal decision making, selection and justification of lifestyle, goal orientation, conflict resolution, freedom and creativity, commitment and responsibility.

PHIL-S 314 Philosophy and Modern Times—Honors (3 cr.) A study of one or more philosophical concepts, themes, or developments characteristic of the modern period.

Political Science

POLS-Y 498 READINGS FOR HONORS (1-6 cr.)

Psychology

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 499 CAPSTONE HONORS RESEARCH (1-6 cr.)

Science

SCI-I 120 WINDOWS ON SCIENCE (1 cr.)

SOC-R 490 SURVEY RESEARCH METHODS (3 cr.)

SPEA

SPEA-V 391 HONORS RDGS IN PUB & ENVIR AFF (1-3 cr.)

SPEA-V 490 Directed Research in Public and Environmental Affairs (0-3 cr.) To be arranged with the individual instructor and approved by the chairperson of the undergraduate program. May be repeated for credit.

SPEA-V 491 HONORS RES PUB & ENVIR AFFAIRS (1-3 cr.)

SPEA-V 499 HONORS THESIS (3 cr.)

School of Information Science

Welcome to the IU School of Informatics!

Moore's Law says that computing power doubles every 18 months. Regardless of whether that law is literally correct, it illustrates the rapid changes in information technology that will continue for the foreseeable future. The School of Informatics prepares students to meet the continuing demand for information technology professionals who know how to grow and adapt to this environment of rapid technological change.

Informatics is focused on the best applications of technologies and emphasizes the social and psychological aspects of information technology. Some have called informatics "technology with a human face." Informatics prepares professionals to use information technology to solve problems in a variety of settings. The degrees emphasize the development of new uses for technologies, always keeping in mind the needs of people and the best and most appropriate uses for technology.

Informatics students have:

- a technical understanding of how computing systems and programs operate
- an ability to adapt/assess and apply new trends in information technology (IT)
- well-developed problem-solving skills
- experience working on a team, such as those formed for the senior capstone experience
- well-developed communications skills to clearly convey solutions and observations to others
- an understanding of social and ethical principles as they relate to IT issues
- the ability to create 3-D animations to help explain surgery to patients
- accelerated drug discovery through information technology
- developed computer applications to manage disaster relief
- explored human interactions with computers, mobile devices, and robots

Informatics is all of this - and so much more. Harnessing the power and possibility of technology, Informatics turns data and information into knowledge that people can use every day. In the world of information and technology, it's the bridge to all things useful. Informatics is the future.

Degrees from the School of Informatics are unique because they involve students in learning how information technology relates to a traditional discipline in the sciences, liberal arts, or professions. Students of Informatics learn to solve real problems that directly impact our lives and the lives of those around us. They use their technology and problem solving skills to make a difference in the world. For students interested in a career with infinite potential, Informatics stands out as a strong, flexible and dynamic field of study.

The undergraduate curriculum looks at information technology from a balanced perspective. It includes a technical core in the areas of mathematical foundations, distributed information, human-computer interaction, social/organization informatics, and new media. In addition to knowledge of core informatics and of informatics in the context of a traditional discipline, students must take a set of general-education courses to ensure that they can communicate clearly in both written and spoken English, read effectively, and reason quantitatively. They must be able to raise and rationally debate ethical concerns suggested by information technologies and their interactions with other people. Students also must have some knowledge of the world and its peoples, and their cultural, artistic, and scientific achievements. To this end, the general-education requirement exposes students to the arts and humanities, social and historical studies, and the natural sciences.

The school offers a Bachelor of Science in Informatics degree, specialized professional master's degrees, a variety of undergraduate and graduate programs in New Media, a Bachelor of Science in Health Information Administration, and a certificate in Medical Coding. Informatics research is conducted at the Informatics Research Institute, which provides expanded educational opportunities for both undergraduate and graduate students.

Informatics Research Institute

Research and theory in informatics move rapidly to application and development. The faculty teaching in the School of Informatics participate in research activities and new applications of technology. As a result, faculty can transmit state-of-the-art knowledge to their students. Indiana University is capitalizing on this great research strength in informatics with the formation of the Informatics Research Institute (IRI). IRI conducts research in areas of emphases shared with the School of Informatics, including: fundamental research in human-computer interaction; fundamental research in capturing, managing, analyzing, and explaining information and making it available for its myriad uses; and expanding research into policy and socioeconomic issues arising from information technology.

Undergraduate Programs

The School of Informatics offers a Bachelor of Science degree in Informatics, a Bachelor of Science degree in Media Arts and Science, and a Bachelor of Science degree in Health Information Administration.

The very nature of these degrees, with the changing technologies and applications, requires that the content of each degree be continuously assessed and revised. Therefore, the faculty of the School of Informatics will periodically review and revise the curricula to ensure that students are prepared to meet contemporary workplace and intellectual demands. Please contact the School of Informatics office, or refer to our Web site at www.informatics.iupui.edu, to confirm current program requirements.

Probationary Admission

Individuals who do not qualify for a direct admission or whose college grade point average is lower than 2.0 on a 4.0 scale (C) may petition the school for probationary admission. Special consideration is given to adult learners and students returning after five or more years. Petitions

are available from the Informatics Student Services Office, phone (317) 278-4636.

Deadline to petition for the fall semester: **July 15**
Deadline to petition for spring semester: **November 15**
Deadline to petition for summer session: **April 15**

At the discretion of the dean, the School of Informatics may admit on a probationary basis those students who do not meet the minimum requirements for direct admission. To be considered for probationary admission, students must be in the upper two-thirds of their high school graduating class and have combined SAT I math and verbal (critical reading) scores of at least 650. Such students are counseled through the Informatics Student Services Office and remain on probation until they have successfully raised their cumulative grade point average to 2.0 (C) and satisfied any other limitations set. Students admitted on probationary status become eligible for dismissal if they fail to achieve a minimum GPA of 2.3 during each semester until they have reached a minimum cumulative GPA of 2.0 (C). Students who do not achieve a cumulative grade point average of 2.0 (C) after two semesters, or 24 credit hours, will be dismissed.

Academic Regulations

Absences

From Final Examinations Students are required to adhere to the policies regarding final examinations as published in the *Schedule of Classes*.

From Scheduled Classes Illness or equivalent distress is the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up.

Credit for Correspondence Courses

With prior approval, the School of Informatics will accept a maximum of two courses (6 credit hours total) by correspondence study to count toward the degree requirements. Only general elective courses may be taken by correspondence. Distance learning courses and courses conducted online are not considered correspondence courses and, therefore, do not have a credit hour limit associated with them.

Degree Application

Candidates for graduation must file an application with the school by March 1 for December graduation and October 1 for May, June, or August graduation. Credits for all course work, except that of the current semester, must be recorded on the candidate's Indiana University transcript at least one month prior to the date of graduation.

Statute of Limitations

Candidates for the bachelor's degree in informatics have the right to complete the degree requirements specified by the bulletin in effect at the time they entered Indiana University, provided that the required courses are available and that no more than eight calendar years have elapsed since the date of entry.

Grading Policies

The School of Informatics follows the official grading system of Indiana University described in the front of this Bulletin.

Pass/Fail

During an undergraduate program, students in the School of Informatics in good standing (not on probation) may enroll in up to a maximum of eight university elective courses to be taken with a grade of P (pass) or F (fail). Students may take up to two Pass/Fail courses during an academic year. The procedure for declaring this option may be found in the Schedule of Classes. A grade of P is not counted in the grade point average; a grade of F is included. Grades of P cannot be changed to any other letter grade.

Probation/Dismissal/Readmission at School of Informatics

Academic Warning

A student whose semester (fall or spring) grade point average (GPA) falls below a 2.0, but whose cumulative GPA is a 2.0 or higher will be placed on academic warning. An advising hold will be placed on the student's record and the student will be required to meet with their academic advisor prior to registration.

Academic Probation

A student whose cumulative grade point average (GPA) falls below a 2.0 will be placed on probation for the subsequent semester. A probation hold will be placed on the student's record and the student will be required to meet with their academic advisor prior to registration. Once the cumulative GPA is 2.0 or higher, the student will be removed from probationary status.

Dismissal

A student on probation who has completed a minimum of 12 IU GPA hours is 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 IU GPA is below 2.0.

Readmission

Students who are dismissed for the first time must sit out for a minimum of one regular fall or spring semester (not summer) and petition by the established deadlines to be eligible for readmission. Students dismissed two or more times must remain outof school for two regular (fall and spring) semesters and petition by the established deadlines to be eligible for readmission. Readmitted students may only begin in either the fall or spring semester.

Grade Replacement

The Grade Replacement Policy is available only to undergraduate students. It may be exercised for a maximum of 15 credit hours, no more than two times for a given course, with each attempted replacement counting toward the 15 credit hour limit. Any grade may be replaced with the last grade earned for the course, as long as the most recent grade is equal to or higher than the grade being replaced. The replaced grade will then be excluded from the cumulative grade point average. However, the course listing and the replaced grade will remain on the student's academic record with an "X" notation indicating that the grade is excluded from the cumulative grade point average.

The policy became effective beginning with the fall 1996 semester, and any courses being used to replace an earlier grade must have been taken in the fall of 1996 or later. Grades previously granted FX will be honored and

will count toward the 15 credit hour limit. Once invoked, a student may not subsequently request reversal of the grade replacement granted for a given course. Also, this policy is not available for graduate students or students seeking any second undergraduate degree. Please see your academic advisor to discuss grade replacement and obtain a form. For more information about the policy, visit http://registrar.iupui.edu/replace.html

Informatics Degree Programs

Prior to each semester's enrollment, a faculty member or an academic advisor provides academic counseling for each student in the School of Informatics. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation. Students are advised to read bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

Overview

Facilities

Informatics Research Institute

Research and theory in informatics move rapidly to application and development. The faculty teaching in the School of Informatics participate in research activities and new applications of technology. As a result, faculty can transmit state-of-the-art knowledge to their students. Indiana University is capitalizing on this great research strength in informatics with the formation of an Informatics Research Institute (IRI). IRI will conduct research in areas of emphases shared with the School of Informatics including: fundamental research in human-computer interaction; fundamental research in capturing, managing, analyzing, and explaining information and making it available for its myriad uses; and expanding research into policy and socioeconomic issues arising from information technology.

Contact Information

School of Informatics
Informatics and Communications Complex (IT)
535 W. Michigan Street
Indianapolis, IN 46202
(317) 278-4113

informatics.iupui.edu

Requirements

Admission

Probationary Admission

Individuals who do not qualify for a direct admission or whose college grade point average is lower than 2.0 (C) on a 4.0 scale may petition the school for probationary admission. Special consideration is given to adult learners and students returning after five or more years. Petitions are available from the Informatics Student Services Office, (317)278-4636.

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Deadline to enroll for spring semester: **November 15**
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At the discretion of the dean, the School of Informatics may admit on a probationary basis those students who do not meet the minimum requirements for direct admission. To be considered for probationary admission, students must be in the upper two-thirds of their high school graduating class and have combined SAT I math and verbal (critical reading) scores of at least 650.

Such students are counseled through the Informatics Student Services Office and remain on probation until they have successfully raised their cumulative grade point average to 2.0 (C) and satisfied any other limitations set. Students admitted on probationary status become eligible for dismissal if they fail to achieve a minimum GPA of 2.3 during each semester until they have reached a minimum cumulative GPA of 2.0 (C). Students who do not achieve a cumulative grade point average of 2.0 (C) after two semesters, or 24 credit hours, will be dismissed.

Transfer Students

Human-Computer Interaction

The undergraduate certificate in Human-Computer Interaction (HCI) is a 15-credit-hour program allowing students majoring in another subject to become certified in the fundamental theory and application of human-computer interaction.

Courses (15 cr.)

- INFO I270 - Introduction to HCI Principles & Practices
- INFO I275 - Introduction to HCI Theory
- INFO I300 - Human-Computer Interaction
- INFO I480 - Experience Design and Evaluation of Ubiquitous Computing
- NEWM N450 - Usability Principles for New Media Interfaces

Informatics

The undergraduate certificate allows a student majoring in another subject to get appropriate training in informatics and obtain certification as someone who knows how to apply informatics tools to that subject area.

1. Minimum grade of 2.0 (C) in all courses taken for the certificate.
2. Students are required to complete 27 credit hours from the following list:
   - INFO I101 Introduction to Informatics (4 cr.)
   - INFO I202 Social Informatics (3 cr.)
   - INFO I210 Information Infrastructure I (4 cr.)
   - INFO I211 Information Infrastructure II (4 cr.)
   - INFO I300 Human-Computer Interaction (3 cr.)
   - INFO I303 Organizational Informatics (3 cr.)
   - INFO I308 Information Representation (3 cr.)

In addition, students must take an additional course (3 credit hours) from the informatics curriculum. These additional courses can be chosen from the listed electives for informatics and can therefore be taken in another department, if the other department is not the student's major department.

Certificate Programs

Prior to each semester's enrollment, a faculty member or an academic advisor provides academic counseling for each student in the School of Informatics. Although academic counseling is intended to provide effective

guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation.

Students are advised to read bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

The School of Informatics offers the following undergraduate certificates:

- Informatics
- Medical Coding (2005)
- Human-Computer Interation (2009)

Medical Coding

Certificate

The Medical Coding Certificate is designed for people interested in the medical coding as well as students pursuing a bachelor's degree in another field of study who may wish to enhance their primary degree program.

Upon completion of the Medical Coding Certificate, students are prepared to find employment in a hospital or physician's office. They will be eligible to sit for the Certified Coding Associate (CCA) exam offered by the American Health Information Management Association (AHIMA).

College credit earned for the medical coding certificate can be applied toward the Health Information Administration bachelor's degree.

Medical Coding Certificate Requirements

The student must be admitted to the IUPUI campus and have knowledge of anatomy, physiology, and information technology tools. The Health Information Administration Program Admissions Committee will determine whether the applicant demonstrates adequate knowledge to enroll in the certificate program.

Students are required to receive a minimum grade of C in each course and maintain a minimum cumulative GPA of 2.5.

The School of Informatics reserves the right to amend program requirements. Those interested in the program are strongly encouraged to consult with an academic advisor from the School of Informatics for the latest information available.

Bachelor of Science in Health Information Administration

Health Information Administration

This profession incorporates the disciplines of medicine, management, finance, information technology, and law as they pertain to the complexities of patient care, medical research, information privacy and security, data quality assurance, reimbursement procedures and compliance issues.

Description of the Profession

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.

Some examples of the responsibilities of department managers follow:

• Determine health information policies.

• Design health information collection, storage, and reporting systems.

• Collaborate in the selection, implementation, use and maintenance of electronic health record systems for processing and storing clinical data.

• Serve on interdisciplinary healthcare committees governing quality standards, improvement, and utilization review.

• Advise on the privacy and security of healthcare information.

• Determine departmental budget and resource needs.

• Assure that the healthcare documentation requirements of various accrediting and governmental agencies are met.

Graduates of the Program

While many health information administrators are employed in hospitals, others work for insurance companies, long-term care and psychiatric facilities, software companies, physician group practices, pharmaceutical companies, and government agencies. They also coordinate quality management programs for health care facilities, teach in colleges and universities, and perform consulting activities.

The program graduate is eligible to seek registration as a Registered Health Information Administrator (RHIA) by successfully passing a national qualifying examination offered by the American Health Information Management Association (AHIMA). RHIA registration is an important credential when seeking employment as a health information administrator.

Bachelor of Science in Health Information Administration

Educational Program

Length of the Program

A four years course of study includes 55 credit hours of prerequisite course work plus 61 credit hours of professional course work. Students apply in spring semester for he fall admission to the professional component of the program, which is offered in the junior and senior years of a Bachelor of Science undergraduate degree. Students apply in the fall for the professional program.

Structure of the Program

The prerequisites and the professional program may be taken on a part-time or full-time basis. Pursing a full time course of study puts the student in the strongest position to pass the national registry exam. Design of the Professional Curriculum The professional courses focus on the management of health information systems and utilization of computerized clinical data. The professional component of the curriculum integrates lecture and laboratory courses with technical and professional practice

experiences in hospitals and other health care facilities and related settings.

Additional Cost

In addition to regular university tuition and fees, students should expect to pay lab fees, dues and conference fees related to student membership in AHIMA.

Program Facilities

The Health Information Administration Program is offered in the School of Informatics. Professional practice experiences occur in health care facilities and settings.

Accreditation

The Health Information Administration Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Admission

General Information

Students accepted into the program must complete the School's admission process and the program admission requirements described below. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria used for Selection of Class

Completion of prerequisite courses, required grade point average and completed application process.

Specific Requirements

In addition to the School of Informatics admission policies and procedures found at the beginning of this section of the bulletin, the following admission policies apply to the Health Information Administration Program.

Application Deadline

January 30th for expected fall admission.

Total Number of Prerequisite Credit Hours 55

Limitations of Course Work

Remedial course work will not count toward the 55 required prerequisite credit hours.

Minimum Cumulative Grade Point Average

2.5 on a 4.0 scale. This requirement is applied at the time of program application and must be maintained. Minimum grade requirement of C (2.0 on a 4.0 scale) or above is required in all prerequisite courses

Curriculum

Prerequisites

Prior to entering the program, students must complete at least 55 credit hours of prerequisites. The current prerequisite plan of study is maintained on the School of Informatics web site. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university.

Professional Program

Courses in the professional program are sequential and, therefore, must be taken in the order specified by the program faculty. The current professional plan of study is maintained on the School of Informatics web site. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete the program. A minimum grade of C (2.0) is required in each professional course. While many of the course offerings Whill many courses are available via distance education technology, applicants should be aware that the program is not an entirely online program. Face to face professional practice experiences are required by CAHIIM, the program's accrediting agency.

The School of Informatics reserves the right to amend program requirements. Those interested in the program are strongly encouraged to consult with an academic advisor from the School of Informatics for the latest information available.

Graduation Requirements

Satisfactory completion of 121 credit hours, including 55 credit hours of prerequisite and general-education courses and 61 credit hours of professional courses. All course work must be completed in compliance with the program's and School's academic and professional policies.

Bachelor of Science in Informatics

Prior to each semester's enrollment, a faculty member or an academic advisor provides academic counseling for each student in the School of Informatics. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation. Students are advised to read bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

General Requirements

Students must successfully complete a minimum of 122 credit hours for the Bachelor of Science degree. The campus at which a student is admitted will award the degree. Students may transfer no more than 60 credit hours toward a Bachelor of Science degree. Students must complete the specific degree requirements of the School of Informatics as listed below.

1. Students must complete a minimum of 50 credit hours in courses at the 300-400 (junior-senior) level.
2. Students must have a minimum cumulative grade point average of 2.0 (C). Any course taken to satisfy the requirements of the major must be completed with a minimum grade of C– unless otherwise specified.
3. Students are expected to complete the requirements for their undergraduate degree within eight years of admission to the School of Informatics. Students are allowed to continue beyond this time period only at the discretion of the dean. If a student has not taken classes for three years or more, that student must satisfy program requirements of the School of Informatics in effect at the time of reactivation. Requests for deviation from requirements listed in the bulletin must be approved in writing by the dean, whose decision is final.

4. Courses that fulfill the requirements for an area of specialization also may meet the general education distribution requirements.
5. Area of specialization courses cannot count as informatics core courses or informatics elective courses.
6. If area of specialization courses are equivalent to informatics core courses, students should substitute additional informatics elective courses in place of informatics core courses to meet the 15-21 credit hour requirement.
7. Courses that fulfill the requirements for a bachelor's degree in informatics also may apply to a minor outside of the School of Informatics.
8. Students must file a degree application with the School of Informatics office by March 1 for December graduation and October 1 for May, June, or August graduation. Failure to file by the deadline may delay the official date of graduation.

Course Requirements

The course work required for the Bachelor of Science in Informatics consists of six parts:

- Required Core A (50 credit hours) (including INFO-I100 First Year Experience)
- Required Core B (6 credit hours)
- Area of Specialization
- General Education Requirements
- General Electives (15-19 credit hours)

Required Core A [50 credit hours]

- INFO I100 First Year Experience (1 cr.)
- INFO I101 Introduction to Informatics (4 cr.)
- INFO I201 Mathematical Foundations of Informatics (4 cr.)
- INFO I202 Social Informatics (3 cr.)
- NEWM N221 Media Applications I (3 cr.)
- INFO I210 Information Infrastructure I (4 cr.)
- INFO I211 Information Infrastructure II (4 cr.)
- NEWM N222 Media Applications II (3 cr.)
- INFO I270 Introduction to Human Computer Interaction (3 cr.)
- INFO I308 Information Representation (3 cr.)
- INFO I399 Research Inquiry (3 cr.)
- INFO I402 Project Management (3 cr.)
- INFO I453 Computer and Information Ethics (3 cr.)
- INFO Y195 Directed Study (1 cr.)
- INFO Y295 Directed Study (1 cr.)
- INFO Y395 Career Development for Informatics Majors (1 cr.)
- INFO I421 Applications of Data Mining and Management (3 cr.)
- INFO I453 Computer and Information Ethics (3 cr.)

Required Core B [6 credit hours]

- Select two Informatics courses at the 300 level or above.

Note: The above courses are subject to the successful completion of prerequisites or approval of the instructor. Students also may count other courses with informatics content as informatics electives upon approval of the dean.

Required Capstone [6 credit hours]

- INFO I494/I495 Design and Development of Information Systems (3/3 cr.)

(senior standing; capstone project), two semester course

- INFO I492/I493 Senior Thesis (3/3 cr.)

(senior standing; capstone experience)

- INFO I491 Capstone Project Internship (3/3 cr.)

(senior standing; capstone experience)

Recommended Courses The following course is recommended for students who lack a strong computing background. This course is considered a general elective course.

- INFO I112 Basic Tools of Informatics—Programming and Database Concepts (3 cr.)

Area of Specialization Courses (15-21 cr.)

Departments offering areas of specialiation courses are listed on the informatics Web site (www.informatics.iupui.edu). Students should, in consultation with their academic advisors, choose an area of specialization before their sophomore year. Students must receive a grade of C– or higher in each course, and a cumulative GPA of 2.0 or higher. Students may also be able to receive a minor or certificate.

General Education Requirements

Written Communication (3 cr.)

- ENG W131 Elementary Composition I (or equivalent)

Students must check the listings for courses in the Schedule of Classes each semester to make

certain the course section they have chosen fulfills the requirement.

Oral Communication (3 cr.)

- COMM R110 Fundamentals of Speech Communication

Quantitative & Analytical Skills (6 cr.)

- Three (3) hours from any of the following MATH courses:

M118; 119; 151; 153; 154; 163; 164

- Three (3) hours from any of the following STAT courses:

301 or 350 Was the issue of which mathematics course students should take ever resolved?

Natural, Mathematical or Computer Science (9 credit hours)

- Arts & Humanities [3 credit hours]
- AFRO A150 Survey of the Culture of Black Americans (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)

- CMLT C190 FILM C292 Introduction to Film (3 cr.)
- COMM T130 Introduction to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- ENG L115 Literature for Today (3 cr.)
- FLAC F200 World Cultures Through Literature (3 cr.)
- FOLK F101 Introduction to Folklore (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art I (3 cr.)
- HER H102 History of Art II (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H106 American History II (3 cr.)
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H217 The Nature of History (3 cr.)
- PHIL P110 Introduction to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R173 American Religion (3 cr.)
- REL R180 Introduction to Christianity (3 cr.)
- REL R212 Comparative Religions (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- WOST W105 Introduction to Women's Studies (3 cr.)

Social Sciences [3 credit hours]

- AFRO A150 Survey of the Culture of Black Americans (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- COMM C180 Interpersonal Communication (3 cr.)
- ECON E201 Introduction to Microeconomics (3 cr.) or ECON E202 Introduction to Macroeconomics (3 cr.)
- ENG G104 Language Awareness (3 cr.)
- FOLK F101 Introduction to Folklore (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G130 World Geography (3 cr.)
- HIST H117 Introduction to Historical Analysis (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y103 Introduction to American Politics (3 cr.)
- POLS Y213 Introduction to Public Policy (3 cr.)
- POLS Y219 International Relations (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development (3 cr.)
- SOC R100 Introduction to Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)
- WOST W105 Introduction to Women's Studies (3 cr.)

Comparative World Cultures [3 credit hours]

- ANTH A104 Culture and Society (3 cr.)
- CLAS C205 Classical Mythology (3 cr.)
- FLAC F200 World Cultures through Literature (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- POLS Y217 Introduction to Comparative Politics (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)

General Electives [15-19 credit hours]

Dual Baccalaureate Degree

In certain circumstances students may be permitted to pursue a Bachelor of Science in Informatics and complete an undergraduate degree in another degree-granting school of the university. Check with an academic advisor for more details.

Second Baccalaureate Degree

In certain cases the dean may admit bachelor's degree holders to candidacy for a second bachelor's degree. When such admission is granted, the candidate must earn at least 60 additional credit hours and meet the requirements of the School of Informatics. Students seeking second degree candidacy should review the guidelines available from the informatics office. Students with a bachelor's degree who wish to further their education should also consider becoming qualified for admission to a graduate program.

Minor and Certificate in Informatics

The undergraduate minor or certificate allows a student majoring in another subject to get appropriate training in informatics and obtain certification as someone who knows how to apply informatics tools to that subject area.

Certificate in Informatics

1. Minimum grade of 2.0 (C) in all courses taken for the certificate.

2. Students are required to complete 27 credit hours from the following list:
   - INFO I101 Introduction to Informatics (4 cr.)
   - INFO I202 Social Informatics (3 cr.)
   - INFO I210 Information Infrastructure I (4 cr.)
   - INFO I211 Information Infrastructure II (4 cr.)
   - INFO I300 Human-Computer Interaction (3 cr.)
   - INFO I303 Organizational Informatics (3 cr.)
   - INFO I308 Information Representation (3 cr.)

In addition, students must take an additional course (3 credit hours) from the informatics curriculum. These additional courses can be chosen from the listed electives for informatics and can therefore be taken in another department, if the other department is not the student's major department.

Minor in Informatics (16–18 cr.)

1. Minimum grade of 2.0 (C) in all courses taken for the minor.

2. Students are required to take three courses from the following list:

   - INFO I101 Introduction to Informatics (4 cr.)
   - INFO I202 Social Informatics (3 cr.)
   - INFO I210 Information Infrastructure I (4 cr.)
   - INFO I211 Information Infrastructure II (4 cr.)
   - INFO I308 Information Representation (3 cr.)

3. Students are required to take the following upper level courses:

   - INFO I300 Human-Computer Interaction (3 cr.)
   - INFO I303 Organizational Informatics (3 cr.)

One course from the list of approved informatics elective courses. The course cannot be in the student's major department.

Minor in Business

IUPUI students pursuing a bachelor's degree in the School of Informatics may obtain a minor in business by successfully fulfilling the following requirements:

Section A: Required Business Courses (9 cr.)

- BUS A200 Foundations of Accounting
- BUS K201 The Computer in Business
- BUS L203 Commercial Law I

Prerequisite for each course: Sophomore standing

Section B: Required Business Courses (9 cr.) Prerequisites for all three courses below: BUS A200,

K201, L203, ENG W131, Math 110 or above. These courses do not have to be taken at the same time and may be taken in any sequence.

- BUS F300 Introduction to Financial Management
- BUS M300 Introduction to Marketing
- BUS P300 Introduction to Operations Management

Section C Business Electives (3 cr.) Choose one of the following:

- BUS D301 International Business Environment (P: ECON E201 and E202)
- BUS Z302 Managing and Behavior in Organizations (P: Junior Standing)
- BUS Z311 Ethics and Leadership (1.5 cr.) AND
- BUS Z312 Human Resources and Negotiations (1.5 cr.) (P: Junior Standing)

Requirements to receive a business minor:

- 21 credit hours in business
- Minimum GPA in the seven courses of 2.0 or above
- Four of the seven courses must be taken on the IUPUI campus
- Submit an application for the Kelley School of Business Minor at the beginning of their your final semester at IUPUI

NOTE: Kelley School of Business may adjust requirements. Be sure to check with your advisor.

Bachelor of Science in Media Arts and Science

The Media Arts and Science (MAS) program explores the theory and practice of using digital media to communicate, educate, engage, or entertain. Courses in the program are hands-on and project-based, allowing students to become fluent in the use of contemporary tools for content creation, management, deployment, and assessment. The program also fosters the skills and qualities prized by employers in the 21st century workplace – skills for communication, teamwork, and productivity.

General Requirements

A minimum of 122 credit hours is required for the MAS degree. Students may transfer no more than 60 credit hours from another institution. Students must complete the specific Course Requirements listed below.

Additionally:

- Students must have a minimum cumulative grade point average of 2.0 (C).
- Any course taken to satisfy the requirements of the degree must be completed with a minimum grade of C (a grade of C- does not count).
- Remedial courses are not counted towards the degree.
- A maximum of 12 credit hours may be taken using the Pass/Fail option and applied to University Electives only.
- Once a course has been applied toward one requirement, it cannot be used to satisfy a second requirement, except where explicitly stated otherwise. No course will be counted more than once toward graduation with the exception of special topics courses, seminars,independent study, internships, and other special courses.
- Students must file a degree application form with the School by March 1 for December graduation and October 1 for May, June, or August graduation. Failure to file by the deadline may delay the official date of graduation.

Course Requirements

The course work required for the Bachelor of Science in Media Arts and Science consists of five parts:

1. Media Arts & Science Core Courses
2. Computing Foundations
3. Course of Study
4. General Education Requirements
5. University Electives

1. Media Arts & Science Core Courses (18 cr.)

- NEWM N100 Foundations of New Media (3 cr.)
- NEWM N101 Multimedia Authoring Tools (3 cr.)
- NEWM N102 Digital Media Imagery (3 cr.)
- NEWM N202 Digital Storytelling (3 cr.)
- NEWM N199 Directed Study I (1 cr.)
- NEWM N299 Directed Study II (1 cr.)
- NEWM N399 Directed Study III (1 cr.)
- NEWM N499 Capstone Experience (3 cr.)

2. Computing Foundations (3 cr.)

- CSCI N301 Fundamental Computer Science Concepts (3 cr.)

3. Course of Study (57 cr.)

The student's Course of Study must include at least 45 credit hours from NEWM courses, with at least 12 hours at the 300-level and 12 hours at the 400 level. Up to 12 hours in the Course of Study may be chosen from the list of Electives, shown here.

Electives

- INFO Any undergraduate course
- HER E101 Beginning Drawing I

- HER E102 Beginning Drawing II
- HER E103 2D Design
- HER E109 Color and Design
- HER E214 Visual Learning
- JOUR J152 Sports in Society
- JOUR J210 Visual Communication
- JOUR J320 Creative Advertising
- CSCI N241 Fundamentals of Web Development
- CSCI N341 Client-Side Web Programming
- CSCI N342 Server-Side Web Programming
- CSCI N351 Intro to Multimedia Programming
- CSCI N451 Web Game Development
- CIT 21400 Introduction to Data Management
- CIT 21500 Web Programming
- CIT 27000 Introduction to Java
- CIT 31200 Advanced Web Site Design
- CIT 41200 XML-Based Web Applications

4. General Education Requirements (22 cr.) Learning Community, INFO I100 (1 cr.)

Communication Skills (9 cr.)

- ENG W131 English Composition I (3 cr.)
- COMM R110 Fundamentals of Speech Communication (3 cr.)

and one of the following:

- JOUR J200 Reporting, Writing, and Editing I (3 cr.) or
- ENG W132 English Composition II (3 cr.), or
- TCM 220 Technical Report Writing (3 cr.)

Analytical Skills (6 cr.)

- MATH M118 Finite Mathematics (3 cr.)
- MATH M153 Algebra and Trigonometry I (3 cr.)
- PHIL P162 Practical Logic (3 cr.)
- PHIL P265 Elementary Symbolic Logic (3 cr.)
- STAT 30100 Elementary Statistical Methods (3 cr.)
- STAT 35000 Data Analysis (3 cr.)

Arts and Humanities (3 cr.)

- CLAS C205 Classical Mythology (3 cr.)
- COMM T130 Introduction to Theatre (3 cr.)
- ENG L105 Appreciation of Literature (3 cr.)
- FILM C292 Introduction to Film (3 cr.)
- FOLK F101 Folklore (3 cr.)
- HER H100 Art Appreciation (3 cr.)
- HER H101 History of Art (3 cr.)
- MUS M174 Music for the Listener (3 cr.)
- PHIL P110 Introduction to Philosophy (3 cr.)
- PHIL P120 Ethics (3 cr.)

Social Sciences and Comparative World Cultures (3 cr.)

- AFRO A150 Afro-American Studies (3 cr.)
- AMST A103 Topics in American Studies (3 cr.)
- ANTH A104 Culture and Society (3 cr.)
- COMM C180 Interpersonal Communication (3 cr.)
- GEOG G110 Intro to Human Geography (3 cr.)
- HIST H105 American History I (3 cr.)
- HIST H108 Perspectives on the World to 1800 (3 cr.)
- HIST H113 History of Western Civilization I (3 cr.)
- HIST H217 The Nature of History (3 cr.)
- POLS Y101 Principles of Political Science (3 cr.)
- POLS Y217 Intro to Comparative Politics (3 cr.)
- POLS Y213 Intro to Public Policy (3 cr.)
- PSY B104 Psychology as a Social Science (3 cr.)
- PSY B310 Life Span Development (3 cr.)
- SOC R100 Sociology (3 cr.)
- SOC R121 Social Problems (3 cr.)
- REL R133 Introduction to Religion (3 cr.)
- REL R173 American Religion (3 cr.)
- REL R212 Comparative Religions (3 cr.)
- WOST W105 Intro to Women's Studies (3 cr.)

5. University Electives (up to 22 cr.) Courses for the remaining credits will be decided by the individual student, in consultation with an advisor, to fulfill additional career and/or personal interests.

Students may take a maximum of 4 credit hours of HPER elective physical education courses numbered Exxx.

Degree Programs

Prior to each semester's enrollment, a faculty member or an academic advisor provides academic counseling for each student in the School of Informatics. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation.

Students are advised to read bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

The School of Informatics offers the following undergraduate degrees:

- Health Information Administration
- Informatics
- Media Arts and Science

Undergraduate Programs

The School of Informatics offers a Bachelor of Science degree in Informatics, a Bachelor of Science degree in Media Arts and Science, and a Bachelor of Science degree in Health Information Administration.

The very nature of these degrees, with the changing technologies and applications, requires that the content of each degree be continuously assessed and revised. Therefore, the faculty of the School of Informatics will periodically review and revise the curricula to ensure that students are prepared to meet contemporary workplace and intellectual demands.

Please contact the School of Informatics office, or refer to our Web site at http://informatics.iupui.edu/ to confirm current program requirements.

Informatics

The undergraduate minor or certificate allows a student majoring in another subject to get appropriate training in informatics and obtain certification as someone who knows how to apply informatics tools to that subject area.

1. Minimum grade of 2.0 (C) in all courses taken for the minor.
2. Students are required to take three courses from the following list:
   - INFO I101 Introduction to Informatics (4 cr.)
   - INFO I202 Social Informatics (3 cr.)
   - INFO I210 Information Infrastructure I (4 cr.)
   - INFO I211 Information Infrastructure II (4 cr.)
   - INFO I308 Information Representation (3 cr.)
3. Students are required to take the following upper level courses:
   - INFO I300 Human-Computer Interaction (3 cr.)
   - INFO I303 Organizational Informatics (3 cr.)

One course from the list of approved informatics elective courses. The course cannot be in the student's major department.

Business

IUPUI students pursuing a bachelor's degree in the School of Informatics may obtain a minor in business by successfully fulfilling the following requirements:

Section A: Required Business Courses (9 cr.)

- BUS A200: Foundations of Accounting
- BUS K201: The Computer in Business
- BUS L203: Commercial Law I

Section B: Required Business Courses (9 cr.)

Prerequisites for all three courses below: BUS A200, K201, L203, ENG W131, Math 110 or above. These courses do not have to be taken at the same time and may be taken in any sequence.

- BUS F300: Introduction to Financial Management
- BUS M300: Introduction to Marketing
- BUS P300: Introduction to Operations Management

Section C Business Electives (3 cr.)

Choose one of the following:

- BUS D301: International Business Environment (P: ECON E201 and E202)
- BUS Z302: Managing and Behavior in Organizations (P: Junior Standing)
- BUS Z311: Ethics and Leadership (1.5 cr.) AND
- BUS Z312: Human Resources and Negotiations (1.5 cr.) (P: Junior Standing)

Requirements to receive a business minor:

- 21 credit hours in business
- Minimum GPA in the seven courses of 2.0 or above
- Four of the seven courses must be taken on the IUPUI campus
- Fill out an application for the Kelley School of Business Minor at the beginning of their final semester at IUPUI

NOTE: Kelley School of Business may adjust requirements. Be sure to check with your advisor.

Minors

Prior to each semester's enrollment, a faculty member or an academic advisor provides academic counseling for each student in the School of Informatics. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation.

Students are advised to read bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

The School of Informatics offers the following undergraduate minors:

- Business
- Informatics

Student Learning Outcomes

Informatics is an applied, professional computing discipline. It responds to society's need to solve increasingly complex problems in all fields of human endeavor by acquiring, managing and interpreting data. Informatics studies the ways in which people, information and digital technologies interact.

Nearly all fields benefit from the rapidly evolving fields of computing and information science. Informatics graduates solve problems through the application of computing or computation in the sciences, business, the humanities and the arts.

Computing and information technology are evolving rapidly. The student learning outcomes articulated here are central to educating Informatics graduates who possess both the technological and human-centered design skills necessary to develop and deploy useful digital tools that acquire and manage data for informed decision-making. They incorporate intellectual and ethical standards that every School of Informatics graduate should attain.

Bachelor of Science

- Health Information Administration
- Informatics
- Media Arts and Science

Undergraduate Certificate

- Human-Computer Interaction
- Informatics
- Medical Coding

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 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 Health Information Administration

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

Domain I - Health Data Management

1. **Health Data Structure, Content and Standards**
   - Manage health data (such as data elements, data sets, and databases).
   - Ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.
   - Maintain processes, policies, and procedures to ensure the accuracy of coded data.
   - Monitor use of clinical vocabularies and terminologies used in the organizations' health information system.
2. **Healthcare Information Requirements and Standards**
   - Develop organization-wide health record documentation guidelines.
   - Maintain organizational compliance with regulations.
   - Ensure organizational survey readiness for accreditation, licensing and/or certification processes.
3. **Clinical Classification Systems**
   - Select electronic applications for clinical classification and coding.

- Implement and manage applications and processes for clinical classification and coding.

4. **Reimbursement Methodologies**
   - Manage the use of clinical data required in prospective payment systems (PPS) in healthcare delivery.
   - Manage the use of clinical data required in other reimbursement systems in healthcare delivery.
   - Participate in selection and development of applications and processes for chargemaster and claims management.
   - Implement and manage processes for compliance and reporting such as the National Correct Coding Initiative.

Domain II- Health Statistics, Biomedical Research and Quality Management

1. **Healthcare Statistics and Research**
   - Manage clinical indices/databases/registries.
   - Analyze and present data for quality management, utilization management, risk management, and other related studies.
   - Utilize statistical software.
   - Ensure adherence to institutional Review Board (IRB) processes and policies.

2. **Quality Management and Performance Improvement**
   - Organize and coordinate facility-wide quality management and performance improvement programs.
   - Analyze clinical data to identify trends.
   - Analyze and present data for healthcare decision-making (such as demonstrating quality, safety, and effectiveness of healthcare).

Domain III - Health Services Organization and Delivery

1. **Healthcare Delivery Systems**
   - Monitor the impact of national health information initiatives on the healthcare delivery system for application to information system policies and procedures.
   - Interpret, communicate, and apply current laws accreditation, licensure and certification standards related to health information initiatives at the national, state, local, and facility levels.
   - Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.
   - Revise policies and procedures to comply with changing health information regulations.
   - Translate and interpret health information for consumers and advocates.

2. **Healthcare Privacy, Confidentiality, Legal and Ethical Issues**
   - Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.
   - Manage access and disclosure of personal health information.
   - Develop and implement organization-wide confidentiality policies and procedures.
   - Develop and implement privacy training programs.
   - Resolve privacy issues/problems.
   - Apply and promote ethical standards of practices.

Domain IV: Information Technology & Systems

1. **Information and Communication Technologies**
   - Implement and manage use of technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.
   - 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.
   - Interpret the derivation and use of standards to achieve interoperability of healthcare information systems.

2. **Data, Information, and File Structures**
   - Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing, and so on) to meet organizational needs.

3. **Data Storage and Retrieval**
   - Apply appropriate electronic or imaging technology for data/record storage.
   - Apply knowledge of database querying and data mining techniques to facilitate information retrieval.
   - Implement and manage knowledge-based applications to meet end-user information requirements.
   - Design and generate administrative reports using appropriate software.

4. **Data Security**
   - Enforce confidentiality and security measures to protect electronic health information.
   - Protect data integrity and validity using software or hardware technology.
   - Implement and monitor department and organizational data and information system security policies.
   - Recommend elements that must be included in the design of audit trail and data quality monitoring programs.
   - Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures.

5. **Healthcare Information Systems**
   - Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations.
   - Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.

- Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.
- Formulate planning, design, selection, implementation, integration, testing evaluation, and support for organization-wide information systems.
- Apply ergonomic and human factors in interface design.

Domain V: Organization and Management

1. **Human Resources Management**
   - Manage human resources to facilitate staff recruitment, retention, and supervision.
   - Ensure compliance with employment laws.
   - Develop and implement staff orientation and training programs.
   - Develop and implement continuing education programs.
   - Develop productivity standards for health information functions.
   - Monitor staffing levels and productivity, and provide feedback to staff regarding performance.
   - Benchmark staff performance data.
   - Develop, motivate, and support work teams.
2. **Financial and Resource Management**
   - Demonstrate knowledge of financial management and accounting principles.
   - Prepare and monitor budgets and contracts.
   - Demonstrate and apply knowledge of cost-benefit analysis techniques to justify resource needs.
   - Manage organization-wide coding and revenue cycle processes.
3. **Strategic Planning and Organizational Development**
   - Develop strategic and operational plans for facility-wide information systems.
   - Assess organization-wide information needs.
   - Facilitate retrieval, interpretation, and presentation of data/information appropriate to user needs.
   - Demonstrate and apply principles of organization behavior to facilitate team building, negotiation, and change management.
4. **Project and Operations Management**
   - Apply general principles of management in the administration of health information services.
   - Assign projects and tasks to appropriate staff.
   - Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes.

Human Computer Interaction (HCI) Certificate

Students will understand and apply at a basic level HCI domain knowledge:

1. HCI and usability terms, concepts, principles, and practices.
2. Problem space definition and conceptual models of interactive products.
3. User-centered approaches to interaction design as applied to software and the Web.
4. User profiling and user needs and requirements.
5. Interface design principles and processes; including related areas of visual design.
6. Cognitive and information processing.
7. Processes and life-cycles of interactive product design.
8. Interactive product evaluation and testing methods, both qualitative and quantitative.

Students will understand and demonstrate at a basic level the design and evaluation of interactive products up to the high fidelity prototype stage:

1. Interactive product interface design and prototyping based on user/needs assessments.
2. HCI principles and a user-centered approach to interaction design as applied to software and the Web.
3. Apply evaluation and usability testing methods to interactive products to validate design decisions.

Informatics Certificate

The Informatics certificate student will acquire competencies in the dimensions of information technology. Students will:

1. Define terms and explain basic principles important to the operation of computing systems as well as fundamental programming concepts.
2. Demonstrate knowledge and skills in data representation, models, structures, and management.

The Informatics graduate will attain competencies in the dimensions of information technology. Students will:

1. 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 information technologies.
2. Critically analyze the intended and unintended consequences of an information technology on individuals, groups, formal and informal organizations at local and global levels.
3. Analyze the social, cultural, and organizational settings in which technology solutions will be deployed to increase the chances of successful implementation.

Students will examine the role of information technology in an of their choice (examples: business, computer science, biology, media arts, etc.). They will:

1. Define terms and explain basic principles, concepts and theories from informatics as they impact their area of specialization.
2. Demonstrate the ability to access evolving trends in information technology and information technology research as they impact their base discipline.

3. Synthesize and analyze information and ideas from multiple sources and perspectives.
4. Evaluate data, arrive at reasoned conclusions, and solve challenging problems that involve information technology in their area of specialization.

Students will develop collaborative skills and the ability to work in . 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. Articulate legal and ethical issues when using the creative work of others; respect the intellectual property of others.

Students will adopt the skills, attitudes and behaviors of autonomous, so that they may further the goals of their home discipline. They will:

1. Participate in the development of a personal code of ethics that considers information ethics.
2. Articulate principles for resolving ethical conflicts.

Medical Coding Certificate

Students completing the Medical Coding Certificate will aquire competencies in several domains.

Domain I - Life Sciences

1. **Anatomy and Physiology**
   - Identify the structures and functions of the human body
   - Locate anatomical online lookups (Adam, etc.)
2. **Medical Terminology**
   - Demonstrate their ability to spell, define, and pronounce medical terms of major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities
   - Demonstrate knowledge of root/suffix/prefix word build concepts and common medical terms
3. **Pathophysiology**
   - Identify specific disease processes by human body system
   - Identify cause, diagnosis, and treatment for each disease process
4. **Pharmacotherapy & Laboratory Findings**
   - Recognize the action of drugs such as: absorption, distribution, metabolism and excretion by the body.
   - Differentiate between drug classifications
   - Identify the most commonly prescribed drugs
   - Describe a formulary
   - Match drugs to common conditions
   - Match drugs to lab findings

Domain II - Information Technology

1. **Introduction to Desktop Applications**
   - Demonstrate keyboard and web access skills
   - Identify concepts related to hardware and software
   - Demonstrate knowledge of Microsoft Office Suite applications
2. **Computer Software Applications in Healthcare**
   - Recognize commonly used software in healthcare
   - Compile public reporting for disease and disease trends
   - Describe how acute care organizations store and retrieve electronic health records
   - Analyze different types of encoder software
   - Analyze online coding tools (coding reference tools)
   - Evaluate Computer Assisted Coding (CAC) software
   - Identify the issues involving the migration from a paper-based Health Information Management department to an electronic Health Information Management department
   - Summarize acute care environment vendors and their system strengths.
   - Evaluate an Electronic Health Record (EHR)
   - Evaluate a Personal Health Record (PHR)
   - Evaluate Heath Information Exchanges (HIE)

Domain III - Health Information Management

1. **Introduction to Health Information Management**
   - Recognize the content & structure of healthcare data
   - List the content of medical records
   - State the documentation requirements for medical records
   - Identify legal/ethics issues in Health Information Management such as privacy, security, and the Health Insurance Portability & Accountability Act
   - Recognize release of Information issues
   - Identify the Code of Ethics for Health Information Management
2. **Healthcare Delivery Systems**
   - Identify types of healthcare organizations
   - Identify types of healthcare workers
   - Identify healthcare settings that employ coders
   - Understand the types and levels of Healthcare Delivery Systems in the U.S., and of the governing bodies that regulate the Health Information Management processes, and an understanding how eHIM will change this environment
   - Recognize the organization of healthcare delivery
   - Interpret accreditation standards
   - Discuss licensure/regulatory agencies

Domain IV - Clinical Classification Systems

1. **Basic Diagnosis Coding Systems**
   - Demonstrate knowledge of the International Classification of Diseases ICD-9-CM
   - Recognize diagnostic based prospective payment groups such as DRG, APR-DRG, & RUGS.

- Recognize the International Classification of Diseases ICD-10-CM
- Recognize the Systematized Nomenclature of Medicine (SNOMED)
- Demonstrate knowledge of Current Procedural Terminology (CPT)
- Recognize procedure based payment systems such as Resource Based Relative Value (RBRV), Evaluation &Management and Ambulatory Payment Classification (APC)
- Identify the impact that coding and sequencing has on reimbursement

2. **Reimbursement Methodologies**
   - Identify Ambulatory Surgery Center reimbursement
   - Identify third party payers
   - Describe billing and insurance procedures
   - Discuss an explanation of benefits
   - Recognize Quality Improvement Organizations (QIO) and their role in the payment process
   - Identify charge master description and maintenance
   - Describe managed care/capitation
   - Recognize compliance issues
   - Audit and monitor the coding process for regulatory compliance

Admissions

Applications for all graduate certificate and M.S. programs must be received by **January 15 for fall and summer admission** and **September 15 for spring admission**. Applicants to the Ph.D. program are only eligible for fall admission and must apply by January 15.

The Graduate Admissions Committee will not review applications until the application fee and all required materials are completed and received by the deadlines indicated.

If applying to one of our health information technology certificates, please review the application procedures unique to those programs.

Application Procedures for All Students

1. Complete and submit the IUPUI Graduate Online Application form. Paper applications are not accepted.
   - **Masters Applicants:** Choose "M.S. Informatics" and your intended program (either Bioinformatics, Health Informatics, Human-Computer Interaction or Media Arts and Science) in the "Academic Interest" section.
   - **Ph.D. Applicants:** Choose "Ph.D. Informatics" and "Informatics" in the "Academic Interest" section.
2. Submit a resume listing your education, work, research, honors/awards and computer programming experience. This may be attached to your online application or sent separately.
3. Submit a personal statement (visit the IU Writing Center for instructions on how to write such a statement). Your personal statement should indicate the following:
   - Why you're applying to the program.
   - Your post-graduation career plans
   - **Ph.D. Applicants ONLY:** Note on your statement your intended area of specialization (Bioinformatics, Health Informatics or Human-Computer Interaction).
4. Submit all official transcripts from previous colleges and universities. A helpful transcript request form is available for your use. **NOTE:** we do not require transcripts from Indiana University campuses.
5. Submit three letters of recommendation from academic instructors and/or employers. At least two of the letters should be from faculty with full-time academic standing from the institute of your most recent degree.
6. Complete the Graduate Record Examination (GRE) and ensure that IUPUI receives your score report from the GRE exam board (when applying for financial support). The Informatics school code for the GRE is 1325 – enter this code on the exam's answer sheets.
   - **Masters Applicants:** You do not need to take or submit a GRE score unless seeking direct financial assistance such as a university fellowship. A GRE score is not required to submit your FAFSA (Free Application for Federal Student Aid) or to seek other federal or private financial assistance opportunities.
   - **Ph.D. Applicants:** You MUST submit an official GRE score from within the past five years.
7. Submit English language proficiency exam score (International and non-native English speaking students only – see instructions below).
8. Pay the $60 application fee.

Special Instructions for International Students and Non-native English Speakers

If your native language is not English, submit with your application one of the following official test scores from within the past two years:

- Test of English as a Foreign Language (TOEFL)
  - **Minimum required scores:** 250 for the computer-based test, 600 for the paper test and 79 for the Internet-based test.
- International English Language Testing System (IELTS)
  - **Minimum required score:** 6

Use IUPUI School Code 1325 to ensure correct routing of your score to IUPUI.

A TOEFL or IELTS may be waived if a B.S. or M.S. degree has been earned in the United States or another native English-speaking country. Alternatives to the TOEFL or IELTS are available.

Bioinformatics Requirements

To receive a Master of Science degree in Bioinformatics, the applicant must be admitted as a graduate student and complete 36 credit hours including: 18 credit hours in bioinformatics core courses, 3 credit hours in seminar courses, and 9 – 15 credit hours of electives. The students

have the options of taking (1) six credit hours towards a thesis, or (2) three credit hours towards a project, or (3) a non thesis/project option without thesis/project credit hours.

- INFO-I 501 Introduction to Informatics
- INFO-I 519 Introduction to Bioinformatics
- INFO-I 556 Biological Database Management
- CSCI 59000 Algorithm in Bioinformatics
- INFO-I 575 Informatics Research Design

INFO-I 529 Machine Learning in Bioinformatics(3 cr.) GRAD 652 Biostatistics II (3 cr.) or NURS-N 607 Advanced Statistics (3 cr.) INFO-I 619 Structural Bioinformatics (3 cr.) INFO-I 646 Computational Systems Biology (3 cr.) INFO-I 656 Translational Bioinformatics Applications (3 cr.)

INFO-I 532 Seminar in Bioinformatics

You may take other INFO graduate courses such as next generation sequencing (I590) and independent study (INFO-I 552), as electives. You may also take up to six credits outside the School of Informatics, in addition to CSCI 59000, GRAD-G 652 and NURS-N 607.

INFO-I 692 Bioinformatics Project (3 cr.) INFO-I 692 Bioinformatics Thesis (6 cr.)

Students may perform an independent research project and produce a report or thesis for public defense. The project might consist of a research paper, a designed artifact, or other appropriate deliverable format.

Certificate Programs

Graduate Certificate in Clinical Informatics

Electronic medical records, digital imaging and sophisticated diagnostic systems are changing how we provide patient-centered care. Healthcare professionals who can effectively utilize these emerging technologies are invaluable. The Graduate Certificate in Clinical Informatics is designed to provide practicing healthcare professionals the education and training necessary to excel in the 21^{S} century.

Certificate Program Requirements

Applications must be credentialed as a physician, a nurse, or other healthcare professional and hold a minimum of a bachelor's degree from an accredited four-year collegiate institution. Students must complete a minimum of 18 credit hours within three years. Fifteen credit hours may be taken through distance education. The curriculum includes two core courses, three specialization courses and a practicum. Courses include:

Core courses (6 cr.)

- INFO I535: Clinical Information Systems
- INFO I581: Health Informatics Standards and Terminology

Specialization courses (9 cr. - select three of the following)

- INFO I505: Informatics Project Management
- INFO I512: Scientific and Clinical Data Management
- INFO I530: Foundations of Health Informatics
- INFO I578: Data Analysis
- NURS I635: Consumer Health Informatics
- INFO I641: Business of Health Informatics
- INFO I643: Natural Language Processing
- INFO I667: Seminar in Health Informatics

Clinical Informatics Practicum - Required (3 cr.)

A maximum of three credits for equivalent courses from other programs may transfer.

Degree Requirements

To receive the Master of Science in Health Informatics, students must complete 36 credit hours of prescribed courses. In addition to core courses, students choose, in consultation with advisors, a set of concentration electives. Examples of concentration areas include 1) knowledge-based health care information, 2) health services informatics, and 3) clinical databases.

Knowledge-based health care information focuses on the storage, organization, evaluation, and dissemination of health and medical knowledge (e.g., textbooks, journals, other media, and information) to support evidence-based practice and patient education. End-users of knowledge-based health care information include clinicians, patients, health educators, and health planners.

Health services informatics focuses on information management in health care systems and addresses such diverse needs as patient flow, resource allocation, billing, and compiling and reporting of data. This involves developing information systems for processing and storing clinical data, complying with medical documentation requirements of accrediting and governmental agencies, and setting health information policies.

Clinical databases focuses on the storage of medical data and linkage of electronic systems. Study in this concentration is based on an electronic medical record system, which includes existing standards and coding, links between health-related databases, and data extraction for clinical care and management. Research is oriented to using such databases to learn more about disease and health maintenance (e.g., clinical epidemiology, pharmacoepidemiology, public health informatics, and nursing informatics).

Prerequisites

All students applying for the M.S. in Health Informatics should have prerequisite courses or equivalencies in the following areas:

Anatomy, Biology, or Physiology (200 level or higher); Computer Science; Medical Terminology; Statistics

NOTE: Remediated courses are available through the School of Informatics:

Clinical Care for Health Informaticians

Web Database Concepts

To receive a Master of Science degree in Health Informatics, the applicant must be admitted as a graduate student and complete 36 credit hours including: 18 credit hours in informatics core courses, 3 credit hours in seminar courses and 9- 12 credit hours of electives. The students have the option of taking 6 credit hours towards

a thesis project or 3 credit hours towards a Capstone Project.

Informatics Core Courses (18 credit hours)

- INFO I501: Introduction to Informatics
- INFO I511: Laboratory Information Management Systems
- INFO I530: Foundations of Health Informatics
- INFO I535: Clinical Information Systems
- INFO I575: Informatics Research Design*
- INFO I581: Health Informatics Standards and Terminology
- GRAD G651: Introduction to Biostatistics

Required Seminar Courses (3 credit hours)

- INFO I530: Seminar in Health Informatics I

Sample Electives (9 - 12 credit hours)

- INFO I503: Social Aspects of Information Technology
- INFO I505: Informatics Project Management
- INFO I512: Scientific Data Management
- INFO I578: Data Analysis for Clinical and Administrative Decision Making
- NURS I635: Consumer Health Informatics
- INFO I643: Natural Language Processing
- INFO I642: Clinical Decision Systems
- INFO I641: Business of Health Informatics

Thesis/Capstone Project (3 - 6 credit hours)

- INFO I691: Health Informatics Project (3 cr.)
- INFO I691: Thesis (6 cr.)

NOTE: *Students planning to take INFO 691 project option must take INFO 505 instead of INFO 575

Project/Thesis (6 cr.)

As a capstone experience, students will complete either a project, planned in conjunction with their advisor, or a researched-based thesis, supervised by a research advisor and a thesis committee. Core and support faculty from the participating schools will have a wide range of research interests that will provide graduate students with choices relevant to their concentration areas.

GRADUATE PROGRAMS IN HUMAN COMPUTER-INTERACTION

Graduate Certificate in Human Computer-Interaction (15 cr.)

The Informatics Graduate Certificate Program in Human-Computer Interaction (HCI) is a 15 credit hour program that focuses on the core theory and best practice of the discipline. Admission requirements and procedures are the same as those established for the Human-Computer Interaction Program master's degree. Specifically, students will be required to submit an application through the graduate school and receive a full review by the Informatics Graduate Admissions Committee, i.e., the review will take place for both master's and certificate seeking applicants. Moreover, certificate seeking applicants will need to submit the same documentation and meet the same criteria as master's seeking students, e.g., undergraduate GPA scores and references letters. GREs are not required for either, unless a student is seeking financial assistance from the school or university. See the description of the field of HCI below under the section titled: Master of Science in Human-Computer Interaction.

HCI Core Courses (6 cr.)

- INFO-I 557 HCI Design 1 (Old #: I541)
- INFO-I 558 HCI Design 2 (Old #: I561)

Specialization Requirements (9 cr.)

- INFO-I 563 Psychology of HCI
- INFO-I 555 Usability and Evaluative Methods in Interactive Design (Old #: I543)
- INFO-I 564 Prototyping for Interactive Systems

Master of Science in Human-Computer Interaction (36 cr.)

Human-Computer Interaction (HCI) is a branch of informatics that studies and supports the design, development, and implementation of humanly usable and socially acceptable information technologies. The goal of the field is to shape interactive tools that support human use, augment human learning, enhance communication, and lead to more acceptable technological developments at the individual and social levels. Research in HCI draws extensively on mainstream informatics concerns with cognition, communication, representation, and computation. HCI professionals seek to identify the nature and parameters of human information processing, design and test forms of representation that support human interpretation and use of information (reliably and validly assess new technologies for usability and acceptability), and determine how information technologies change working practices and social activities. [Regular job postings for HCI personnel express a desire for professionals with suitable training in design and evaluation of interactive systems, as well as applied social scientists with technological skills.]

Prerequisites

Students may be asked to complete prerequisite course work by a graduate advisor to ensure progress through the program.

Degree Requirements

To receive the master of science degree, the applicant must be admitted as a graduate student and complete 36 credits of graduate study in HCI according to the following schedule:

Core Courses (21 cr.)

- INFO I501 Introduction to Informatics
- INFO I557 Human Computer Interaction Design 1
- INFO I558 Human Computer Interaction Design 2
- INFO I555 Usability and Evaluative Methods
- INFO I563 Psychology of HCI
- INFO I564 Prototyping for Interactive Systems

Recommended Electives (9 cr.)

Although students are free to select those elective courses most relevant to their particular academic and professional interests, they are also encouraged to seek consultation from their graduate advisor. Prior approval for selection of elective is (in most cases) not required from the graduate

advisor. The following courses have been approved for use as electives.

Informatics

- I624 HCI Advanced Seminar I
- I503 Social Impact of Information Tech
- I505 Informatics Project Management
- I510 Data Acquisition and Lab Automation
- I512 Scientific Data Management
- I535 Clinical Information Systems
- I540 Data Mining for Security
- I554 Independent Study in HCI (1-3 cr)
- I590 Structured Conceptual Design
- I605 Social Foundations of Informatics

Media Arts and Science

- N500 Principles of Digital Arts Production
- N502 Digital Media Motion & Sim. Meth
- N503 Digital Media Appl Design Proc
- N504 Advanced Interactive Design Appl
- N506 Media Arts and Technology Project
- N510 Web Database Concepts
- N501 Foundations of Digital Prod

Psychology and Sociology

- PSY570 Industrial Psychology - Fall, odd yr
- PSY572 Organizational Psych – Spg, even yr
- PSY615 Physiological Psych - Fall, even yr
- PSY640 Social Psychology I - Fall, odd yr
- PSY655 Cog Development - Fall, even yr
- SOC–R 556 Advanced Sociological Theory I
- SOC–R 557 Advanced Sociological Theory II
- SOC–R 559 Intermediate Sociological Statistics
- SOC–R 593 Applied Fieldwork for Sociologists
- SOC–S 530 Introduction to Social Psychology

Computer Science

- CSCI 503 Operating Systems
- CSCI 504 Concepts in Computer Organ
- CSCI 507 Object-Oriented Design & Prog
- CSCI 536 Data Comm. & Computer Netw
- CSCI 537 Intro to Distributed Computing
- CSCI 541 Database Systems
- CSCI 550 Computer Graphics
- CSCI 552 Advanced Graphics and Visualization
- CSCI 565 Programming Language

Design

- HER–V501 Design Thinking (1.5 cr.)
- HER–V502 Human Factors in Design (1.5 cr.)
- HER–R511 Visual Research (3 CR)

Communication

- COMM-C 500 Advanced Comm Theory
- COMM–C 531 Media Theory and Criticism
- COMM–C 592 Advanced Health Communication
- COMM–C 620 Computer-Mediated Communication

Geography and Others

- GEOG–G 536 Advanced Remote Sensing
- GEOG–G 537 Computer Cartography and Graphics
- GEOG–G 538 Intro to Geographic Information Systems
- GEOG–G 539 Advanced Geographic Information Systems
- ANTH 501 Fundamentals of Applied Anthropology
- ED 531 Computers in Education
- SLIS-S 532 INFO Architecture for the Web

Research Methods Courses

- ANTH-E404 Field Meth in Ethnography
- COM 501 Qualitative Research
- COM 502 Applied Qualitative Research Methods
- EDU 520 Strategies for Educational Inquiry
- EDU 611 Qualitative Inquiry in Education
- NURS-L 650 Data Ana for Clinical & Admin Decis-Making
- NURS-R 612 Interpretive Data Analysis (2 Cr.), Summer I-II
- PSY 600 Statistical Inference (Fall Even Yr)
- PSY 601 Experimental Design (Spg Even Yr)
- PSY 608 Measurement Theory and Interpret Data
- PSY 640 Survey of Social Psychology I
- PSY 655 Cognitive Development (Fall Even Yr)
- PSY-I 643 Field Methods & Exper
- SOC-R 551 Quantitative Methods – Sociology
- SOC-R 551 Quantitative Methods Sociology
- SOC-R 559 Intermediate Soc Statistics
- STAT 511 Statistical Methods 1
- STAT 512 Applied Regression Analysis
- STAT 516 Basic Probability Appl
- STAT 519 Intro to Probability
- STAT 521 Statistical Computing
- STAT-522 Sampling and Survey Techniques
- STAT 524 Applied Multivariate Analysis
- STAT 525 Intermediate Stat Methodology
- STAT 529 Applied Dec Theory and Bayesian Stat
- STAT 619 Probability Theory
-

HCI Final Project (6 cr.)

Required Course Titles

- I680 HCI Professional Practice 1 (offered only in the fall semester) (6 cr.)
- I681 HCI Professional Practice 2 (offered only in the spring semester) (6 cr.)

Requirement for all HCI Students

All MS HCI students must complete the final project, with includes two courses: I680 HCI Professional Practice 1 (fall) and I681HCI Professional Practice 2 (spring). Students will register for each course, which includes a formally scheduled class time. Students will work on one final project that extends throughout the two courses, i.e., both fall and spring semesters. Students will receive an official grade at the conclusion of each course, i.e., both fall and spring. Students are encouraged to take on a project that can be realistically finished by the time they complete both courses. Incompletes are NOT be permitted. Students taking the final project option are not required to take I575 (Informatics Research Design),

which is reserved primarily for HCI Master's Thesis students and Ph.D. students. However, project students may take I575 as an Elective.

HCI Final Project (6 cr.) (Optional)

Required Course Titles

- I694 HCI Thesis (6 cr.) (Work should be divided between two semester of 3 cr. hrs. each.)

The Thesis option is reserved ONLY for students who clearly plan to pursue a Ph.D. at a later time, along with a strong interest and demonstrated ability to carry out empirical research, as determined by one of the HCI faculty. Students taking the Thesis option must also take I575, Informatics Research Design.

Contact Information

School of Informatics
Informatics and Communications Complex (IT)
535 W. Michigan Street
Indianapolis, IN 46202
(317) 278-4113

informatics.iupui.edu

Graduate Programs

The School of Informatics offers **Master of Science** degrees in:

- Bioinformatics
- Health Informatics
- Human-Computer Interaction
- Media Arts and Science

All Master of Science degrees require 36 credits, including the completion of common graduate core courses.

The School of Informatics also offers a **Doctoral (Ph.D.)** program with specializations in:

- Bioinformatics
- Health Informatics
- Human-Computer Interaction

Degree Programs

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- Bioinformatics
- Health Informatics
- Human-Computer Interaction

All Ph.D. candidates must meet with their academic and/or research advisor for course selection and plan of study.

Academic Regulations

Academic Regulations

Applicability of Degree Requirements

Students may choose to complete either the specific degree requirements published in the appropriate bulletin at the time of entry into the university or those in the bulletin current at the time of graduation.

Residency Requirements

The campus at which a student is admitted will certify and award the degree.

Intercampus Transfer

Students enrolled in the School of Informatics at any campus of Indiana University may transfer to the School of Informatics on another campus, provided they are in good standing. However, international students may need to pay a processing fee.

Transfer of Credit

A maximum of 8 credit hours of graduate course work with grades of B (3.0) or higher may be transferred from other accredited colleges and universities and applied to the School of Informatics degree programs. The transfer must be approved by the dean, and is not an automatic occurrence.

Revalidation

Normally, a course may not be counted toward degree requirements if it has been completed more than five years prior to the awarding of the degree for master's students. The advisor may recommend to the dean that course work taken prior to the deadline be revalidated if it can be demonstrated that the knowledge contained in the course(s) remains current. Currency of knowledge may be demonstrated by: (a) passing an examination specifically on the material covered by the course; (b) passing a more advanced course in the same subject area; (c) passing a comprehensive examination in which the student demonstrates substantial knowledge of the content of the course; or (d) publishing scholarly research demonstrating knowledge of the content of the course. Courses taken while an undergraduate and counted toward the requirements of a baccalaureate degree may not also be counted toward a graduate degree.

Grading System

The official grading system is as follows:

A	= 4.0	D+	= 1.3
A–	= 3.7	D	= 1.0
B+	= 3.3	D–	= 0.7
B	= 3.0	F	= Failed
B–	= 2.7	I	= Incomplete
C+	= 2.3	W	= Withdrawn
C	= 2.0	R	= Deferred
C–	= 1.7	NR	= No grade reported

A minimum of a B (3.0) average in graduate work is required for continuance in graduate study. Courses completed with grades below C (2.0) are not counted toward degree requirements, but such grades will be counted in calculating a student's grade point average. Note that no work may be transferred from another institution unless the grade is B (3.0) or higher.

Incomplete

A grade of Incomplete may be given only if the completed portion of a student's work is of passing quality. It is the responsibility of the student to satisfy the requirements of that course within one calendar year from the date on which the Incomplete is recorded. The student is expected to finish all necessary work in time for the instructor to assign a regular grade before the expiration of this time period. If the student is unable to do so, it is the student's responsibility to notify the instructor of the course and the graduate advisor within the year to request an extension of time. Every overdue Incomplete will be changed to a grade of F after one calendar year.

Withdrawals

Because deadlines for withdrawal from courses may vary by campus and/or school, students should check with the current campus Schedule of Classes to verify deadlines and procedures.

Course Waivers

Requests for waivers of specific courses or requirements on the basis of previous course work are to be submitted in writing to the dean.

Credit Earned in Nondegree Status

Not more than 9 hours of graduate credit completed as a nondegree student may be credited toward a School of Informatics graduate degree. Deficiency courses do not apply to the 9 credit hours.

Academic Standing

Students are considered to be in good standing during any semester in which their academic grade point average is at least 3.0 (B) for both their last semester's course work and for the cumulative average of all course work completed. Only courses with grades of C (2.0) or above may be counted toward degree requirements. However, grades below C are used in computing the cumulative grade point average, even if a course is repeated and a higher grade is earned.

Academic Probation

Students are placed on probation following a semester in which their graduate cumulative or semester grade point average falls below 3.0. Students on probation are required to attain an average of at least 3.0 for all graduate course work completed by the end of the next semester of full-time enrollment or its equivalent (9 credit hours). Failure to do so is cause for dismissal.

Academic Integrity

Academic integrity requires that students take credit only for their own ideas and efforts. Misconduct, including cheating, fabrication, plagiarism, interference, or facilitating academic dishonesty, is prohibited because it undermines the bonds of trust and cooperation among members of this community and between us and those who may depend on our knowledge and integrity. Complete details are contained in the Indiana University Code of Student Rights, Responsibilities and Conduct.

Thesis

Depending on particular degree requirements, students will complete either a capstone project or a thesis under the guidance of an advisor. More details are given in the appropriate section for each program.

Degree Conferral

For all students seeking a master's degree, an application for the degree must be filed with the School of Informatics at least 60 days before the date anticipated for degree conferral. All degree requirements must be completed at least 30 days prior to the date of expected degree conferral, including submission of the bound copies of the master's thesis (if required for degree).

Time Requirements

All requirements for M.S. degrees must be met within five consecutive calendar years from the date of completion of the first credited (i.e., nondeficiency) course.

Admissions

Admission to the Master's Programs

Successful applicants for admission to the master's programs must demonstrate skills and knowledge in an academic field relevant to the particular master's program (e.g., biology for bioinformatics). Promising applicants who have deficiencies may, with faculty help, select courses that will provide instruction to overcome deficiencies and meet admissions requirements. However, the courses will not count toward the total number of credits required for the advanced degree.

- Degree requirement: bachelor's degree with demonstrated technical skills from an accredited college or university.
- Minimum overall grade point average of 3.0 on a 4.0 point scale.
- Three letters of recommendation from individuals in positions to evaluate the applicant's professional promise. Indiana University reserves the right to validate the source of the letters received.
- Scores from the general Graduate Record Examination (GRE), taken within the last five years. Subject tests are recommended if appropriate to the degree.
- Personal statement or sample of creative work.

Each application for admission is carefully evaluated by the admissions committee for the appropriate degree. Applicants to all degree programs must do the following:

1. Submit an application to the School of Informatics, or, if necessary, to the Office of International Affairs.
2. Pay a nonrefundable graduate application fee to Indiana University.
3. Submit three Application Reference Forms completed by individuals familiar with the applicant's activities and potential to succeed in graduate work.
4. Arrange for official transcripts to be sent from all colleges and universities attended by the applicant. Transcripts indicating "issued to student" are not considered official. An official transcript bears the original signature of the registrar and/or original seal of the issuing institution. Transcripts should be mailed directly by a registrar, or given to the applicant by the registrar in a sealed and signed envelope. International applicants should refer to

the guidelines outlined in the International Graduate Application for Admission form. If the student has not completed all undergraduate course work at the time of application, the admission decision will be based on information available at the time of application. However, a final transcript showing graduationmust be submitted before enrollment. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.

5. Submit scores from the Graduate Record Examination (GRE). Only the General Exam is required; however, an appropriate subject exam may be helpful in determining the applicant's potential.
6. The school does not specify minimum scores, preferring instead to use the full information available in the applicant's dossier. The Media Arts and Science program does not require GRE scores. Information concerning these examinations may be obtained from Graduate Record Examinations, Educational Testing Service, CN 6000, Princeton, NJ 08541-6000 (www.gre.org).
7. Students whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL). The TOEFL is required of all nonnative English speakers. The TOEFL may be waived if a B.S. or M.S. degree has been earned in the United States. Registration information can be requested from TOEFL/TSE Publications, P.O. Box 6154, Princeton, NJ 08541-6154 (www.toefl.org).
8. Submit a personal statement (300-500 words) describing educational background and reasons for pursuing graduate study. In addition, some programs may require a sample of creative work or professional accomplishment, which may include written work, a computer program, multimedia presentation, portfolio, etc. Submitted materials should support the applicant's career intentions and plans. Contact the Office of Student Services for further information.

Application Procedures

Graduate Program

The Master of Science Degrees

Given the rapid and apparently unlimited growth of this new field at all levels of competence, each of the master's degree programs serves students who need education in the use of information technologies to enhance their job performance or employment prospects.

The School of Informatics offers master's degrees in:

- Master of Science in Bioinformatics
- Master of Science in Health Informatics
- Master of Science in Human-Computer Interaction
- Master of Science in Media Arts and Science (see the "Media Arts and Science" section in this bulletin for policies, regulations, and requirements)

All degrees require 36 credits, including the completion of common graduate core courses.

Application Procedures

Students holding a bachelor's degree from an accredited four-year collegiate institution are eligible to apply for admission. Admission is selective. The admission committee evaluates applicants' abilities to succeed academically and their potential to contribute to the program.

The master's degree is designed for students who seek additional professional education in informatics to complement knowledge in such diverse disciplines as computer science and technology, graphics, visualization, electronic networking and media communication, library and information science, telecommunications, psychology, cognitive science, journalism, medicine, health and nursing, biology, and chemistry. Most graduates of the School of Informatics will emerge as highly sought-after employees in a burgeoning information industry.

The master's degrees are focused on developing specialized skills and knowledge in information and information technology, with particular application to a specific field of study or practice. Each degree is an interdisciplinary endeavor that combines course work and field experiences from a traditional subject area or discipline with intensive study of information and technology. Because these specialized skills are developed and applied differently in these different fields, specific requirements are established for each degree, and have a content-specific rationale.

Application Procedures for U.S. Citizens

Requests for domestic applications should be directed to the School of Informatics.

Completed applications should be sent to:

Graduate Admissions Committee
School of Informatics
IUPUI
535 West Michigan Street
Indianapolis, IN 46202
E-mail: info@informatics.iupui.edu
Web: www.informatics.iupui.edu

Application Procedures for International Students

Requests for international applications should be directed to:

Office of International Affairs
IUPUI
920 West New York Street Room 2126
Indianapolis, IN 46202-5197
Phone: (317) 278-1290
E-mail: oia@iupui.edu
Web: http://international.iupui.edu

Application Deadlines

Applications will not be acted upon until all required documents have been received (including transcripts, letters of recommendation, application fee, GRE scores, and TOEFL scores for all nonnative English speakers). In order to allow time for processing and making financial aid decisions, applicants must meet the following deadlines:

Admission Periods

Fall March 1
Spring October 1

If applying for financial assistance from the school, applications must be received by January 15.

Bioinformatics

Master of Science in Bioinformatics (36 cr.)

Bioinformatics is a pure and applied science dealing with the collection, management, analysis and dissemination of biological data and knowledge, especially with respect to genetics and molecular biology. A Master of Science in Bioinformatics addresses needs for education in this rapidly growing field. This is an interdisciplinary program involving faculty from multiple schools including IU School of Medicine and industrial scientists from Eli Lilly and DowAgroSciences.

The end of the twentieth century saw an explosion of data discovered from living organisms, especially in areas of molecular biology and genetics by next generation sequencing techniques. The goal of bioinformatics is to deal with this flood of data, organize it as comprehensible information, and turn it into useful knowledge. For example, the flow of information from the Human Genome Project will revolutionize medical practice and biological research in this century and enable an understanding of most inherited diseases. Study of the genomic code, coupled with new understanding of its organization, regulation and function in cells, and in development of organisms, is forming the basis for designing new treatments for many diseases and for understanding and modulating health problems associated with aging. Genome information is quickly becoming the basis for designing new drugs. It is also central to the improvement of genomes of economically important crops and animals.

Experienced bioinformaticians are limited in number, while the need for them in industry, academe, and government has grown rapidly. Full understanding and application of this new data requires a large body of intelligent, creative, and experienced scientists with a firm understanding of both computation and biology. There is a current and projected shortage of such people and a pressing need for educational institutions to teach bioinformatics. New directions following the unraveling of the genomic code also point to greatly increased information flow and an increasing scale in the application of computing methods to biosciences.

The School of Informatics collaborates closely with the Center for Computational Biology and Bioinformatics and the Department of Biochemistry in the School of Medicine, the Department of Computer and Information Science in the School of Science, and the Department of Electrical and Computer Engineering in the School of Engineering and Technology. Research and learning opportunities for students abound.

Degree Requirements

The bioinformatics curriculum includes a set of core and elective courses covering concepts and training in bioinformatics, biostatistics, and computer sciences. A primary goal of this curriculum is to provide scientists with a strong foundation in the areas of computation/ informatics and biology, though their primary focus may be in one or the other area. The integration of knowledge from biology, computing, mathematics, and related areas will receive particular emphasis.

Students with different levels of background in biology, computing, and informatics sciences are encouraged to apply. Students with academic deficiencies will address these through individually planned programs of suggested course work. Students will gain experience in the applications of computing methods to biology information by completing course work and nonclassroom original research projects as well as optional thesis.

Prerequisites

Students holding a bachelor's degree in computer science or a related field from an accredited four-year collegiate institution must have completed all or part of the prerequisites courses listed below:

- Genetics and Molecular Biology and Cell Biology or Molecular Biology

Students holding a bachelor's degree in life sciences or a related field from an accredited four-year collegiate institution must have completed all or part of the prerequisites courses listed below:

- Programming in C, C++, or Java
- Programming/Database
- Statistics

To receive a Master of Science degree in Bioinformatics, the applicant must be admitted as a graduate student and complete 36 credit hours including: 18 credit hours in bioinformatics core courses, 3 credit hours in seminar courses, and 9 – 15 credit hours of electives. The students have the options of taking (1) six credit hours towards a thesis, or (2) three credit hours towards a project, or (3) a non thesis/project option without thesis/project credit hours.

- INFO-I 501 Introduction to Informatics
- INFO-I 519 Introduction to Bioinformatics
- INFO-I 556 Biological Database Management
- CSCI 59000 Algorithm in Bioinformatics
- INFO-I 575 Informatics Research Design

Advanced Core Courses (12 credit hours, select four)

- INFO-I 529 Machine Learning in Bioinformatics(3 cr.)
- GRAD 652 Biostatistics II (3 cr.) or NURS-N 607 Advanced Statistics (3 cr.)
- INFO-I 619 Structural Bioinformatics (3 cr.)
- INFO-I 646 Computational Systems Biology (3 cr.)
- INFO-I 656 Translational Bioinformatics Applications (3 cr.)

Required Seminar Courses (3 credit hours)

- INFO-I 532 Seminar in Bioinformatics

Electives

You may take other INFO graduate courses such as next generation sequencing (I590) and independent study (INFO-I 552), as electives. You may also take up to six credits outside the School of Informatics, in addition to CSCI 59000, GRAD-G 652 and NURS-N 607.

Project/Thesis (6 cr.)

- INFO-I 692 Bioinformatics Project (3 cr.)
- INFO-I 692 Bioinformatics Thesis (6 cr.)

Students may perform an independent research project and produce a report or thesis for public defense. The project might consist of a research paper, a designed artifact, or other appropriate deliverable format.

Financial Assistance

Graduate Assistantships

Students may compete for a limited number of graduate assistantship appointments. Assistantships are awarded solely on the basis of merit. These appointments constitute the most common type of financial assistance offered through the School of Informatics. Graduate assistantships include a stipend and a fee scholarship. Students will be assigned to work in areas supporting the mission of the School of Informatics. Students applying for admission to the program should complete the financial aid form if they wish to be considered for a graduate assistantship. GRE scores are required if applying for financial support from the school.

Fellowships and Scholarships

Although the majority of financial aid is in the form of assistantships, a limited number of fellowships and scholarships are also available. Those receiving fellowships and scholarships are not required to perform any duties in return for the stipend the first year. The second year of support will require research or teaching. These awards are also made solely on a merit basis. Students applying for admission to the program are considered for fellowships and scholarships; there is no additional application to complete. Awards are normally granted for an academic year.

Grants

The GradGrants Center (GGC) is a free service available to all enrolled graduate students on all campuses of Indiana University. The GGC provides information and training to assist graduate students in their search for funding to further graduate study at Indiana University. The IUPUI center is located in the Union Building, room 207; (317) 274-4023.

Loans

Domestic students who need financial assistance not provided by any of the awards already mentioned are eligible to apply for need-based financial aid. For graduate students, most need-based aid is in the form of student loans. For further information, contact the Office of Student Financial Assistance, (317) 274-4162.

Health Informatics

The School of Informatics offers a Master of Science in Health Informatics to address needs arising from the rapidly changing health care environment. Research and educational programs in medical, nursing, and health informatics are growing at a rapid rate nationally. This can be attributed in large part to the increasing complexity and importance of health care reimbursement, which has created a need for improved classification, storage, and analysis of medical information to establish the best clinical practice and cost efficiency.

Users of health informatics include clinicians, researchers, health care educators, health organization administrators, health policy analysts, health information administrators, quality improvement directors, and chief information officers. Those who are professionally involved in health informatics work in a variety of settings, including acute care hospitals, managed care organizations, consulting firms, claims and reimbursement organizations, accounting firms, home health care agencies, long-term care facilities, corrections facilities, pharmaceutical companies, behavioral health organizations, insurance companies, state and federal health care agencies, and health computing industries.

Informatics is uniquely suited to conduct graduate education in health informatics through its health schools, research centers, and affiliated academic units. The School of Medicine has a long history of fellowship training and research in medical informatics. The School of Nursing, which is the largest in the country, is in the forefront in the development of nursing informatics, with a particular emphasis on consumer health informatics. The School of Library and Information Science offers master's and doctoral degrees in information science, which are distinguished by their sociotechnical orientation.

The school also has a broad research thrust exploring the interconnection of social, behavioral, and technological issues associated with the use of information and communication technologies. Faculty in the department is externally funded to conduct research in medical informatics and bioinformatics. Other academic programs in public health, applied health sciences, and hospital administration offer important supporting course work.

Degree Requirements

To receive the Master of Science in Health Informatics, students must complete 36 credit hours of prescribed courses. In addition to core courses, students choose, in consultation with advisors, a set of concentration electives. Examples of concentration areas include 1) knowledge-based health care information, 2) health services informatics, and 3) clinical databases.

Knowledge-based health care information focuses on the storage, organization, evaluation, and dissemination of health and medical knowledge (e.g., textbooks, journals, other media, and information) to support evidence-based practice and patient education. End-users of knowledge-based health care information include clinicians, patients, health educators, and health planners.

Health services informatics focuses on information management in health care systems and addresses such diverse needs as patient flow, resource allocation, billing, and compiling and reporting of data. This involves developing information systems for processing and storing clinical data, complying with medical documentation requirements of accrediting and governmental agencies, and setting health information policies.

Clinical databases focuses on the storage of medical data and linkage of electronic systems. Study in this concentration is based on an electronic medical record system, which includes existing standards and coding, links between health-related databases, and data extraction for clinical care and management. Research is oriented to using such databases to learn more about disease and health maintenance (e.g., clinical

epidemiology, pharmacoepidemiology, public health informatics, and nursing informatics).

Prerequisites

All students applying for the M.S. in Health Informatics should have prerequisite courses or equivalencies in the following areas:

Anatomy, biology, or physiology (200 level or higher); Computer Science; Medical Terminology; Statistics

NOTE: Remediated courses are available through the School of Informatics:

Clinical Care for Health Informaticians

Web Database Concepts

To receive a Master of Science degree in Health Informatics, the applicant must be admitted as a graduate student and complete 36 credit hours including: 18 credit hours in informatics core courses, 3 credit hours in seminar courses and 9- 12 credit hours of electives. The students have the option of taking 6 credit hours towards a thesis project or 3 credit hours towards a Capstone Project.

Informatics Core Courses (18 credit hours)

- INFO I501: Introduction to Informatics
- INFO I511: Laboratory Information Management Systems
- INFO I530: Foundations of Health Informatics
- INFO I535: Clinical Information Systems
- INFO I575: Informatics Research Design*
- INFO I581: Health Informatics Standards and Terminology
- GRAD G651: Introduction to Biostatistics

Required Seminar Courses (3 credit hours)

- INFO I530: Seminar in Health Informatics I

Sample Electives (9 - 12 credit hours)

- INFO I503: Social Aspects of Information Technology
- INFO I505: Informatics Project Management
- INFO I512: Scientific Data Management
- INFO I578: Data Analysis for Clinical and Administrative Decision Making
- NURS I635: Consumer Health Informatics
- INFO I643: Natural Language Processing
- INFO I642: Clinical Decision Systems
- INFO I641: Business of Health Informatics

Thesis/Capstone Project (3 - 6 credit hours)

- INFO I691: Health Informatics Project (3 cr.)
- INFO I691: Thesis (6 cr.)

NOTE: *Students planning to take INFO 691 project option must take INFO 505 instead of INFO 575

Project/Thesis (6 cr.)

As a capstone experience, students will complete either a project, planned in conjunction with their advisor, or a researched-based thesis, supervised by a research advisor and a thesis committee. Core and support faculty from the participating schools will have a wide range of research interests that will provide graduate students with choices relevant to their concentration areas.

Human-Computer Interaction

Human-Computer Interaction (HCI) is the branch of informatics that studies and supports the design, development, and implementation of humanly usable and socially acceptable information technologies. The goal of the field is to shape new media and tools that will support human use, augment human learning, enhance communication, and lead to more acceptable technological developments at the individual and social levels.

Research in HCI draws extensively on mainstream informatics concerns with cognition, communication, representation, and computation. HCI professionals seek to identify the nature and parameters of human information processing at the interface, design forms of representation that support human interpretation and use of information; reliably and validly test new technologies for usability and acceptability, and determine how information technologies change working practices and social activities.

Regular job postings for HCI personnel express a desire for professionals with suitable training in design and evaluation, and increasingly, applied social scientists with technological skills are finding employment in industry as HCI professionals.

Prerequisites

Students may be asked to complete prerequisite course work by a graduate advisor to ensure progress through the program.

Degree Requirements

To receive the master of science degree, the applicant must be admitted as a graduate student and complete 36 credits of graduate study in HCI according to the following schedule:

Core Courses (21 cr.)

- INFO I501:Introduction to Informatics
- INFO I541: Human Computer Interaction Design I
- INFO I561: Human Computer Interaction Design II
- INFO I543: Usability and Evaluative Methods
- INFO I563: Psychology of HCI
- INFO I564: Prototyping for Interactive Systems
- INFO I575: Informatics Research Design

Recommended Electives (9 cr.)

Electives are to be chosen, with prior approval of a graduate advisor, from a list of departments specific to each degree program. The following courses have been approved. Additional courses may be added to the student's program with advisor's consent.

- INFO I503: Social Impact of Information Technologies
- INFO I505: Informatics Project Management
- INFO I534: Seminar in Human-Computer Interaction
- INFO I550: Legal and Business Issues in Informatics

- INFO I554: Independent Study in Human-Computer Interaction
- INFO I590: Topics in Informatics
- NEWM N500: Principles of Digital Arts Production
- NEWM N503: Digital Media Application Design Processes
- NEWM N510: Web Database Concepts

OR, from the Herron School of Art and Design, School of Library and Information Science, or from the Department of Computer Science. Visit the informatics website for specific suggestions.

Project/Thesis (6 cr.)

Students will perform an independent research project, and produce a report or thesis, a designed artifact, or other appropriate deliverable format for public defense.

Media Arts and Science

Master of Science in Media Arts and Science

The M.S. in Media Arts and Science is an applied program emphasizing integrated digital media communication skills and expertise. In addition to a set of Core media classes, the program can be customized with study in other fields, including media production, design thinking and usability analysis, psychology, communication theory, information management, and computing. A year-long, six-credit project or thesis is required.

Completion of 36 credit hours is required, with 9 hours of Core classes, 6 hours of project or thesis work, and 21 hours of electives. All courses are at the 500-level and above. Students are expected to take the Core classes as early as possible in their course of study.

Full-time students can complete the program in two years. Part-time study is possible. The program accommodates working professionals with many evening courses and a flexible timetable for degree completion.

Admission

Applications for admission are submitted directly to the School. An applicant to the graduate program must have a four-year bachelor's degree, with a GPA of at least 3.0 on a 4.0 scale.

In the general case, applicants to the MAS program are expected to have at least some prior experience in creating digital media. A portfolio documenting prior work and/or expertise is required as part of the application. The portfolio can be supplied on a CD/DVD or through a link to a Web site.

Applicants without a portfolio in digital media are also welcome to apply. In this case, other evidence of accomplishment -- such as an essay, short story, or research paper -- may be submitted as the portfolio. Applications without such evidence of accomplishment will be considered incomplete and will not be reviewed.

Please see the School's web site (informatics.iupui.edu) for full details on the applications process, deadlines, and a link to the on-line application.

Degree Requirements

Completion of 36 credit hours is required, with 9 hours of Core classes, 6 hours of project or thesis work, and 21 hours of electives.

Core (9 cr.)

- NEWM N500 Principles of Multimedia Technology (3 cr., Fall semester)
- NEWM N501 Foundations of Digital Production (3 cr., Spring semester)
- NEWM N503 Digital Media Application Design Processes (3 cr., Spring semester)

Project or Thesis (6 cr.)

- NEWM N506 Project/Thesis (3 cr.) Taken twice, in your last two semesters.

Electives (21 cr.)

- School of Informatics, Media Arts and Science Program
- NEWM N502 Digital Media Motion and Simulation Methods
- NEWM N504 Advanced Interactive Design Applications
- NEWM N505 Internship in Media Arts
- NEWM N510 Web Database Concepts
- NEWM N553 Independent Study (1-3 cr.), can be repeated

School of Informatics, Human-Computer Interaction

Note: completion of this set of courses earns the

- INFO I541 Interaction Design Practice
- INFO I561 Meaning and Form in HCI
- INFO I543 Usability and Evaluative Methods
- INFO I563 Psychology of HCI
- INFO I564 Prototyping for Interactive Systems

School of Informatics, Informatics

- INFO I501 Introduction to Informatics
- INFO I505 Informatics Project Management
- INFO I503 Social Impact of Information Technologies
- INFO I512 Scientific and Clinical Data Management
- INFO I550 Legal and Business Issues in Informatics
- INFO I575 Informatics Research Design
- INFO I590 Topics in Informatics, can be repeated
- INFO I600 Professionalism and Pedagogy in Informatics
- INFO I605 Social Foundations of Informatics

Herron School of Art, Dept of Visual Communication

- HER V501 Intro to Design Thinking
- HER V502 Intro to Human Factors in Design
- HER V511 People-Centered Design Research
- HER V521 Design Analysis
- HER V531 Design Synthesis
- HER V541 Design Evaluation
- HER H560 Visual Culture: A Visual sudies Approach

School of Liberal Arts, Dept of Communication Studies, Applied Communication Program

- COMM C500 Advanced Communication Theory

- COMM C510 Health Provider-Consumer Communication
- COMM C526 Effective Media Strategies
- COMM C531 Media Theory and Criticism
- COMM C582 Advanced Intercultural Communication
- COMM C620 Computer-Mediated Communication

School of Library & Information Science

- SLIS S503 Organization and Representation of Knowledge & Information
- SLIS S532 Information Architecture for the Web

Degree Programs

Given the rapid and apparently unlimited growth of this new field at all levels of competence, each of the master's degree programs serves students who need education in the use of information technologies to enhance their job performance or employment prospects.

The School of Informatics offers **Master of Science** degrees in:

- Bioinformatics
- Health Informatics
- Human-Computer Interaction
- Media Arts and Science

All Master of Science degrees require 36 credits, including the completion of common graduate core courses.

To learn more about the M.S. degree programs review the following information:

- Academic Regulations
- Admission to the M.S. Program
- Application Procedures
- Financial Assistance

PhD Degree Programs

The Indiana University School of Informatics, the first of its kind in the country, was created as a place where innovative multidisciplinary programs could thrive, a program where students can apply the skills of technology to a range of other fields. For current information and specific requirements, go to the website at http://www.informatics.iupui.edu

All Ph.D. candidates must meet with their academic and/or research advisor for course selection and plan of study.

This program is administered with the approval of Indiana University, Bloomington.

The School of Informatics offers a **Doctoral (Ph.D.)** program with specializations in:

- Bioinformatics
- Health Informatics
- Human-Computer Interaction

Bioinformatics

The Indiana University School of Informatics, the first of its kind in the country, was created as a place where innovative multidisciplinary programs could thrive, a program where students can apply the skills of technology to a range of other fields. For current information and specific requirements, go to the website. All Ph.D. candidates must meet with their academic and/or research advisor for course selection and plan of study. This program is administered with the approval of Indiana University, Bloomington.

Program of Study

Students in the doctoral program will explore the connections among technology, theory, social analysis, and application domains in a diverse and multidisciplinary curriculum. This curriculum will include core courses and seminars in informatics, an information subdiscipline [current subdisciplines are bioinformatics, health informatics, and human-computer interaction; courses in methodology and theory; electives in related disciplines inside and outside of the School leading to a Ph.D. minor; and a dissertation]. In addition, students will be encouraged to pursue internships as part of the elective courses or independent studies of their program.

Ph.D. in Bioinformatics

The Ph.D. in Bioinformatics is a 90 credit hour program that includes:

Description	Credit Hours
Core A courses	15
Core B courses	12
Seminar courses	6
Elective Courses	6
Rotation	6
Minor	15
Dissertation	30

Areas of Specialization: Faculty research projects often involve representatives from several different research areas working together to develop innovative and even revolutionary new solutions. While students can expect to concentrate in particular areas, they will also be expected to explore the broader significance of their work as well as ways that their expertise can be leveraged to solve problems outside of their own domains.

Areas of research: Sequence pattern recognition, comparative genomics, structural genomics, fragment assembly in DNA sequencing, systems biology, models of evolution, molecular modeling, drug design, biological database integration, data mining, structural bioinformatics, and biomedical text mining.

Qualifying Examination - Written (Required)

1. The oral examination will take place after the student successfully passes the written exam. Students must pass both the written and the oral exam before passing on to candidacy. Only two attempts to pass the oral examination will be allowed.
2. The oral exam will be based on the student's response to the written exam and any material from the core courses.

All students will take a written qualifying examination that covers the core courses (CORE A and B). The examination will be set by a group of faculty who are familiar with the content of the core courses. Examinations will be offered in August. Examinations must be completed by the beginning of the student's fifth semester in the program but can be completed before that time when the core courses are completed. Students who do not

successfully complete the examination can retake the examination a second time in January.

Qualifying Examination - Oral (Required)

Dissertation Proposal (Required)

This is an oral review that covers in-depth knowledge of the student's primary research area and dissertation proposal. The research proposal for dissertation must be approved by the student's research committee. That committee may have the same membership as the program committee or the students may choose different members. The advisor for the dissertation will be a faculty member in the School of Informatics and a member of the Graduate Faculty. At least one of the three members of the committee will be based outside of the school. The student will defend the thesis proposal at a public colloquium in the school. The review should be completed within one-year after passing the Qualifying Examinations.

Dissertation (Required)

A written elaboration of significant original research must be successfully presented to the research committee in a public defense as described in the Graduate School Bulletin.

Health Informatics

The Indiana University School of Informatics, the first of its kind in the country, was created as a place where innovative multidisciplinary programs could thrive, a program where students can apply the skills of technology to a range of other fields. For current information and specific requirements, go to the website. All Ph.D. candidates must meet with their academic and/or research advisor for course selection and plan of study. This program is administered with the approval of Indiana University, Bloomington.

Program of Study

Students in the doctoral program will explore the connections among technology, theory, social analysis, and application domains in a diverse and multidisciplinary curriculum. This curriculum will include core courses and seminars in informatics, an information subdiscipline [current subdisciplines are bioinformatics, health informatics, and human-computer interaction; courses in methodology and theory; electives in related disciplines inside and outside of the School leading to a Ph.D. minor; and a dissertation]. In addition, students will be encouraged to pursue internships as part of the elective courses or independent studies of their program.

The PhD in with specialization in Health Informatics is a 90 credit hour program that includes:

Description	Credit Hours
Core A courses	12
Core B courses	15
Seminar Courses	6
Elective Courses	9
Research Methods	9
Rotation	6
Minor	15
Dissertation	21-30

Areas of Specialization: Faculty research projects often involve representatives from several different research areas working together to develop innovative and even revolutionary new solutions. While students can expect to concentrate in particular areas, they will also be expected to explore the broader significance of their work as well as ways that their expertise can be leveraged to solve problems outside of their own domains.

Areas of research: electronic medical records, health data exchange, standards and terminology for health data, clinical decision support, consumer health informatics, technology to enhance patient safety, tele-health application development and implementation, cost reimbursement and integrated health information systems. The Health Informatics program has close ties and joint projects with the Veteran Administration Medical Center, Regenstrief Institute, Clarian Health, Methodist Hospital, St. Vincent Hospital, Community Health Network, St. Francis Hospitals, IU School of Medicine, and other local health care systems.

Qualifying Examination - Written (Required)

All students will take a written qualifying examination that covers the core courses (CORE A and B). The examination will be set by a group of faculty who are familiar with the content of the core courses. Examinations will be offered in August. Examinations must be completed by the beginning of the student's fifth semester in the program but can be completed before that time when the core courses are completed. Students who do not successfully complete the examination can retake the examination a second time in January.

Qualifying Examination - Oral (Required)

1. The oral examination will take place after the student successfully passes the written exam. Students must pass both the written and the oral exam before passing on to candidacy. Only two attempts to pass the oral examination will be allowed.
2. The oral exam will be based on the student's response to the written exam and any material from the core courses.

Dissertation Proposal (Required)

This is an oral review that covers in-depth knowledge of the student's primary research area and dissertation proposal. The research proposal for dissertation must be approved by the student's research committee. That committee may have the same membership as the program committee or the students may choose different members. The advisor for the dissertation will be a faculty member in the School of Informatics and a member of the Graduate Faculty. At least one of the three members of the committee will be based outside of the school. The student will defend the thesis proposal at a public colloquium in the school. The review should be completed within one-year after passing the Qualifying Examinations.

Dissertation (Required)

A written elaboration of significant original research must be successfully presented to the research committee in a public defense as described in the Graduate School Bulletin.

Human-Computer Interaction

The Ph.D. in Human-Computer Interaction is a 90 credit hour program that includes:

Description	Credit Hours
Core A courses	18
Core B courses	6
Research Rotations	6
Elective Courses	9-18
Research Methods	9
Seminar 1 and 2	6
Minor	9
Dissertation	1-30

Areas of Specialization: Faculty research projects often involve representatives from several different research areas working together to develop innovative and even revolutionary new solutions. While students can expect to concentrate in particular areas, they will also be expected to explore the broader significance of their work as well as ways that their expertise can be leveraged to solve problems outside of their own domains.

Areas of research: Because HCI is a multidisciplinary discipline, students are encourage to expand the scope of their research to cross-traditional disciplinary boundaries into such areas as: user-centered design, cross-cultural theory and application, related areas within new media such as gaming and virtual reality, computer-mediated communication, usability engineering, health informatics, information visualization, biomedical informatics, android science, social robotics, sensorimotor representation, symbol grounding and symbol emergence, and computational neuroscience, etc.

Minor: All students will be required to have an appropriate minor outside or partially inside the school. Minors will be selected with the advisor's recommendation. The selected minor should be appropriate to the student's choice of sub discipline within Informatics. Some appropriate minors would include: Biology, Chemistry, Cognitive Psychology, Computer Science, Media Arts, History and Philosophy of Science, information Science, or Sociology.

In all cases the number of hours to be included in the minor will be consistent with the requirements of the unit granting the minor. Some of the courses included in the minor may also count toward the student's methodology or other requirements.

HCI PH.D. CORE

Core A - Foundations in HCI (18 credit hours)

- I557 HCI Design 1
- I558 HCI Design 2
- I555 Usability and Eval. Methods in Interactive Design
- I563 Psychology of HCI
- I575 Informatics Research Design
- I624 Advanced Seminar I in HCI

Core B - Foundations of Informatics (18 credit hours)

- I501 Introduction to Informatics
- I600 Professionalism and Pedagogy in Informatics
- I564 Prototyping for Interactive Systems
- I790 Research Rotations (3 credits)
- I790 Research Rotations (3 credits)
- I634 Advanced Seminar II in HCI

Qualifying Examination - Written (Required)

All students will take a written qualifying examination that covers the core courses (CORE A and B). The examination will be set by a group of faculty who are familiar with the content of the core courses. Examinations will be offered in August.Examinations must be taken at the conclusion of the second year, usually in August. Students who do not successfully complete the examination can retake the examination a second time in the following December of the same year.

Qualifying Examination – Oral (Required)

The oral examination will take place after the student successfully passes the written exam. Students must pass both the written and the oral exam before passing on to candidacy. Only two attempts to pass the oral examination will be allowed. The oral exam will be based on the student's response to the written exam and any material from the core courses.

Dissertation Proposal (Required)

This is an oral review that covers in-depth knowledge of the student's primary research area and dissertation proposal. The research proposal for dissertation must be approved by the student's research committee. That committee may have the same membership as the program committee or the students

may choose different members. The advisor for the dissertation will be a faculty member in the School of Informatics and a member of the Graduate Faculty. At least one of the three members of the committee will be based outside of the school. The student will defend the thesis proposal at a public colloquium in the school. The review should be completed within one-year after passing the Qualifying Examinations. The time requirement can change with approval from the student primary advisor.

Dissertation (Required)

A written elaboration of significant original research must be successfully presented to the research committee in a public defense as described in the Graduate School Bulletin.

It is recommended that I790 be divided up into different semesters and under the supervision of different faculty members to support a broader and richer learning experience for the student.

Degree Programs

The School of Informatics offers **Master of Science** degrees in:

- Bioinformatics
- Health Informatics
- Human-Computer Interaction
- Media Arts and Science

All Master of Science degrees require 36 credits, including the completion of common graduate core courses.

The School of Informatics also offers a **Doctoral (Ph.D.)** program with specializations in:

- Bioinformatics

- Health Informatics
- Human-Computer Interaction

All PhD candidates must meet with their academic and/or research advisor for course selection and plan of study.

Master of Science in Media Arts and Science

Upon completion of the MS program, Media Arts and Science students are able to:

1. Design and create digital media products that are targeted to a specific purpose and that meet professional standards for quality.
2. Plan a coordinated collection of multi-media or trans-media communications and/or experiences, using each medium to good advantage.
3. Assess media communications and/or experiences, discriminating among features that influence effectiveness.
4. Recommend strategies, practices, and/or tools appropriate to a problem.
5. Predict future trends and developments in digital media, based on examination of the history, tradition, and current drivers in the field.
6. Communicate in written and oral form to a range of audiences.

Master of Science in Bioinformatics

Upon completion of the MS program, Bioinformatics students are able to:

1. Extract information from different types of bioinformatics data (gene, protein, disease, etc.) including their biological characteristics and relationships.
2. Employ different data representation models and formats used for bioinformatics data representation including markup languages, such as SBML and CellML, and ontologies, such as GO ontology.
3. Apply the different approaches used for data integration and data management, including data warehouse and wrapper approaches.
4. Master computational techniques and diversified bioinformatics tools for processing data including statistical, machine learning and data mining techniques.
5. Analyze processed data in particular with the support of analytical and visualization tools.
6. Carry out bioinformatics research under advisement including systems biology, structural bioinformatics and proteomics.
7. Interact with non-bioinformatics professionals, such as biologists and biomedical researchers in order to better understand their bioinformatics needs for better support and service delivery.
8. Design and develop bioinformatics solutions by adapting existing tools, designing new ones, or a combination of both.

Master of Science in Health Informatics

Students will master health informatics knowledge and skills, as well as acquiring practical experience, in three domains:

1. Understanding technology and methodologies for processing data, information and knowledge in Health Care
   - Explain concepts of information and communication technologies.
   - Elaborate basic informatics terminology like data, information, knowledge, hardware, software, networks, information systems, information systems management, databases.
   - Execute queries on large databases using data mining and testing hypothesis approaches.
   - Integrate data from disparate systems found in hospitals and clinics.
   - Implement standards and terminologies for documenting health events and exchanging protected health information.

2. Information Literacy for Health Care
   - Determine the nature and extent of the information needed.
   - Access needed information effectively and efficiently.
   - Evaluate information and its sources critically and incorporates selected information into his or her knowledge base and value system.
   - Individually or as a member of a group, use information effectively to accomplish a specific health care purpose.
   - Propose/justify Decision Support Systems algorithm to support care delivery.
   - Integrate Natural Language Processing (NLP) with standards and terminologies used in health care
   - Evaluate outcomes of the use of information in clinical practice.

3. Information Management
   - Verbalize the importance of Health Information Systems to clinical practice.
   - Have knowledge of various types of Health Information Systems and their clinical and administrative uses.
   - Assure confidentiality of protected patient health information when using Health Information Systems.
   - Assure access control in the use of Health Information Systems.
   - Assure the security of Health Information Systems.
   - Estimate the Return of Investment (ROI) of health information technology applications for health care.
   - Possess the skills as outlined in direct care component of the HL7 EHRS model, which such as navigation, Decision Support, output reports and more.
   - Understand the principles upon which organizational and professional Health Information System for providers and consumers are based.

Master of Science in Human-Computer Interaction

Students completing an HCI master's degree will define, explain and apply with considerable depth:

1. HCI theory and usability terms, principles, and practices
    - Problem space definition and conceptual models
    - Social mechanisms used in communication
    - User-centered approaches to interaction design
    - User profiling and user needs and requirements
    - Interface design principles and processes
    - Cognitive and information processing
    - Product assessments related to a market analysis
    - Processes and life-cycles of interaction design
    - Interface design and related areas of visual design and aesthetics
    - Product evaluation and testing methods, both qualitative and quantitative
2. Related to the design and evaluation of interactive products up to the prototype stage, students will develop and apply HCI principles and practices in the areas of product development and usability testing, including the following acquisition of abilities:
    - Produce interface designs and prototypes based on user and needs assessments.
    - Apply HCI theory, principles, and a user-centered approach to interaction design.
    - Design interactive products up to the prototype.
    - Apply evaluation and usability testing methods to interactive products to validate design decisions.

Doctor of Philosophy in Informatics - General

Upon completion of all PhD programs, students will be able to:

1. Identify, discuss, and apply the fundamental concepts, theory and practices in informatics such as information representation and architecture, retrieval, structured query language, information extraction and integration from disparate data sources, information visualization and security, and data mining including the relevant tools and methodologies.
2. Identify and practice the knowledge of beginning statistics, including sampling and correlations, research paradigms such as constructivism and pragmatism, distinctions and limitations of qualitative, quantitative, and mixed method research designs, understanding validity and reliability.
3. Apply research proposals, conduct peer reviews, create an annotated bibliography, create and present a high-level presentation pertaining to research, and use SPSS.
4. Acquire and apply the ability to read and critique scientific articles by analyzing the problem presented, solutions proposed, and critically looking at the solutions and the results, as well as learn how organize and write a scientific article through critical thinking and discussion.
5. Write research proposals by examining NSF and NIH case studies, including style and grant specific requirements.
6. Develop and deliver class-room lectures, including processes for critically evaluating class-room lectures and how to prepare effective teaching materials to teach selected topics of interest.
7. Apply research methods and acquire more advanced knowledge in different areas of research through apprenticeship work with the faculty member and other students in that group.

Concentrations will have the above general outcomes plus additional ones.

Certificate in Clinical Informatics

Individuals graduating from this program will be able to lead the successful deployment and use of health IT to achieve transformational improvement in the quality, safety, outcomes, and thus the value, of health services in clinical areas.

1. Understanding technology and methodologies for processing data, information and knowledge in Health Care
    - Explain concepts of information and communication technologies.
    - Integrate data from disparate systems found in hospitals and clinics.
    - Implement standards and terminologies for documenting health events and exchanging protected health information.
2. Information Literacy for Health Care
    - Determine the nature and extent of the information needed.
    - Access needed information effectively and efficiently.
    - Evaluate outcomes of the use of information in clinical practice.
3. Information Management
    - Verbalize the importance of Health Information Systems to clinical practice.
    - Have knowledge of various types of Health Information Systems and their clinical and administrative uses.
    - Assure confidentiality of protected patient health information when using Health Information Systems.
    - Assure access control in the use of Health Information Systems
    - Assure the security of Health Information Systems

Student Learning Outcomes

Master of Science

- Bioinformatics
- Health Informatics
- Human-Computer Interaction
- Media Arts and Science

Doctor of Philosophy

- Bioinformatics
- Health Informatics
- Human-Computer Interaction
- General PhD Learning Outcomes

Graduate Certificate

- Clinical Informatics
- Human-Computer Interaction
- Informatics in Health Information Management and Exchange
- Informatics in Health Information Security
- Informatics in Health Information Systems Architecture
- Informatics for Public Health Professionals

Certificate in Informatics for Public Health Professionals

Individuals graduating from this program will be able to lead the successful deployment and use of health IT to achieve transformational improvement in the quality, safety, outcomes, and thus in the value of public health services.

1. Understanding Technology and Methodologies for processing data, information and knowledge in Health Care
   - Explain concepts of information and communication technologies.
   - Integrate data from disparate systems such as clinical data, surveillance data, etc. for public health decision making.
   - Implement standards and terminologies for documenting public health events and exchanging protected health information for improved surveillance.
2. Information Literacy for Health Care
   - Determine the nature and extent of the information needed for public health decisions.
   - Access needed information effectively and efficiently.
   - Evaluate outcomes of the use of information in public health.
3. Information Management
   - Verbalize the importance of Health Information Systems to public health surveillance.
   - Have knowledge of various types of Health Information Systems and their potential use in public health surveillance.
   - Evaluate when confidentiality of protected patient health information is superseded by public health needs.
   - Assure access control in the use of Health Information Systems for public health needs.
   - Assure the security of Health Information Systems.

Certificate in Informatics in Health Information Systems Architecture

Individuals graduating from this program will be the architects and developers of advanced health IT solutions. These individuals will be cross-trained in IT and health domains, thereby possessing a high level of familiarity with health domains to complement their technical skills in computer and information science.

1. Understanding Technology and Methodologies for processing data, information and knowledge in Health Care
   - Explain health informatics and health information systems and being able to prepare health information system design and development.
   - Recommend usability and usefulness measures to evaluate health information systems.
   - Discern principles of informatics that govern communication systems, health decisions, information retrieval, telemedicine, bioinformatics and evidence-based medicine as well as ways in which information science and computer technology can enhance evidence based practice in healthcare.
2. Information Literacy for Health Care
   - Inspect solutions for management and mining of data generated in scientific laboratories and clinical trials for data mining and knowledge discovery, which include knowledge discovery techniques and databases, extraction of data/ metadata stored in data warehouses using Storage Area Networks and dealing with issues of handling this data.
   - Design approaches to access needed information effectively and efficiently.
   - Analyze the principles and methodologies underlying most standards for health care data interchange and practical issues of reading and understanding specifications, implementing, and translating between standards.
3. Information Management
   - Analyze theoretical and practical models for the delivery of consumer health information and implement them in the design and development of consumer health information resources.

Certificate Informatics in Health Information Security

Individuals graduating from this program would be qualified to serve as institutional/organizational information privacy or security officers. Knowledge on how to maintain trust by ensuring the privacy and security of health information is an essential component of this program.

1. Understanding Technology and Methodologies for processing data, information and knowledge in Health Care
   - Explain concepts of information and communication technologies.
   - Analyze network service management (i.e. DNS/DHCP, web, email, spam filtering, resource sharing, database, directory services and authentication), network communication and security (i.e. network devices, firewalls, intrusion detection systems, and incident response/forensics), and administration

(i.e. shell scripting, documentation/request management, policy and procedure management, data center considerations, and virtualization).
- Implement standards and terminologies for maintaining privacy and security of protected health information.

2. Information Literacy for Health Care
   - Determine the nature and extent of the privacy and security needed to protect health information.
   - Propose infrastructure needed to safeguard protected health information effectively and efficiently.
   - Evaluate administrative safeguards critically.
   - Evaluate technical safeguards critically.
   - Evaluate physical safeguards critically.
   - Access privacy and security regulations for health care information transactions including policy, procedures, guidelines, security architectures, risk assessments, disaster recovery, and business continuity; particular attention given to the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic and Clinical Health (HITECH) Act.

3. Information Management
   - Verbalize the importance of health information exchange to health care outcomes.
   - Have knowledge of various types of health information exchange services.
   - Assure confidentiality of protected patient health information when using health information exchange.
   - Assure access control in the use of health information exchange.
   - Assure the security of health information exchange.
   - Possess the skills as outlined in supportive functions component of the HL7 model applicable to health information exchange.
   - Understand the principles upon which organizational and professional Health Information System for providers and consumers are based.

Certificate in Informatics in Health Information Management and Exchange

Individuals graduating from this program will support the collection, management, retrieval, exchange, and/or analysis of information in electronic form, in healthcare and public health organizations.

1. Understanding Technology and Methodologies for processing data, information and knowledge in Health Care
   - Explain concepts of information and communication technologies.
   - Elaborate basic informatics terminology like data, information, knowledge, hardware, software, networks, information systems, information systems management, databases.
   - Implement standards and terminologies for documenting health events and exchanging protected health information.

2. Information Literacy for Health Care
   - Determine the nature and extent of the information needed to build effective health information exchange services.
   - Propose infrastructure needed for health information exchange effectively and efficiently.
   - Evaluate information and its sources critically and incorporates selected information into health information exchange services.
   - Evaluate outcomes of health information exchange services on health care outcomes.

3. Information Management
   - Verbalize the importance of health information exchange to health care outcomes.
   - Have knowledge of various types of health information exchange services.
   - Assure confidentiality of protected patient health information when using health information exchange.
   - Assure access control in the use of health information exchange.
   - Assure the security of health information exchange.
   - Possess the skills as outlined in supportive functions component of the HL7 model applicable to health information exchange.
   - Understand the principles upon which organizational and professional Health Information System for providers and consumers are based.

Certificate in Human-Computer Interaction

Students will recognize, explain, and apply with considerable depth human-computer interaction (HCI) knowledge in:

1. Basic HCI theory, terms, principles, and conceptual models
2. User-centered design theory and practices related to interaction design
3. HCI design and development processes and life-cycle
4. User profiling to interaction design (needs and requirements)
5. System requirements and product assessments
6. Interface design principles and processes
7. Product usability evaluations and testing methods
8. The purpose of the graphic user interface
9. Usability theory, terms, and the applied techniques
10. Principles of the interface design and prototyping processes
11. Interface grids and typographical devices
12. Information architecture and content management
13. Classic user testing theory and tools
14. Advanced user requirements and profiling
15. Interface design standards / guidelines for cross cultural and disabled users

16. Interaction design styles and choosing interaction devices and elements
17. Develop an evaluative strategy; planning who, what, when, and where
18. Decide how to collect data and prepare for the final evaluation
19. Analysis and interpretation of the evaluation data
20. Inspect a user interface, including a range of evaluative processes
21. Prototype design basics: theory and practice; including basic terms
22. Psychological and behavioral science of HCI
23. Cognitive architecture, memory, problem-solving, mental models, perception, and action related to HCI
24. Impact the design and testing of interactive technologies

Related to applying HCI theory and principles to product development, students will:

1. Apply HCI principles and a user-centered approach to interaction design
2. Analyze user needs and requirements
3. Design and develop prototypes based on user assessments (needs and requirements), while applying HCI principles and models.
4. Apply evaluation and usability testing methods to interactive products to validate design decisions
5. Develop pre-design and post-design usability testing techniques on the developed Web site
6. Assess user needs and requirements
7. Categorize, design, and develop information in proper architectural structures
8. Create interface design prototypes based on a range of design principles and user data, and user assessments
9. Apply prototype principles and a user-centered approach to interaction design
10. Apply evaluation and usability testing methods to prototypes to validate design decisions and to the Web product to validate design decisions using: a) Classic user testing, and b) Heuristic inspection
11. Analyze test data and write a comprehensive report on the product development process of their redesigned Web site, i.e. of the stages of pre-design, design, and post-design, testing, and data analysis
12. Implement a HCI research proposal, including research questions, collecting the relevant literature and methodology
13. Develop a general framework, with a hierarchy of concepts and topics, including a refinement of the research question
14. Understand and apply the various research methods regarding qualitative and quantitative data

Doctor of Philosophy in Informatics - Bioinformatics

Upon completion of the Bioinformatics PhD program, students will be able to:

1. Analyze different types of bioinformatics data (gene, protein, disease, etc.) including their biological characteristics and relationships.
2. Formulate steps involved in transforming the data to knowledge, as well as introducing different techniques used at each step
3. Impact informatics on other disciplines such as biology from several perspectives including the social and economic aspects.
4. Establish different data representation models and formats used for bioinformatics data representation including markup languages, such as SBML and CellML, and ontologies, such as GO ontology.
5. Master different approaches used for data integration and data management, including data warehouse and wrapper approaches.
6. Develop computational techniques and employ diversified bioinformatics tools for data processing including statistical, machine learning and data mining techniques.
7. Analyze processed data in particular with the support of analytical and visualization tools.
8. Perform bioinformatics research in area of interest.
9. Interact with non-bioinformatics professionals, such as biologists and biomedical researchers in order to better understand their bioinformatics needs for better support and service delivery.
10. Develop the ability to design and develop bioinformatics solutions by adapting existing tools, designing new ones, or a combination of both.

Doctor of Philosophy in Informatics - Health Informatics

Upon completion of the Health Informatics PhD program, students will be able to:

1. Skilled in the analysis, design, and implementation of information systems that support and expand the delivery of health care.
2. Function as translators between clinicians and information technology personnel.
3. Insure that information systems capture and present critical health information.
4. Interact with non-health care professionals, such as computer science, information science, cognitive science, and other researchers in order to better understand how their knowledge advances health informatics science.
5. Demonstrate in-depth knowledge on health informatics research approaches.
6. Propose innovative approaches to the development of health informatics knowledge.

Doctor of Philosophy in Informatics - Human Computer Interaction

Upon completion of the HCI PhD program, students will be able to:

1. Identify and explain HCI domain knowledge in the areas of both basic and applied research with considerable depth, including:
    - HCI theory and usability terms, principles, and practices,
    - Problem space definition and conceptual models,
    - Social mechanisms used in communication,
    - User-centered approaches to interaction design,

- User profiling and user needs and requirements,
- Interface design principles and processes, as well as related areas of visual design and aesthetics,
- Cognitive and information processing,
- Product assessments related to a market analysis, as well as processes and life-cycles of interaction design, and
- Product evaluation and testing methods, both qualitative and quantitative

2. Identify and apply HCI principles and practices during product design and evaluate (development and usability testing) of interactive products, including the producing of interface designs and prototypes based on user and needs assessments and a user-centered approach to interaction design and the final analysis, evaluation, and usability testing methods to interactive products to validate design decisions.
3. Identify and explain the broader HCI connections and associations among technology, theory, social analysis, and application domains to arrive at a set of questions in preparation for final research and dissertation, as well as the broader significance of their work within the context of past and current HCI research.

Academic Policies & Procedures

Absences

From Final Examinations Students are required to adhere to the policies regarding final examinations as published in the *Schedule of Classes*.

From Scheduled Classes Illness or equivalent distress is the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up.

Credit for Correspondence Courses

With prior approval, the School of Informatics will accept a maximum of two courses (6 credit hours total) by correspondence study to count toward the degree requirements. Only general elective courses may be taken by correspondence. Distance learning courses and courses conducted online are not considered correspondence courses and, therefore, do not have a credit hour limit associated with them.

Degree Application

Candidates for graduation must file an application with the school by March 1 for December graduation and October 1 for May, June, or August graduation. Credits for all course work, except that of the current semester, must be recorded on the candidate's Indiana University transcript at least one month prior to the date of graduation.

Statute of Limitations

Candidates for the bachelor's degree in informatics have the right to complete the degree requirements specified by the bulletin in effect at the time they entered Indiana University, provided that the required courses are available and that no more than eight calendar years have elapsed since the date of entry.

Grading Policies

The School of Informatics follows the official grading system of Indiana University described in the front of this bulletin.

Pass/Fail

During an undergraduate program, students in the School of Informatics in good standing (not on probation) may enroll in up to a maximum of eight university elective courses to be taken with a grade of P (pass) or F (fail). Students may take up to two Pass/Fail courses during an academic year. The procedure for declaring this option may be found in the Schedule of Classes. A grade of P is not counted in the grade point average; a grade of F is included. Grades of P cannot be changed to any other letter grade.

Probation/Dismissal/Readmission at School of Informatics

Academic Warning

A student whose semester (fall or spring) grade point average (GPA) falls below a 2.0, but whose cumulative GPA is a 2.0 or higher will be placed on academic warning. An advising hold will be placed on the student's record and the student will be required to meet with their academic advisor prior to registration.

Academic Probation

A student whose cumulative grade point average (GPA) falls below a 2.0 will be placed on probation for the subsequent semester. A probation hold will be placed on the student's record and the student will be required to meet with their academic advisor prior to registration. Once the cumulative GPA is 2.0 or higher, the student will be removed from probationary status.

Dismissal

A student on probation who has completed a minimum of 12 IU GPA hours is 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 IU GPA is below 2.0.

Readmission

Students who are dismissed for the first time must sit out for a minimum of one regular fall or spring semester (not summer) and petition by the established deadlines to be eligible for readmission. Students dismissed two or more times must remain outof school for two regular (fall and spring) semesters and petition by the established deadlines to be eligible for readmission. Readmitted students may only begin in either the fall or spring semester.

Grade Replacement

The Grade Replacement Policy is available only to undergraduate students. It may be exercised for a maximum of 15 credit hours, no more than two times for a given course, with each attempted replacement counting toward the 15 credit hour limit. Any grade may be replaced with the last grade earned for the course, as long as the most recent grade is equal to or higher than the grade being replaced. The replaced grade will then be excluded from the cumulative grade point average. However, the course listing and the replaced grade will remain on the student's academic record with an "X"

notation indicating that the grade is excluded from the cumulative grade point average.

The policy became effective beginning with the fall 1996 semester, and any courses being used to replace an earlier grade must have been taken in the fall of 1996 or later. Grades previously granted FX will be honored and will count toward the 15 credit hour limit. Once invoked, a student may not subsequently request reversal of the grade replacement granted for a given course. Also, this policy is not available for graduate students or students seeking any second undergraduate degree. Please see your academic advisor to discuss grade replacement and obtain a form. For more information about the policy, visit http://registrar.iupui.edu/replace.html

Scholarships & Awards

Scholarships

The School of Informatics offers several scholarships in all degree programs. Most scholarships are available only to undergraduate students. Financial assistance for master's students is generally given to a select number of students in the form of a graduate assistantship.

Available to all School of Informatics Students:

The John R. Gibbs Scholarship/Fellowship for Innovation is available to both undergraduate and graduate students in the School of Informatics at IUPUI who have demonstrated or show interest in innovation and entrepreneurship.

Freshman Scholarships:

School of Informatics Freshman Scholarships are awarded to incoming freshmen students who graduated in the top 25% of their class and have received a minimum SAT score of 1070 or ACT of 23. Students must plan to enroll in the Informatics or Media Arts and Science program. The scholarship is renewable for up to four years with a GPA of 3.2 and continuous full-time enrollment.

The Aspirations in Computing Freshman Scholarship is available to incoming female freshmen for their computing-related achievements and interests. Awardees are selected for their computing and IT aptitude, leadership ability, academic history, and plans for post-secondary education. The scholarship is awarded to the student(s) who won the NCWIT Aspirations in Computing competition and is admitted directly to the School of Informatics at IUPUI. The scholarship is renewable for up to four years with a GPA of 3.5 and continuous full-time enrollment.

Scholarships available to Juniors or Seniors:

The Health Information Technology Scholarship is available to a junior or senior with an interest in health information technology. The scholarship may be given to a student with a strong affinity for working in a health field whether through study of informatics and the health sciences, health information administration, bioinformatics, or media arts and science. Preference will be given to a student demonstrating strong leadership qualities and a desire to pursue further education beyond the undergraduate degree. Recipients are selected in the spring of their sophomore or junior year.

Scholarships available to Seniors:

The David M. Ratts Scholarship is available to senior students in the School who have a record of academic excellence and a minimum GPA of 3.5. Recipients are selected in the spring of their junior year.

The Tyler R. Stull Memorial Scholarship is available to senior students in the School majoring in Media Arts and Science who demonstrate significant talent and future career potential in the area of graphic or sound design, and who have a minimum GPA of 3.0. Preference is given to students who are residents of Indiana and demonstrate financial need. Recipients are selected in the spring of their junior year.

The Dean's Advisory Council Senior Scholarship is available to senior students in the School who have a record of innovation, community service or academic excellence. Recipients are selected in the spring of their junior year.

Scholarships available to Juniors or Seniors in the Health Information Administration (HIA)

Scholarships program:

Gertrude L. Gunn Memorial Fund Scholarship, established in memory of the founder of the program, are awarded to students in HIA. They are based on scholarship and demonstrated financial need.

The Mary L. McKenzie Scholarship is awarded to a student in Health Information Administration (HIA). It is based on scholarship and demonstrated financial need.

The Elton T. Ridley Minority Scholarship is awarded to a student in HIA. It is based on scholarship and demonstrated financial need. The scholarship is awarded to a student who is a member of a classification of individuals who are traditionally underrepresented in the HIA program.

Awards

Based on superior performance and policies, the program faculty will recommend that qualified students be awarded degrees with distinction.

Administration, Faculty and Staff

School of Informatics Administration, Faculty, and Staff

Administration

Faiola, Anthony, Ph.D. Purdue University, 2005; M.A., Ohio State University, 1984; M.F.A.,Ohio State University, 1979; M.A., State University New York, 1977; B.F.A., State University New York, 1975; *Executive Associate Dean, Associate Professor, Director of Human Computer Interaction Graduate Program*

Palakal, Mathew J., Ph.D. Computer Science,1987; M.S. Computer Science, 1983; B.S., Computer Science, Concordia University [Canada], 1979, *Associate Dean*

for Research and Graduate Studies, Director, Informatics Research Institute, and Professor of Informatics

Hayes, Barbara, M.S., Indiana University, 2001; M.S.W., Indiana University, 1981; B.A., Indiana University, 1976, *Associate Dean for Administration and Planning, Clinical Assistant Professor*

Faculty

Baker, M. Pauline, Ph.D., University of Illinois, 1990; M.S., Western Illinois University, 1981; M.S., Syracuse University, 1977; B.A., Cornell University, 1974, *Associate Professor, Director, Director of the Media Arts and Science Program*

Bolchini, Davide, Ph.D., University of Lugano, 2003; B.A., M.S. University of Lugano 2000, *Assistant Professor*

Chen, Yue (Jake), Ph.D., 2001; M.S., 1997; B.S., University of Minnesota, 1995, *Associate Professor*

Comer, Robert Skipworth, M.S., Indiana University, 2001; B.S., Vanderbilt University, 1978, *Research Associate*

Defazio, Joseph, Ph.D., Indiana University, 2008; M.S., Indiana State University, 1993; B.S., B.A., Indiana State University, 1994, *Associate Professor*

Dunker, A. Keith, Ph.D., 1969, Post-doctorate, Yale University; M.S., University of Wisconsin at Madison, 1967; B.S., University of California, Berkeley, 1965; *Professor and Director, Center for Computational Biology and Informatics*

Hook, Sara A., J.D., 1994; M.B.A., Indiana University, 1988; M.L.S., 1980; B.A., University of Michigan, 1978, *Professor of Informatics*

Huang, Edgar, Ph.D., Indiana University, 1999; M.F.A., University of California, 1995; M.L., People's University of China, 1988; B.A., Institute of International Relations, 1984, *Associate Professor*

Jones, Josette W., Ph.D., University of Wisconsin, 2002; Licentiate Nursing, Brussels, Belgium, 1990; Licentiate Medical Social Sciences, Katholieke Universiteit Leuven, Louvain, Belgium, 1981; Graduate Hospital Nursing, Mater Salvatoris, Hasselt, Belgium, 1973, *Associate Professor, Health Informatics, Associate Professor, Nursing*

Kharrazi, Hadi, Ph.D. Dalhousie University, 2008; M.D., Iran University of Medical Sciences and Health Services, 2003; M.S., Dalhousie University, *Assistant Professor*

Koch, Clinton, M.S., Indiana University, 2000; B.A., Indiana University, 1997, *Lecturer*

MacDorman, Karl, B.A., Ph.D. Unviersity of Cambridge, UK, 1996; University of California, 1988, *Associate Professor*

Mannheimer, Steve, M.F.A., Washington University, 1975; B.F.A., Drake University, 1973; B.A., Grinnell College, 1972, *Professor*

McDaniel, Anna M., D.N.S., 1991; M.A., 1981; B.S.N., Ball State University, 1974, *Professor of Nursing and Health Informatics*

Merchant, Mahesh, Ph.D., University of Utah, 1980; M.S.E.E., California State University, 1976; B.S.E.E., University of Poona, 1973, *Lecturer*

Pfaff, Mark, Ph.D. The Pennsylvania State University, 2008; M.S., Duquesne University, 2001; B. A., Pennsylvania State University, 1995, *Assistant Professor*

Powers, Mathew, M.F.A. Indiana University 2006; B.F.A., Indiana University, 2002, *Lecturer*

Stewart, Jennifer, Media Arts and Science, Master of Science, Indiana University, 2009; B.G.S., Indiana University, 1993, *Lecturer*

Tennant, Felisa, M.I.S., Indiana University, 2001; B.S., Indiana University, 1997, *Clinical Assistant Professor, and Health Information Administration Interim Program Director*

Tennant, Susan, M.S., Indiana University–Purdue University Indianapolis, 2000; B.F.A.,State University New York, 1974; B.A., State University New York, 1973, *Clinical Associate Professor, Assistant Director, Media Arts and Science*

William, Albert, M.S., Indiana University, 2002; B.S., Bowling Green State University, 1984, *Research Associate*

Wu, Huanmei, Ph.D. Northeastern University, 2005; M.S., Northeastern University, 2003; B.S., Tsinghua Universitym 1996, *Assistant Professor*

Zhou, Yaoqi, Post-doctorate, North Carolina State University [1994-95] and Harvard University [1995-2000]; Ph.D. State University of New York, 1990; B.S., University of Science and Technology of China, 1984, *Director of Informatics, Professor of Informatics*

Staff

Barker, Nancy, *Assistant Business Manager*

Benedict, Brian, *Career Services Specialist*

Burzlaff, Linda, *Coordinator of Graduate Student Services*

Coryell, Geoff, *Multimedia Technology Specialist*

Daugherty, Victoria, *Administrative Coordinator*

Edwards, Natalie, *Academic Advisor*

Garrett, Nate, *Web and Database Specialist*

Haggenjos, Beth, *Director of Career Services*

Hostetler, Jeff, *Grant Specialist*

Humes, Olisa, *Administrative Specialist*

Mattingly, Jill, *Academic Advisor*

Marasco, Rosiel, *Director of Fiscal and Administrative Affairs*

Melluck, Kimberly, *Director of Technology and Facilities Planning*

Nelson, Christina, *Academic Advisor*

O'Neill, Mary, *Administrative Specialist*

Phelps, David, *Multimedia Technologist*

Rose, Lisa, *Recorder*

Spangle, Matt, *Computer Support*

Stukey, Teresa, *Human Resources Coordinator*

Tauriainen, David, *Computer Support Specialist*

Ward, Caitlin, *4th floor Receptionist*

Courses

Graduate Course Descriptions

Informatics

INFO-G 599 Thesis Research (0 cr.)

INFO-I 500 Fundamental Computer Concepts in Informatics (3 cr.) An introduction to fundamental principles of computer concepts for informatics students, including an overview of computer architecture, computer algorithms, fundamentals of operating systems, data structures, file organization and database concepts. This course is expected to impart the required level of competency in computer science. It may be waived in lieu of six undergraduate credit hours of computer science or informatics coursework, covering areas of programming, discrete structures, and data structures.

INFO-I 501 Introduction to Informatics (3 cr.) Basic information representation and processing; searching and organization; evaluation and analysis of information. Internet-based information access tools; ethics and economics of information sharing.

INFO-I 502 Information Management (3 cr.) Survey of information organization in medical, health, chemical, and biology-related areas; basic techniques of the physical database structures and models, data access strategies, management, and indexing of massively large files; analysis and representation of structured and semi-structured medical/clinical/chemical/ biological data sets.

INFO-I 503 Social Impact of Information Technologies (3 cr.) An overview of important social, legal, and ethical issues raised by information technology.

INFO-I 504 Social Dimensions of Science Informatics (3 cr.) Course will examine ethical, legal, and social issues surrounding contemporary research and practice in science informatics. Topics include the nature of science and technology, the ramifications of recent advances in science informatics, and relevant science policy and research ethics. General knowledge of science informatics is assumed.

INFO-I 505 Informatics Project Management (3 cr.) This is a professional introduction to informatics project management and organizational implementation of integrated information solutions. The target audience is informatics project team members likely to pursue informatics project manager roles as well as all members not likely to do so. Through reading, lecture, discussion, practice, and targeted projects, students gain historical perspectives, current awareness, and proficiency with informatics project management terminology, techniques, and technologies.

INFO-I 506 Globalization and Information (3 cr.) Explores the processes that promote and impede movement of human action and informational activities to the most general levels, e.g., the level of the world as a whole. Surveys diverse theories of globalization to identify the best approaches for professional informatics career planning and making information globally accessible.

INFO-I 510 Data Acquisition and Laboratory Automation (3 cr.) This course covers the entire process by which signals from laboratory instruments are turned into useful data: (1) fundamentals of signal conditioning and sampling; (2) interfacing, communications, and data transfer; (3) markup languages and capability systems datasets; (4) general lab automation; (5) robotics. A significant portion of this course is devoted to practical learning using LabVIEW.

INFO-I 511 Laboratory Information Management Systems for Health and Life Sciences (3 cr.) This course involves a comprehensive study of Laboratory Information/Laboratory Information Management Systems in the Healthcare and Life Sciences. It consists of the history, applications, case studies, functional requirements, databases, data flow, workflows, system and network architecture, laboratory roles, establishment of these systems including selection, installation, customization, integration, and validation.

INFO-I 512 Scientific and Clinical Data Management (3 cr.) Management and mining of data generated in scientific laboratories and clinical trials for data mining and knowledge discovery requires robust solutions that include knowledge discovery techniques and databases, extraction of data/metadata stored in data warehouses that use Storage Use Networks and dealing with security issues of handling this data.

INFO-I 519 Introduction to Bioinformatics (3 cr.) P: One semester programming course or equivalent. Sequence alignment and assembly; RNA structure, protein and molecular modeling; genomics and proteomics; gene prediction; phylogenetic analysis; information and machine learning; visual and graphical analysis bioinformatics; worldwide biologic databases; experimental design and data collection techniques; scientific and statistical data analysis; database and data mining methods; and network and internet methods.

INFO-I 525 Organizational Informatics and Economics Security (3 cr.) Organizational process embed implicit and explicit decisions and information control. Security technologies and implementations make explicit organizational choices that determine individual autonomy within an organization. Security implementations allocate risk, determine authority over processes, make explicit relationships in overlapping hierarchies, and determine trust extended to organizational participants.

INFO-I 529 Machine Learning for Bioinformatics (3 cr.) P: INFO I519, or equivalent knowledge. The course covers advanced topics in bioinformatics with a focus on machine learning. The course will review existing techniques such as hidden Markov models, artificial neural network, decision trees, stochastic grammars, and kernel methods. Examine application of these techniques to current bioinformatics problems including: genome annotation and comparison, gene finding, RNA secondary structure prediction, protein structure prediction, gene expression analysis, proteomics, and integrative functional genomics.

INFO-I 530 Foundations of Health Informatics (3 cr.) This course will introduce the foundation of health informatics. It will review how information sciences and computer technology can be applied to enhance research and practice in healthcare. The basic principles of informatics that govern communication systems, clinical decisions, information retrieval, telemedicine, bioinformatics and evidence based medicine will be explored.

INFO-I 532 Seminar in Bioinformatics (1-3 cr.) Presentation and discussion of new topics in bioinformatics. Concentration on a particular area each semester to be announced before registration. Total credit for seminars and independent study courses may not exceed 9 credit hours.

INFO-I 533 Seminar in Chemical Informatics (1-3 cr.) Presentation and discussion of new topics in chemical informatics. Concentration on a particular area each semester to be announced before registration. Total credit for seminars and independent study courses may not exceed nine 9 hours.

INFO-I 534 Seminar in Human-Computer Interaction (1-3 cr.) Topics vary yearly and include the following: information visualization, immersive technologies, designing hypermedia for educational applications, user-centered design techniques and tools, formal methods and cognitive modeling in HCI. Total credit for seminars and independent study courses may not exceed nine 9 hours.

INFO-I 535 Clinical Information Systems (3 cr.) Clinical Information Systems includes: human computer interface and systems design; healthcare decision support and clinical guidelines; system selection; organizational issues in system integration; project management for information technology change; system evaluation; regulatory policies; impact of the Internet; economic impacts of e-health; distributed healthcare information technologies and future trends.

INFO-I 536 Foundational Mathematics of Cybersecurity (3 cr.) Students will learn mathematical tools necessary to understand modern cybersecurity. The course will cover introductory mathematical material from a number of disparate fields including probability theory, computational theory, complexity theory, group theory, and information theory.

INFO-I 537 Legal and Social Informatics of Security (3 cr.) This is a case-based course on privacy and security in social contexts. Privacy and security technologies can diverge from their designers' intent. Privacy-enhancing technologies have been used to defeat data protection legislation, and cryptographic technologies of freedom can be used by corrupt regimes to protect their records from external view.

INFO-I 538 Introduction to Cryptography (3 cr.) Introduction to the foundational primitives of cryptography and implementations. A primary goal of this course will be to understand the security definitions for each primitive and how they are used in cryptographic protocols. The ethics of insecure or on-the-fly protocol design will be discussed.

INFO-I 539 Cryptographic Protocols (3 cr.) The class teaches a basic understanding of computer security by looking at how things go wrong, and how people abuse the system. The focus of the class is on how computer systems are attacked, and once this is understood it is possible to propose ways to make the system secure.

INFO-I 540 Data Mining for Security (3 cr.) The objective of this course is to provide an understanding of the impact of data mining in security with a particular focus on intrusion detection. There will be an introduction to data mining where data mining techniques including association rules, clustering and classification are described. Security basics will be presented, focusing on topics such as authentication and access control that are relevant to data mining. This seminar course will explore recent research work in this area and intrusion detection.

INFO-I 545 Music Information Representation, Search and Retrieval (3 cr.) A comprehensive, comparative study of computer-based representation schemes for music, including those oriented toward music notation, music performance, and music analysis. Overview of musical metadata. Techniques and tools for search and retrieval of music information. Credit not given for both INFO I545 and MUS N564.

INFO-I 546 Music Information Processing: Symbolic (3 cr.) This course deals with both methodology and specific applications that attempt to algorithmically annotate, understand, recognize, and categorize music in symbolic (score-like) form. Particular applications will include key finding, harmonic analysis, note spelling, rhythm recognition, meter induction, piano fingering, and various classification problems such as genre or composer identification. The methodology we will employ will be probabilistic and will include ideas from Maching Learning such as optimal classifiers, hidden Markov models, and Bayesian networks. Students will have computing assignments, present papers, and be expected to implement solutions to problems using a high-level language such as R or Matlab.

INFO-I 547 Music Information Processing: Audio (3 cr.) This course deals with various music analysis nad processing problems that use sampled audio as the primary data representation. We discuss digital signal processing, including filtering and its relationship to Fourier techniques. Topics include synthesis, effects processing, score following, blind music recognition, and accompaniment systems.

INFO-I 548 Introduction to Music Informatics (3 cr.) History, issues, and applications in music information technology. Survey of various types of musical information. Introduction to digital musical media, including data standards and processing; database structure and organization standards and processing; database structure and organization of audio-, score-, and text file objects; and discussion of copyright issues.

INFO-I 550 Legal and Business Issues in Informatics (3 cr.) Provides students with a solid foundation on legal and business matters that impact informatics and new media, including intellectual property, privacy, confidentiality and security, corporate structure, project planning, tax implications, marketing, obtraining capital, drafting business plans and working with professionals such as attorneys, accountants, and insurance agents.

INFO-I 551 Independent Study in Health Informatics (1-3 cr.) Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. Total credit for seminars and independent study courses may not exceed 9 hours.

INFO-I 552 Independent Study in Bioinformatics (1-3 cr.) Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. Total credit for seminars and independent study courses may not exceed 9 hours.

INFO-I 553 Independent Study in Chemical Informatics (1-3 cr.) Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. Total credit for seminars and independent study courses may not exceed nine 9 hours.

INFO-I 554 Independent Study in Human-Computer Interaction (1-3 cr.) Independent study under the direction of a faculty member, culminating in a written report. May be repeated for credit. Total credit for seminars and independent study courses may not exceed nine 9 hours.

INFO-I 555 Usability and Evaluative Methods (3 cr.) Web usability principles (theory) and practices are covered with a semester-long project that draws upon relationships between Web and software design and usability engineering. Students also learn a collection of user requirement and testing processes and techniques for the development of more usable interactive systems.

INFO-I 556 Biological Database Management (3 cr.) Study about database management and its application to bioinformatics. Topics include data modeling, data indexing and query optimization with a bioinformatics perspective, and database issues in complex nature of bioinformatics data. The course also involves study of current challenges related to bioinformatics data management, data integration and semantic Web.

INFO-I 557 Human Computer Interaction Design I (3 cr.) This course covers human computer interaction theory and application from an integrated approach of knowledge domains, i.e., the cognitive, behavioral, and social aspects of users and user context, relevant to the design and usability testing of interactive systems.

INFO-I 558 Human Computer Interaction Design II (3 cr.) As a continuation of HCI 1, this course introduces students to advanced HCI theories and practices. Areas of study include: product design research methods and issues underlying design thinking, advanced usability practices, and other human-system interaction models. Thesis research planning, methods, and data analysis will also be covered.

INFO-I 563 Psychology of Human Computer Interaction (3 cr.) Covers the psychological and behavioral science of human computer interaction, including cognitive architecture, memory, problem-solving, mental models, perception, action, and language. Emphasis is placed on developing an understanding of the interaction between human and machine systems and how these processes impact the design and testing of interactive technologies.

INFO-I 564 Prototyping for Interactive Systems (3 cr.) The course covers methodologies for designing and prototyping graphic user interfaces, including rapid (paper) and dynamic (interactive) prototypes. Principles of design research and visual communication are discussed in the context of interaction design, cognition and user behavior, as well as usability testing techniques for concept validation.

INFO-I 571 Chemical Information Technology (3 cr.) P: Consent of Instructor. Overview of chemical informatics techniques, including chemical structure coding, chemical data representation, chemical database and search systems, molecular visualization and modeling techniques, and the development of chemical informatics software.

INFO-I 572 Computational Chemistry and Molecular Modeling (3 cr.) P: INFO-I 571. Computer models of molecules and their behavior in gas and condensed phases; implicit and explicit solvation models; quantum and molecular mechanics; search strategies for conformational analysis; geometry optimization methods; information content from Monte Carlo and molecular dynamics simulations; QSAR; CoMFO; docking.

INFO-I 573 Programming for Science Informatics (3 cr.) Students will receive a thorough understanding of software development for chem- and bioinformatics, and broaden experience of working in a scientific computing group. Topics include programming for the web, depiction of chemical and biological structures in 2D and 3D, science informatics tool kits, software APIS, AI and machine-learning algorithm development, high-performance computing, database management, managing a small software development group, and design and usability of science informatics software.

INFO-I 575 Informatics Research Design (3 cr.) P: Undergraduate or graduate course in general statistics. Introduction and overview to the spectrum of research in informatics. Qualitative and quantitative research paradigms, deterministic experimental designs to a posteriori discovery. Issues in informatics research; conceptual, design, empirical, analytical, and disseminative phases of research.

INFO-I 576 Structural Approaches to Systems Biology (3 cr.) Computational approaches to characterizing and predicting tertiary protein configuration, based on known data of atomic, intramolecular and intermolecular interactions. The course presents a balanced and integrative outlook at the various molecular components that determine biological function, sub-cellular organization, dysfunction and even disease examined at the nanoscale.

INFO-I 578 Data Analysis for Clinical Administrative Decision Making (3 cr.) Focuses on understanding, manipulating, and analyzing quantitative data in nursing and healthcare. Includes use of computer-based systems for data management and statistical analysis. Application and interpretation of multivariate statistical models for decision making.

INFO-I 581 Health Informatics Standards and Terminologies (3 cr.) Health information standards specify representation of health information for the purpose of communication between information systems. Standards not only standardize data formats, but also the conceptualizations underlying the data structures. The design process of data standards, domain analysis,

conceptualization, modeling, and the methods and tools commonly used are explored.

INFO-I 582 Health Information Exchange (3 cr.) This course describes the drivers and challenges, the data and services of electronic health information exchange (HIE). The five focus areas of HIE are reviewed relative to strategies and actions: Aligning Incentives; Engaging Consumers; Improving Population Health; Managing Privacy, Security and Confidentiality; and, Transforming Care Delivery.

INFO-I 583 Security and Privacy Policies and Regulations for Health Care (3 cr.) This course discusses privacy and security regulations for health care information transactions including policy, procedures, guidelines, security architectures, risk assessments, disaster recovery, and business continuity. Particular attention is given to the Health Insurance Portability and Accountability Act (HIPAA) and the Health Information Technology for Economic and Clinical Health (HITECH) Act.

INFO-I 584 Practicum in Health Information Technology (3 cr.) This course provides an opportunity for the learner to synthesize all previous coursework and to demonstrate beginning competency in Health Information Technology (HIT) applications. The course employs an application focus in which the learner demonstrates comprehension, critical thinking, and problem-solving abilities within the context of a real-world environment.

INFO-I 590 Topics in Informatics (1-3 cr.) Variable topic. Emphasis is on new developments and research in informatics. Can be repeated with different topics, subject to approval of the Dean.

INFO-I 600 Professionalism and Pedagogy in Informatics (3 cr.) Course will introduce students to topics and skills necessary for entering careers in industry or the academy. Topics covered will include career planning, curriculum development, effective teaching, research ethics, scholarly and trade publiching, grantsmanship, and intellectual property consideration.

INFO-I 601 Introduction to Complex Systems (3 cr.) The course will cover fractals, emergent behavior, chaos theory, cooperative phenomena, and complex networks. Students will learn how to think differently about complexities, finding ways to understand their complexity and addressing the problems they pose.

INFO-I 604 Human Computer Interaction Design Theory (3 cr.) The course will explore, analyze, and criticize underlying assumptions and the rational rationale behind some of the most influential theoretical attempts in HC and related fields. The purpose of the course is to make students aware of how theories can influence practice and to develop critical thinking around the role, purpose, and function of theories.

INFO-I 605 Social Foundations of Informatics (3 cr.) Topics include the economics of information businesses and information societies, legal and regulatory factors that shape information and information technology use, the relationship between organization cultures and their use of information and information technology, and ownership of intellectual property.

INFO-I 611 Mathematical and Logical Foundations of Informatics (3 cr.) An introduction to mathematical methods for information modeling, analysis, and manipulation. The topics include proof methods in mathematics, models or computation, counting techniques and discrete probability, optimization, statistical inference and core advanced topics that include, but are not limited to, Markov chains and random walks, random graphs, and Fourier analysis.

INFO-I 617 Informatics in Life Science and Chemistry (3 cr.) P: Advanced graduate standing or consent of instructor. Introduces the fundamental notions in genome and proteome informatics and chemical informatics focus. Introduces students to major historical, contemporary, and emerging theories, methods, techniques, technologies, and applications in the field of bioinformatics. Students will explore relevant and influential research, results, and applications. Students will develop an understanding of leading research approaches and paradigms, and will design an independent research program in relation to their individual research fields and personal interests. The course will focus on research approaches in bioinformatics, emerging technologies in biology and chemistry, and basic computational techniques, using the design and organizing issues in information systems used in those areas. The course is designed for students with no biology or chemistry background, but some knowledge in informatics, who want to learn basic topics in bioinformatics and chemical informatics.

INFO-I 619 Structural Bioinformatics (3 cr.) Course covers informatics approaches based on the sequence and 3D structure of biological macromolecules (DNA, RNA, Protein) whose objective is to improve our understanding of the function of these molecules. Topics will include molecular visualization; structure determination, alignment, and databases; and prediction of protein structure, interactions, and function.

INFO-I 621 Computational Techniques in Comparative Genomics (3 cr.) Course will summarize computational techniques for comparing genomes on the DNA and protein sequence levels. Topics include state-of-the-art computational techniques and their applications: understanding of hereditary diseases and cancer, genetic mobile elements, genome rearrangements, genome evolution, and the identification of potential drug targets in microbial genomes.

INFO-I 624 Advanced Seminar I–Human-Computer Interaction (3 cr.) P: Advanced graduate standing or consent of instructor. Introduces students to major historical, contemporary, and emerging theories, methods, techniques, technologies, and applications in the field of human-computer interaction. Students will explore relevant and influential research, results, and application. Students will design an independent research program in relation to their individual research fields and personal interests.

INFO-I 627 Advanced Seminar I–Bioinformatics (3 cr.) P: Advanced graduate or consent of instructor. Introduce students to major historical, contemporary, and emerging theories, methods, techniques, technologies, and applications in the field of bioinformatics. Student will explore relevant and influential research, results, and applications. Students will develop an understanding of

leading research approaches and paradigms, and will design an independent research program in relation to their individual research fields and personal interests. The course will focus on research approaches in bioinformatics, and emerging technologies in biology and chemistry, and basic computational techniques.

INFO-I 628 Advanced Seminar in Complex Systems (3 cr.) Introduces students to major historical contemporary and emerging theories, methods, and techniques in the filed of complex systems. Students will examine and explore relevant and influential research, results and applications. Students will develop an understanding of leading research approaches and paradigms and will design an independent research program in relation to their individual research fields and personal interests. The course will focus on the theory of complex systems, systems science and artificial life.

INFO-I 634 Advanced Seminar II – Human Computer Interaction (3 cr.) P: Advanced graduate standing or consent of instructor. Introduces students to major historical, contemporary, and emerging theories, methods, techniques, technologies, and applications in the field of human-computer interaction. Students will explore relevant and influential research, results, and applications. Students will develop an understanding of leading research approaches and paradigms, and will design an independent research program in relation to their individual research fields and personal interests.

INFO-I 637 Advanced Seminar II – Bioinformatics (3 cr.) P: Advanced graduate standing or consent of instructor. Introduces students to major historical contemporary and emerging theories, methods, and techniques in the field of Bioinformatics. Students will examine and explore relevant and influential research, results and applications. Students will develop an understanding of leading research approaches and paradigms, and will design and independent research program in relation to their individual research fields and personal interests. The course will focus on research approaches in bioinformatics, emerging technologies in biology and chemistry, and basic computational techniques.

INFO-I 638 Advanced Seminar in Complex Systems (3 cr.) P: Advanced graduate standing or consent of instructor. Introduces students to major historical contemporary and emerging theories, methods, and techniques in the filed of complex systems. Students will examine and explore relevant and influential research, results and applications. Students will develop an understanding of leading research approaches and paradigms, and will design an independent research program in relation to their individual research fields and personal interests. The course will be an exposition of the science at the edge; and the forefront of research in complex systems.

INFO-I 641 Business of Health Informatics (3 cr.) This class focuses on the economic importance of healthcare information technology adoption for value realization, as a strategic asset, as an investment, and transformation toward integrated decision making. Topics covered include but are not limited to implementation of Decision Support System, barcode tracking, Electronic Health Records, pay-for-performance incentives for e-prescribing.

INFO-I 642 Clinical Decision Support Systems (3 cr.) This course provides an overview of the background and state-of-the-art Clinical Decision Support Systems (CDSS). Topics include: the design principles behind clinical decision support systems, mathematical foundations of the knowledge-based systems and pattern recognition systems, clinical vocabularies, legal and ethical issues, patient centered clinical decision support systems, and the applications of clinical decision support systems in clinical practice.

INFO-I 643 Natural Language Processing and Text Mining for Biomedical Records and Reports (3 cr.) This course familiarizes students with applications of Natural Language Processing and text mining in health care. While the course provides a short introduction to commonly used algorithms, techniques and software, the focus is on existing health care applications including clinical records and narratives, biomedical literature and claims processing.

INFO-I 646 Computational Systems Biology (3 cr.) Introduction of how Omics data are generated, managed, analyzed from large-scale computational perspectives, exploring computational resources, especially biological pathways for integrative mining and computational analysis representing and modeling multiscale biological networks, relating static/dynamic properties to the understanding phenotypic functions at the molecular systems level.

INFO-I 651 The Ethnography of Informatics (3 cr.) Introduces ethnography as a social science methodology and way of knowing with which to study information and its social contexts. Places ethnography in relation to other research methodologies relevant to the production of the informatics knowledge base. Trains students in the use of a broad range of ethnographic techniques relevant to the study of automated information technology in use. Designed to be open to students from other programs with sufficient methodological and substantive background.

INFO-I 656 Translational Bioinformatics Applications (3 cr.) This course entails a cohesive approach to the theory and practice of bioinformatics applications in translational medicine (TM). It includes topics related to the complexities of low, medium and high-throughput applications in TM and powerful solutions to TM data management problems by employing various informatics frameworks.

INFO-I 657 Advanced Seminar II – Chemical Informatics (3 cr.) P: Advanced graduate standing or consent of instructor. Topics vary yearly and include: Representation of chemical compounds: representation of chemical reactions; chemical data, databases and data sources; searching chemical structures; calculation of physical and chemical data (molecular mechanics and quantum mechanics); calculations of structure descriptors; methods for chemical data analysis; integration of chemoinformatics and bioinformatics.

INFO-I 667 Advanced Seminar II—Health Informatics (3 cr.) Advanced graduate seminar in health informatics, designed to complement INFO- I530. Seinartin Health Informatics Applications. This seminar is intended for graduate students enrolled in the Informatics Doctoral Program, taking the Health Informatics Track.

INFO-I 668 Seminar in Health Informatics II (3 cr.) Seminar course covers a variety of research areas in the discipline of health informatics. The seminars provide the students with an opportunity to enrich their academic experience by improving communication and presentational skills, improving interaction with other professionals, extending knowledge in related disciplines, and keeping updated with current issues.

INFO-I 680 Human-Computer Interaction Professional Practice I (3 cr.) This course represents Part One of a two-part course series, which fulfills the final HCI MS project requirement. Part One should showcase the accumulative knowledge of the student in the areas of product design and development. Students will explore relevant and applied research concepts, while considering various HCI design approaches. Final outcomes will include the completion of the first half of the final project, i.e., the completion of a final product.

INFO-I 584 Human Computer Interaction Professional Practice II (3 cr.) Part Two of a two-part course. Part Two showcases the student's accumulative knowledge in areas of product assessment and documentation. Final outcomes include the completion of the second half of the final project, i.e. product testing and analysis and writing of the paper.

INFO-I 690 Topics in Informatics (1-3 cr.) Variable topic. Emphasis on new developments and research in informatics. Can be repeated with different topics, subject to approval of the dean. Course is intended for Ph.D. students in the School of Informatics.

INFO-I 691 Thesis/Project in Health Informatics (1-3 cr.) The student prepares and presents a thesis or project in an area of health informatics. The product is a substantial, typically multi-chapter paper or carefully designed and evaluated application, based on well-planned research of scholarly project. Details are worked out between the student and the sponsoring faculty member. May be repeated for credit until a total of 3 credits is reached.

INFO-I 692 Thesis/Project in Bioinformatics (1-6 cr.) The student prepares and presents thesis or project in an area of bioinformatics. The product is substantial, typically a multi-chapter paper or carefully designed and evaluated application, based on well-planned research or scholarly project. Details are worked out between student and sponsoring faculty member. May be repeated for credit.

INFO-I 693 Thesis/Project in Chemical Informatics (1-6 cr.) The student prepares and presents a thesis or project in an area of chemical informatics. The product is a substantial, typically multi-chapter paper, or a carefully designed and evaluated application, based on well-planned research or scholarly project. Details are worked out between the student and sponsoring faculty member. May be repeated for credit.

INFO-I 694 Thesis/Project in Human-Computer Interaction (1-6 cr.) The student prepares and presents a thesis or project in an area of human-computer interaction. The product is substantial, typically multi-chapter paper, or a carefully designed and evaluated application, based on well-planned research or scholarly project. Details are worked out between the student and sponsoring faculty member. May be repeated for credit.

INFO-I 698 Research in Informatics (1-12 cr.) Research under the direction of a member of the graduate faculty that is not dissertation related. Can be repeated for credit for a total of 30 credit hours.

INFO-I 699 Independent Study in Informatics (1-3 cr.) Independent readings and research for Ph.D. students under the direction of a faculty member, culminating in a written report. May be repeated for a maximum of 12 credit hours.

INFO-I 790 Informatics Research Rotation (3 cr.) Work with faculty, investigate research opportunities. Can be repeated for a total of 6 credit hours.

INFO-I 798 Professional Practice/Internship (non-credit cr.) Provides for participation in graduate-level professional training and internship experience.

INFO-I 890 Thesis Readings and Research (1-12 cr.) Research under the direction of a member of the graduate faculty leading to a Ph.D. dissertation. Can be repeated for credit for a total of 30 credit hours.

New Media

NEWM-N 500 Principles of Multimedia Technology (3 cr.) This course examines issues related to digital media communication in the context of e-commerce and the information industry, especially its impact on the cultural, economic, social, and ethical dimensions of local and global communities. Topics also include: usability, intellectual property, and a diversity of user markets for new media products.

NEWM-N 501 Foundations of Digital Arts Production (3 cr.) This course examines the production process and management of digital multimedia. Students investigate and produce projects by researching foundations in the use of digital video with special emphasis on production process of storytelling. Skills learned will include: project development and video production. Students will develop presentation skills through research papers.

NEWM-N 502 Digital Media Motion and Simulation Methods (3 cr.) Applications in animation/ simulation design and creation using computer desktop tools. Examines the fundamentals of three-dimensional animation through storyboards and planning, modeling, texturing, lighting, rendering, and composite techniques. Topics will include nurbs design development, texture mapping for realism and stylistic output, keyframe and path animation, and cinematography lighting techniques. Skills will be developed through design and modeling of individual or team multidisciplinary projects.

NEWM-N 503 Digital Media Application Design Processes (3 cr.) Presents the principles and fundamentals of design techniques using authoring tools on PC, Macintosh, and emerging computer platforms. Included are storyboarding, planning and organization of scripts, use of current technology, computers, video and digital arts equipment; computer-assisted design and project planner software tools and management of design team concepts.

NEWM-N 504 Advanced Interactive Design Applications (3 cr.) Incorporates extensive analysis and

use of computer and multimedia authoring tools intended for character simulation design. The course will study the concepts of physics-based bipedal movement in relation to gravity, balance, anticipation, potential energy, personality constructs, and locomotion. Assessment modeling for character depiction and animation will be planned and storyboarded. Other topics include more advanced facets of computer animation including paint tube modeling, layered texture mapping, and track and block animation for cyclical actions.

NEWM-N 505 Internship in Media Arts and Technology (3 cr.) An internship program for students to work with and learn from experts in media (digital arts) technology fields who are developing and using new applications in commercial and educational settings. Requirements for interns include the development of a technology project proposal; interview, resume, and project presentation; on-site intern residency; project report; oral and media presentation of project outcomes.

NEWM-N 506 Media Arts and Technology Project (1-6 cr.) Students create and orally present a multimedia teaching/training project combining elements of digital media technology including CD-ROM, videodisc, digital audio and video, MIDI, and Internet applications. Requirements include technology project proposal development; oral presentation of proposal, research and development of project, project final report, and the presentation of project. Final project to be submitted in digital form for permanent archive.

NEWM-N 510 Web-Database Concepts (3 cr.) Addresses diverse issues arising when designing World Wide Web interface. Basic database concepts will be presented but the course will focus on discussion of interface issues specific to Web databases, technologies for linking databases to Web servers for delivery, discussion of various Web-database applications, case studies, and industry trends.

NEWM-N 553 Independent Study (1-3 cr.) This course provides graduate students in the New Media Program an opportunity to work on a project that is beyond any other existing new media courses. The course focuses on developing graduate students with evaluation, synthesis and analysis abilities through a project to obtain an in-depth knowledge of new media within a context of their choice. A graduate student could be engaged in a research project or a production project.

Health Information Administration

HIA-M 110 Computer Concepts for Health Information (3 cr.) Course provides an overview of applications for the health and medical professionals. Topics include: audit trails, generating, quantifying and analyzing medical reports, word processing, computer hardware, medical software, copyright and fair usage. Students retrieve and present medical data.

HIA-M 210 Data Organization and Presentation in the Healthcare Environment (3 cr.) Students will study and apply problem solving, decision analysis and data presentation techniques used in healthcare data representation for both internal and external users. ICD and CPT classification systems will be modeled and analyzed utilizing spreadsheets.

HIA-M 220 Healthcare Decision Support (3 cr.) This course provides an overview of essential information technology tools necessary for quantitative and qualitative decision making in a healthcare environment. Students will learn effective methods to analyze patient data including ICD and CPT classification systems as they relate to decision processes in a healthcare environment.

HIA-M 270 Foundations and Principles of Health Information Management (3 cr.) Course focuses on the administration of foundational principles of management within a health information department. Students will gain an understanding of the language of quantitative methods as well as the processes that are required for health information managers to function in a healthcare environment which demands competency in the areas of profit margins, management of financial resources and complex reimbursement processes.

HIA-M 275 Effective Communication for the Healthcare Environment (3 cr.) Course is designed to develop effective interaction among internal and external customers in a healthcare environment. Emphasis is placed on professional communications with superiors, peers and subordinates in all areas of healthcare. Topics include: policy creation, HIM job descriptions, information technology proposal requests, e-mail etiquette and presentation skills.

HIA-M 300 Database Design for Health Information Administration (3 cr.) Introduction to database design with an emphasis on managing data in the health information environment. Topics and concepts include creating data table relationships and normalization. Utilizing Microsoft Access to create user forms and reports. Students will be required to create a large group project.

HIA-M 315 Quantitative Methods and Research (2 cr.) This course will outline the procedures associated with vital statistics in health care (birth/death certificates). The student will learn about the statistics associated with health care. The research portion will focus on data search and access techniques, national research policy making, biomedical and health research investigation, and research protocol data management.

HIA-M 322 Hospital Organization and Management (3 cr.) Orientation to hospital departments hospital organization; inter- and intra-relationships of hospital and community agencies.

HIA-M 325 Health Care Information Requirements and Standards I (3 cr.) This course will outline accreditation standards and regulatory requirements for all aspects of health care including the hospital setting, psychiatric records, and other alternate forms of delivery. It will focus on the content of the health record and documentation requirements, including an orientation to the health information management profession.

HIA-M 326 Laboratory Enrichment for Healthcare Information Requirements and Standards I (1 cr.) This course consists of exercises that reinforce the lectures in HIA-M 325. Students explore up-to-date Web resources used in the healthcare field as well as perform database searches. Students engage in laboratory exercises that

consist of evaluating health records for completeness, regulatory compliance and documentation.

HIA-M 327 Healthcare Information Requirements and Standards II (3 cr.) P: M325 This course is a continuation of HIA-M 325 and includes the ongoing review of health record documentation, in particular secondary data bases such as cancer registry, long term care and other healthcare settings. Healthcare information resources, both in print and on the World Wide Web are researched and examined extensively.

HIA-M 328 Laboratory Enrichment for Healthcare Information Requirements and Standards II (1 cr.) P: M325 This course consists of exercises that reinforce the lectures in HIA-M 327. Students explore Web resources used in the healthcare field and perform extensive database searches.

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]

HIA-M 340 Cancer Registry Fundamentals (3 cr.) This course will outline the organization of cancer registry programs and the operational requirements. Students will learn how to prepare annual reports and how to interpret health information data and translate it into ICD-03 codes.

HIA-M 350 Medical Science for Health Information I (3 cr.) This course will cover pathophysiology and pharmacology associated with the body systems.

HIA-M 356 Laboratory Enrichment for ICD-9-CM Coding (1 cr.) This course is a laboratory for HIA-M 355 that provides hands-on experience in assigning ICD-9-CM codes. Actual patient records are used for coding practice which focuses on correct code assignment and sequencing of codes to follow ethical coding guidelines. Students will also gain hands-on experience with electronic health records and coding software used in the HIM industry.

HIA-M 375 Health information Technology (3 cr.) Introduction to health information standards that have been developed for the electronic health record and information interoperability and standards in development. Emphasis on understanding healthcare organization networks, intranets, the role of the Internet in patient data access, differences between clinical and administrative information systems used in healthcare organizations and the management and maintenance of those systems.

HIA-M 380 Seminar in Health Information Administration (1-3 cr.) Allows the student to refine their skills in planning health care seminars for the profession, hospitals, and within the classroom setting. Written summaries and oral presentations required.

HIA-M 400 Health Information Storage and Retrieval (3 cr.) This course will focus on the creation of forms design, including the retrieval, filing, and storage of health care information according to the guidelines established by federal and state regulations. Registries will be discussed with specific focus on the cancer registry and master patient index (MPI).

HIA-M 420 Health Care Planning and Information Systems (3 cr.) Understanding the design of systems, research various vendors, present information so that a selection of information system can be recommended. This course will also address systems planning; systems selection process; clinical and business applications of computing in healthcare; resolving organization information issues.

HIA-M 441 Transitional Professional Practicum in Health Information Management I (1-8 cr.) Designed for students who have completed an Associate Degree in HIM from a CAHIIM accredited program. Professional practice experience in a clinical site under direction of an HIA faculty member and an onsite clinical instructor. Practicum experience in the classroom. Emphasis on health information management, business administration and information systems.

HIA-M 442 Transitional Professional Practicum in Health Information Management II (1-8 cr.) P: M441 This course is a continuation of HIA-M 441 and includes professionally supervised experience in an approved clinical site as well as practicum experience in the classroom.

HIA-M 443 Professional Practicum in Health Information Management I (8 cr.) This course is designed to provide professional practice experience in an approved clinical site under the direction of an HIA faculty member and an onsite clinical instructor. Students also receive didactic and practicum experience in the classroom. Emphasis on clinical science, health information management, business administration and information systems.

HIA-M 444 Professional Practicum in Health Information Management II (8 cr.) P: M443 This course is a continuation of HIA-M 443 and includes professionally supervised experience in an approved clinical site as well as practicum experience in the classroom.

HIA-M 445 Medicine and the Law (1 cr.) Presentation of concepts of law in medical and/or health areas as applied to the physician, hospital, health institutions, health information, and individual health workers.

HIA-M 450 Medical Science for Health Information II (3 cr.) P: M350. This course is a continuation of M350. Course will cover pathophysiology and pharmacology associated with the body systems.

HIA-M 455 CPT Coding (3 cr.) P: M355. Focus on Current Procedural Terminology coding. Sequence of procedures as they relate to correct coding guidelines. Study of Health Care Common Procedure Coding System (HCPCS) will also be included.

HIA-M 456 Clinical in Health Information Administration (1 cr.) P: M355 This course is a laboratory for HIA-M 455 that provides hands-on experience in assigning CPT codes. Actual patient records are used for coding practice which focuses on correct code assignment and sequencing of codes to follow ethical coding guidelines. Students will also gain hands-on experience with electronic health records and coding software used in the HIM industry.

HIA-M 457 Practicum in Medical Coding (4 cr.) Course is designed for students completing the Certificate in

Medical Coding. Students will participate in a supervised laboratory practicum focusing on the coding of complex medical records using both the ICD and CPT coding systems. Onsite observations related to coding function in approved clinical settings are included in the course content.

HIA-M 459 Clinical in Health Information Administration (6 cr.) Professionally supervised internship in an approved clinical site for management experiences in health information services.

HIA-A 460 Long-Term Care (1 cr.) Discuss the scope of work and the role of long term care. Understand the purpose of the Resident Assessment Instrument (RAI), Minimum Data Set (MDS), and Resident Assessment Protocols (RAPS). Long-term care reimbursement issues addressed.

HIA-M 461 Release of Health Care Information (1 cr.) This course will outline the requirements associated with confidentiality and privacy of health information. This course will focus on Health Insurance Portability and Accountability Act (HIPAA) code sets and transactions privacy.

HIA-M 462 Health Care Quality Improvement (2 cr.) This course will identify quality/performance improvement methods and techniques for health care professionals. Interpretation of data appropriate to user needs and presentation of information will also be covered.

HIA-M 470 Health Care Reimbursement Systems (3 cr.) P: M355,M455 This course will present data elements that apply to prospective payment systems. It will allow the student to gain the knowledge of correct reimbursement systems and to identify issues and patient types in meeting medical necessity guidelines.

HIA-M 480 Seminar in Health Information Administration (1-3 cr.) Allows the student to refine their skills in planning health care seminars for the profession, hospitals, and within the classroom setting. Written executive summaries and oral presentations required. Spring semester only.

HIA-M 485 Health Information Administration Enrichment (1-6 cr.) Current trends, problems, best practices, and developments are discussed that affect the health care profession. Students pursue special interest and share information and experiences with the group. This course is an in-depth exploration of topics and issues in the forefront of health care. Format includes research papers, class discussions, and presentations.

HIA-M 490 Directed Study (1 cr.) This course will reinforce the concepts taught throughout the semester in an independent study approach in order to review for the certification examination.

HIA-M 499 Capstone Experience (3 cr.) This final project will allow the student to synthesize all of the information learned throughout the professional program. Written research projects and oral presentations will test the student's integrated knowledge and abilities across the field.

Undergraduate Course Descriptions

Informatics

INFO-I 100 First Year Experience (1 cr.) This course introduces specific survival skills for success in college and beyond, while reconciling personal learning skills with instructor-based teaching styles. Master the art of inquiry and elevate your sense of integrity while sharpening your personal edge by exploring critical thinking, project management, and current/future job market trends.

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.

INFO-I 112 Basic Tools of Informatics—Programming and Database Concepts (3 cr.) Introduction to programming and database design concepts. Emphasis on problem-solving and information-gathering techniques. The lecture will discuss general concepts and syntax. The lab will focus on the use of software, a programming language, modifying and accessing data using visual tools, and building database applications using forms and development tools. Lecture and laboratory.

INFO-I 130 Introduction to Cybersecurity (1 cr.) P: I101. C: I101. This course introduces students to Cybersecurity. The course will primarily focus on introduction to three core areas (technical aspects of security, organizational aspects of security and legal aspects of security). Through examples of security problems in real life, this course will illuminate fundamental ideas and concepts of information security. Half semester.

INFO-I 201 Mathematical Foundations of Informatics (4 cr.) P: INFO I101 and MATH M118. An introduction to methods of analytical, abstract and critical thinking, deductive reasoning, and logical and mathematical tools used in information sciences. The topics include propositional and predicate logic, natural deduction proof system, sets, function and relationsrelation, proof methods in mathematics, mathematical induction, and graph theory.

INFO-I 202 Social Informatics (3 cr.) P: INFO I101 Introduction to key social research perspectives and literatures on the use of information and communication technologies. Discusses current topics such as information ethics, relevant legal frameworks, popular and controversial uses of technology (e.g. peer-to-peer file sharing), digital divides, etc. Outlines research methodologies for social informatics.

INFO-I 210 Information Infrastructure I (4 cr.) P: INFO I101 C: INFO I101 This course introduces students to software architecture of information systems andthe basic concepts and procedures of systems and applications development. Itcovers the fundamentals of procedural programming and the syntax of modenprogramming languages. It also covers the principles of developing dynamic, data-driven, applications for theWorld Wide Web.

INFO-I 211 Information Infrastructure II (4 cr.) P: INFO I210 This course explors topics in systems architecture of computer applications in greater depth, with emphasis on

practices of developing well-designed, reusable software. Designing with reusability is the major information that needs to be delivered. Basic and advanced object-oriented programming skills and applications are introduced. The well-known software architectural pattern Model/View/Controller (MVC) is used.

INFO-I 230 Analytical Foundations of Security (3 cr.) P: INFO-I130. This course will allow students to re-evaluate and conceptualize material learned in discrete courses to consider the topics from their perspective of security. For example, computer system basics such that create vulnerabilities. Vulnerabilies that combine standard hardware and software configurations will be examined, as these illuminate both security and computer networks. Operating systems and file systems are examined from the perspective of access control, permissions, and availability of system services.

INFO-I 231 Introduction to the Mathematics of Cybersecurity (3 cr.) P or C: INFO-I 130. Introduces the basic mathematical tools used in modern cybersecutiry. Covers introductory mathematical material from a number of disparate fields including probability theory, analysis of algorithms, complexity theory, number theory, and group theory.

INFO-I 270 Introduction to Human-Computer Interaction Principles and Practices (3 cr.) Students learn the fundamental principles and practices of human-computer interaction (HCI) and evaluation. Specific focus is given to the introductory knowledge of HCI methods, tools, and techniques for designing and evaluating user interfaces through the use of low and high fidelity prototypes for the Web and software.

INFO-I 275 Introduction to Human-Computer Interaction Theory (3 cr.) Students will learn the fundamental theories of human-computer interaction (HCI) and user-centered design. This course is both a survey of HCI research and an introduction to the psychological, behavioral, and other social science knowledge and techniques relevant to the design of interactive and ubiquitous computing systems.

INFO-I 300 Human-Computer Interaction (3 cr.) An intermediate course that teaches students how to assess the usability of software through quantitative and qualitative methods, including conducting task analyses, usability studies, heuristic inspections, interviews, surveys, and focus groups. The course also introduces students to the tools and techniques for designing and testing user interfaces based on a human-centered methodology.

INFO-I 303 Organizational Informatics (3 cr.) P: INFO I101. Examines the various needs, uses, and consequences of information in organizational contexts. Topics include organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefined role of information technology, the changing character of work, life and organizational practices, sociotechnical structures, and the rise and transformation of information-based industries.

INFO-I 308 Information Representation (3 cr.) P: INFO I201 and INFO I210. The basic structure of information representation in digital information systems. Begins with low-level computer representations such as common character and numeric encodings. Introduces formal design and query languages through Entity Relationship modeling, the Relational Model, XML, and XHTML. Laboratory topics include SQL and XPATH querying.

INFO-I 310 Multimedia Arts and Technology (3 cr.) P: INFO I308. The study of the evolution of media arts and underlying principles of communication. Application development paradigms in current practice.

INFO-I 320 Distributed Systems and Collaborative Computing (3 cr.) P: INFO I211. An introductory treatment of distributed systems and programming. Topics range from the distributed and object models of computation to advanced concepts, such as remote method invocations, object brokers, object services, open systems, and future trends for distributed information systems.

INFO-I 330 Legal and Social Informatics of Security (3 cr.) P: INFO I230, or consent of instructor. This course will examine that set of ethical and legal problems most tightly bound to the issues of information control. The interaction and technology changes, but the core issues have remained: privacy; intellectual property; Internet law; concepts of jurisdiction; speech anonymity versus accountability; and ethical decision-making in the network environment.

INFO-I 350 Foundations in Legal Informatics (3 cr.) This course examines the basic concepts of the design, evaluation and use of technology in the study and practice of law. The course provides an overview of the application of a variety of emerging informatics and new media technologies to the field of law. Will cover technology for law office management, legal research, litigation support, document management, imaging and animations, case management, and electronic court filing.

INFO-I 356 Globalization, Where We Fit In (3 cr.) Globalization increasingly enabled by information technology, changes how we work, what we buy and who we know. New digital technology touches people working eighty-hour weeks in China and others receiving free state-of-the-art drugs in Africa. Learn about the past, present, and future of globalization from an information technology perspective, and what it means for you, your career, and your community.

INFO-I 371 Chemical Informatics I (1 cr.) Basic concepts of information representation, storage, and retrieval as they pertain to chemistry. An overview of the techniques that make modern chemical informatics systems work including the coding techniques that form the basis for chemical information retrieval by structures, nomenclature, and molecular formulas. Various methods of coding for algorithms and techniques used in the modern pharmaceutical industry to enhance research efforts.

INFO-I 372 Molecular Modeling (2 cr.) P: CHEM C341. Molecular modeling and computational chemistry; application of quantum mechanics and molecular mechanics to drive structural and energetic information about molecules; conformational analysis; quantitative structure activity relationships (QSAR) and related methods for drug design.

INFO-I 391 Internship in Informatics Professional Practice (1-3 cr.) P: Approval of the dean and completion

of 100- and 200-level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work. Maximum of six 6 credit hours given for any combination of I391 and I491.

INFO-I 399 Current Topics in Informatics (1-3 cr.) Variable topic. Emphasis is on new developments and research in informatics. Can be repeated twice with different topic.

INFO-I 400 Topics in Informatics (1-3 cr.) P: at least junior standing, or permission of instructor. Variable topic. Emphasis is on new developments and research in informatics. Can be repeated twice for credit when topics vary, subject to approval of the dean.

INFO-I 410 Electronic Discovery (3 cr.) This course will cover the legal, ethical, financial, logistical, procedural and technological considerations of electronic discovery and its implications for lawyers and their clients. It will highlight recently revised federal and state rules, new state and federal legislation and recent court cases that impact electronic discovery policies and processes.

INFO-I 420 Internship in Informatics Professional Practice (3-6 cr.) P: approval of dean and completion of 100- and 200-level requirements in informatics. Students gain professional work experience in an industry or research organization setting, using skills and knowledge acquired in informatics course work.

INFO-I 421 Applications of Data Mining (3 cr.) P: INFO-I 308. This course explores the use of data mining techniques in different settings, including business and scientific domains. The emphasis will be on using techniques, instead of developing new techniques or algorithms. Students will select, prepare, visualize, analyze, and present data that leads to the discovery of novel and usable information.

INFO-I 427 Search Informatics (3 cr.) Techniques and tools to automatically crawl, parse, index, store, and search web information, organizing knowledge that can help meet the needs of organizations, communities and individual users, social and business impact of search engines technology. As a project, students will build a real search engine and compare it with Google.

INFO-I 430 Security for Networked Systems (3 cr.) P: I230 or permission of instructor. An extensive survey of network security. Covers threats to information confidentiality, integrity, and availability in different layers. Also provides a necessary foundation on network security, such as cryptographic primitives/ protocols, authentication, authorization, and access control teechnologies. Hands-on experience through programming assignments and course projects.

INFO-I 433 Protocol Design and Analysis (3 cr.) Covers the fundamentals of computer security by looking at how things can go wrong, how people can abuse the system, and ways to make the system secure. Students will gain a basic overview of existing security problems and be introduced to methods for addressing such problems. Should be taken by anyone designing, selecting, or using applications in which security or privacy plays a role.

INFO-I 441 Human Computer Interaction Design I (3 cr.) Human computer interaction design (HCID) describes the way a person or group accomplishes tasks with a computer: what the individual or group does and how the computer responds; what the computer does and how the individual or groups responds. This course will be organized around a collection of readings and three design projects concerned with applying human computer interaction principles to the design, selection, and evaluation of interactive systems.

INFO-I 453 Computer and Information Ethics (3 cr.) Ethical and professionalization issues that arise in the context of designing and using networked information technologies and information resources. Examines frameworks for making ethical decisions, emergent technologies and their ethical implications, information/ computer professionalism. Topics include privacy, intellectual property, cybercrime, games, social justice, and codes of professional ethics.

INFO-I 465 Informatics for Social Change (3 cr.) This course focuses on the theory and practice of service learning at IUPUI. Students will apply the knowledge of their expertise area in a service project for the local or global community. Projects will be completed through students' current and developing new media production, information technology, and client-based research skills.

INFO-I 470 Litigation Support Systems and Courtroom Presentations (3 cr.) Provide students with an opportunity to use specialized software that is available for organizing, managing, retrieving, and presenting documents and evidence in a legal matter. Students will gain hands-on experience with software tools and learn what is effective and allowable from a technical, legal and ethical standpoint.

INFO-I 475 Informatics in Sports (3 cr.) Technology applications are changing the sports world in biomechanics, sports advancement and injury prevention, equipment, entertainment, gaming, and journalism. The approach of this course is to delineate what digital technologies will progress the sporting field most and changing the way we view athletics. Technologies that once were applied for special effects in cinema are now helping to build better athletes and increasing career longevity.

INFO-I 480 Experience Design and Evaluation of Ubiquitous Computing (3 cr.) The course focuses on ubiquitous computing and related interface/system design, and user-experience issues. Applications include interactive systems which support natural/gesture/touch-based interactions on devices such as mobile, extra-small-and-large displays, and other non-traditional pervasive technologies. Projects include interaction and evaluative techniques: field observation, contextual inquiry, ethnography, survey/interviews, and cognitive walkthrough.

INFO-I 490 Professional Practicum/Internship for Undergraduates (0 cr.) P: approval of the dean. Provides for participation in professional training and internship experience.

INFO-I 491 Capstone Project Internship (3-6 cr.) P: Approval of dean and completion of all required core informatics courses. Students put their informatics

education to practice through the development of a substantial project while working in a professional information technology environment. Maximum of 6 credit hours given for any combination of I391 and I491.

INFO-I 492 Senior Thesis (3 cr.) P: senior standing and approval of the dean. The senior student prepares and presents a thesis: a substantial, typically multi-chapter, paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 493 Senior Thesis (3 cr.) P: senior standing and approval of the dean. The senior student prepares and presents a thesis: a substantial, typically multi-chapter, paper based on a well-planned research or scholarly project, as determined by the student and a sponsoring faculty member.

INFO-I 494 Design and Development of an Information System (3 cr.) P: senior standing and approval of the dean. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality).

INFO-I 495 Design and Development of an Information System (3 cr.) P: senior standing and approval of the dean. System design and development present both technical and managerial problems with which students will be familiar from their undergraduate course work. This course puts these lessons into practice as students work in teams to develop an information system. Examples of course projects include design and development of a database for a business or academic application, preparation and presentation of an interactive media performance or exhibit, or design and implementation of a simulated environment (virtual reality).

INFO-I 499 Readings and Research in Informatics (1-3 cr.) P: consent of instructor and completion of 100- and 200-level requirements in informatics. Independent readings and research related to a topic of special interest to the student. Written report required. Can be repeated for a maximum of 6 credit hours.

INFO-T 100 Topics in Informatics Technology (1-3 cr.) Variable topic. The course serves an an introduction to a specific information technology in a hands-on setting. Emphasis is on problem solving techniques using technology. Credit hours may not be applied toward satisfying major requirements in the School of Informatics.

INFO-Y 195 Directed Study I (1 cr.) Introduces informatics students to the current job market as they begin their journey to understand this new and ever-expanding discipline. Students will explore various informatics careers in business, education, science, and other related fields. Research, resume writing, identifying and analyzing marketable skills, and preparation for the interview.

INFO-Y 295 Directed Study II (1 cr.) Expands on techniques learned in Y195, including information interviews, job shadowing, mock interviewing, role-playing, alumni mentoring and discussions, and in-depth research into the various career fields.

INFO-Y 395 Career Development for Informatics Majors (1 cr.) Develops skills and knowledge that enable the student to successfully pursue the career search both at the time of graduation and later as the student progresses through their career. The course covers techniques and strategies which make the job search more efficient and effective.

New Media

NEWM-N 101 Multimedia Authoring Tools (3 cr.) A hands-on introduction to some of the fundamental tools used in industry to produce interactive media-rich Web pages. Case studies of sites that incorporate text, sounds, graphics, animations, and interactivity. Other topics include the design, development, and deployment of a personal Web site.

NEWM-N 102 Digital Media Imagery (3 cr.) A hands-on introduction to the basic tools used in industry for the creation, editing, manipulation, and uses of 2D raster and vector graphics. Other topics include the integration of imagery into a personal Web site.

NEWM-N 175 Digital Media I: Vector Imaging (3 cr.) P: N101. Vector graphics are produced using traditional visualization (sketches) and computer methods. Color theory, geometric construction, perspective, and rendering techniques are utilized in vector-based graphic creation for use in new media applications.

NEWM-N 180 Digital Media II: Raster Imaging (3 cr.) P: N101. Raster graphics are produced using traditional visualization (sketches) and computer methods. Topics will include image composition, realistic representation, digital imaging for new media, color mode and pallet usage, material, and value representation.

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 199 Directed Study I (1 cr.) This course introduces the new media student to the current job market and will provide instruction on the development of job promotional material. Students will explore various new media careers in business, education, entertainment, science, and other related fields.

NEWM-N 200 Desktop Tools for Digital Media (3 cr.) A hands-on survey of the wide variety of tools used in creating multimedia animation, video, sound, and digital effects.

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 202 Digital Storytelling (3 cr.) P: N100 Examination of the principles of storytelling across a range of digital media formats, with attention to techniques for

creating story-rich projects. Explores the role of agency, interactivity, story structure, and narrative, as well as the opportunities and challenges raised by emerging interactive and transmedia approaches to story-rich projects.

NEWM-N 204 Introduction to Interactive Media (3 cr.) The creation of interactive multimedia products for multi-platform delivery. Topics include the multimedia production process, audience analysis, hardware and software requirements, authoring tools, scripting, content development, interface design, distribution, and development strategies. Concentration will be on real-world applications for interactive multimedia.

NEWM-N 210 Introduction to Digital Sound (3 cr.) P: N101. An introduction to digital sound creation and editing. Topics will focus on analog sound techniques and equipment, analog-to-digital conversion, basic editing, formats and conversions, digital-to-analog conversion, and basic sound effect techniques for new media.

NEWM-N 215 Online Document Development (3 cr.) Study of the creation, publication, and management of documents, images, and other media types on the Web. Topics include Web publishing, asset preparation, document types, contemporary content management systems and their use in the organization. Hands-on experience with contemporary systems for content management.

NEWM-N 221 Media Applications I (3 cr.) Introduces concepts and skills related to the design of interactive multimedia applications for the Web, the desktop, and mobile devices. Within the context of industry-standard application design tools, students use markup tags and scripting to create applications that emphasize graphics, animation, sounds, and interactivity.

NEWM-N 222 Media Applications II (3 cr.) Introduces intermediate concepts and skills related to the design of interactive multimedia applications for the Web, the desktop, and mobile devices. Within the context of industry-standard application design tools, students use information modeling, markup tags, and scripting to create applications that emphasize graphics, animation, sounds, and interactivity.

NEWM-N 230 Introduction to Game Design and Development (3 cr.) P: N221. Introduction to designing and developing games, examining the role that games play in daily life, and analyzing the impact of games in popular culture. Additional topics include world creation, game space design, programming 2D games, character and creature design, animation, and playability testing.

NEWM-N 238 2D Animation (3 cr.) P: N101. Introduction to traditional techniques for 2D animation, and their application in digital media. An exploration of the 12 principles of animation and how to use them to create effective animations.

NEWM-N 241 Stop Motion Animation (3 cr.) Through lecture and hands-on practice, this class studies the production techniques of stop action animation. Topics include the study of pioneers in the field, evolution from analog to digital techniques, and the building of sets and characters. Students will produce a series of short frame-by-frame digital animations.

NEWM-N 243 Introduction to 3D (3 cr.) An introduction to the concepts and production process of 3D graphics and animation. Students learn basic techniques and theories related to modeling, texturing, lighting, animation, and rendering. Students produce animated graphics and text within the context of various projects.

NEWM-N 250 Team Building in Technology (3 cr.) P: N202. Practical introduction to working in groups of three or more people. Topics include the interpersonal process, decision-making styles, the creative effort, problem-solving, conflict resolution, leadership, and assessment techniques.

NEWM-N 253 Introduction to Digital Video (3 cr.) P: N202. Introduction to video production techniques for digital media. Hardware, software, and technique are explored through lecture and projects. All phases of video production are addressed, from pre-production through production to post-production with a focus on the digital media aspects.

NEWM-N 255 Introduction to Digital Sound (3 cr.) Introduction to role and function of sound in interactive media. Concepts, theory, and practice related to audio, including voice, music, and sound effects. Effective listening skills, and understanding how people listen and comprehend sound. Experience with tools and techniques for recording, editing, and reproduction.

NEWM-N 256 Digital Composition (3 cr.) P: N102. An introduction to digital cameras and the principles of photographic composition for multimedia. Topics include shot selection, framing, camera movements, and time-based effects, as well as the use of photographs in storytelling.

NEWM-N 260 Scriptwriting (3 cr.) P: N202. An introduction to writing for new media. Concentrating on developing ideas, concepts, plans and stories, students will generate scripts and analysis for numerous new media projects. Other topics covered include writing for scripts, grants, storyboards, and advertising and marketing plans.

NEWM-N 261 Storyboarding for Multimedia (3 cr.) P: N101, N102. Introduction to story and production planning through traditional and digital techniques. Topics include the development of roughs, storyboards, and animatics as planning devices for digital storytelling and other new media products.

NEWM-N 265 Sound Composition (3 cr.) An introduction to digital sound creation and editing. Concentrating on sound effects, voiceover, and composition, students will generate sound for various new media projects. Other topics covered include recording, formatting, effects, editing, and conversion.

NEWM-N 270 Visual Composition (3 cr.) An introduction to the composition of visual information in regards to new media. Students will develop a visual style through digital and traditional methods to tell stories. Other topics covered include digital photography, framing, shot selection, camera movements, and time-based programs.

NEWM-N 284 Building Physical Prototypes (3 cr.) An examination of concept formation for multimedia technology, including current, emerging, and future devices and displays. Learn to build physical and digital prototypes to facilitate idea development and presentation.

Students research ideas, develop prototypes, evaluate, and present results.

NEWM-N 285 Interactive Design (3 cr.) P: N101. Examination of issues related to interactivity, including the frameworks, models, and theories related to user interaction with new media products. Topics include user modeling, types of user interfaces, and interaction paradigms.

NEWM-N 288 New Media Marketplace Innovation (3 cr.) Through discussion, reading and writing, this course introduces students to the strategies needed to think outside the box and generate innovation in digital products and services, with an emphasis on existing or potential businesses and markets.

NEWM-N 290 Creative Concept Development (3 cr.) Exploration of creativity, ideation, and concept development. Students learn the processes of creative thinking, idea generation and development, and creative problem solving through specific theories, methodologies, and application in multimedia projects.

NEWM-N 295 Career Enrichment Cooperative (3 cr.) P: N175 and N180; sophomore standing and approval of the dean. A semester of external career experiences designed to enrich the student's preparedness for entering the workforce. Periodic meetings with faculty advisors and a comprehensive written report on the experience detailing the intern's activities and reactions are required.

NEWM-N 299 Directed Study II (1 cr.) P: N199. This course gives a hands-on experience as students interact with employers through guest speakers, networking, mock interviews, and job shadowing.

NEWM-N 300 Digital Media Production (3 cr.) P: N202. Hands-on experience in taking a project through the typical product life-cycle, from initial contact to final acceptance. Topics include communicating with a client, cost estimation, product design, implementation, handling change requests, product documentation, acceptance testing, and post-process review.

NEWM-N 311 The Digital Paradigm Shift: Effects in International Cultures and Society (3 cr.) Examination of the digital paradigm shift and its global impact on cultures and societies. A study of major paradigm shifts in reference to culture and society as well as the implications for the future. Readings, lectures, class discussions.

NEWM-N 315 Online Document Development II (3 cr.) P: N215. Advanced creation, publication, and management of interactive publications for online distribution with the inclusion of emerging technologies for a media-rich experience. Topics include interactive Web site development, animations for the Web, online interactive design, document conversion, file exchanges, and digital media development for online usage.

NEWM-N 321 ActionScript in 3D (3 cr.) P: N222. Introduces skills for the design and development of interactive 3D applications for the Web and the desktop. Topics include 3D concepts, 3D code libraries, interactivity, system performance issues, and potential applications.

NEWM-N 322 Dynamic Data Applications (3 cr.) P: N222, CSCI-N342. Examines the techniques used in multimedia applications to communicate with back-end data and information services, and to create applications with run-time access to data, information, and media assets.

NEWM-N 328 Visualizing Information (3 cr.) P: N222. Exploration of techniques for using graphics and sound to present data and information. Topics include data types (including data that is geographical and/or time-varying), presentation techniques, effective use of design elements, and effective use of interactive media.

NEWM-N 330 Intermediate Game Design and Development (3 cr.) P: N230. Design and development of 3D games in the context of a 3D game engine. Topics include world creation, game space design, programming, design and modeling of characters and creatures, environmental animation, and playability testing.

NEWM-N 332 Sequential Narrative (3 cr.) P: N202. An introduction to the use of panel-to-panel and frame-to-frame sequential storytelling as foundational elements of animation and storytelling. Other topics covered include pre-visualization, storyboards, and character design.

NEWM-N 335 Character Modeling and Animation (3 cr.) P: N230. Intermediate course in designing characters, for a variety of applications. Topics include character modeling, locomotion, facial animation, and lip movement.

NEWM-N 340 Digital Video Production (3 cr.) P: N 253. Video production techniques for digital media. Preproduction, production, and postproduction of digital video will be addressed and utilized for the completion of a short video project. Other topics covered include directing, editing, media optimization, and assembling assets.

NEWM-N 342 3D Animation (3 cr.) P: N243. Introduction to 3D computer graphic animation for students interested in producing animations for product design, gaming, entertainment, marketing, training, and simulation. Topics include environment design, modeling, motion studies, camera movement, and composition.

NEWM-N 343 3D Modeling (3 cr.) P: N243. Intermediate modeling course, aimed at achieving high-detail, professional quality 3D models for games, film, architecture, science, and other application areas. In-depth use of professional software packages. Possible topics include modeling high-resolution organic characters, modeling foliage and ornate structures, displacement mapping techniques.

NEWM-N 344 3D Production (3 cr.) P: N342 or N343. Team-based course focusing on the creation of high-end, broadcast-quality animations. Team members demonstrate mastery of narrative, modeling, lighting, effects, rendering, and animation skills culminating in a final team project. Other topics include planning, preproduction, production, and postproduction.

NEWM-N 353 Intermediate Video (3 cr.) P: N253. Video production techniques for digital media. Preproduction, production, and postproduction of digital video will be addressed and utilized for the completion of a short video project. Other topics covered include directing, editing, media optimization, and assembling assets.

NEWM-N 355 Intermediate Sound (3 cr.) P: N255. Intermediate course in designing soundtracks and sound effects for various media applications. Topics include digital signal processing, digital sound techniques, sound recording using a variety of synthesizers and samplers, editing techniques, file formats and conversion techniques.

NEWM-N 356 LIghting and Field Production (3 cr.) P: N253. Theoretical and practical application of lighting, filming, and audio recording. Students will work in a variety of locations to encompass as many different environments as possible. Other topics covered include daytime shooting, nighttime shooting, studio shooting, and storytelling.

NEWM-N 357 Digital Effects (3 cr.) P: N253. Integration of computer-generated imagery and digital effects technique for video production. Students learn techniques for creating digital effects, shooting video for effects, and the use of effects to aid in storytelling. Other topics covered include programming/scripting, shooting raw footage, effects, and media integration.

NEWM-N 385 Seeing Sideways: Experimental Approaches to New Media (3 cr.) In this non-traditional open format course students will explore a variety of methods for fostering creative exploration in new media. Discussion, readings, blogging, and directed exercises lead the student to find individual ways of exploring different areas of new media through a variety of output options.

NEWM-N 399 Directed Study III (1 cr.) P: Junior standing. This course applies design and visualization information towards the development of a comprehensive portfolio. The development of the portfolio will provide students with a framework for display of personal growth and achievement. Students will develop a portfolio to be used for future career opportunities.

NEWM-N 400 Imaging and Digital Media Seminar (3 cr.) Variable titled course designed to bring guest speakers from the industry and other disciplines on campus to expose students to the wide realm of new media and how it can be utilized in each discipline. Class discussions, assigned readings, and research papers.

NEWM-N 410 History and Theory of Digital Media (3 cr.) Examines the history of computer-based media, technologies, and the digital information age. Topics include studying the historical components and developments, as well as present digital media and research speculation towards the future of digital media and technologies.

NEWM-N 413 Advanced Web (3 cr.) P: 313. A survey of advanced issues in Web site design, maintenance, and enhancement. Possible topics include Web analytics, clickstream analysis, ads and other revenue opportunities, payment systems, attracting visitors, and search engine optimization.

NEWM-N 420 Multimedia Project Development (3 cr.) P: Senior standing. Project design in new media. Topics include product planning and design, hardware and software selection, cost estimation, timelines, project management tools, feasibility studies, prototyping, and product presentation. Students work individually or in small groups to develop a project plan suitable for a capstone experience.

NEWM-N 421 Physical Object Interfaces (3 cr.) P: N222. Exploration of the possibilities for interacting with computer applications through physical objects and other tangible media. Introduces the use of several sensor technologies to support interactivity, including cameras, proximity, contact, and RFID. Students design, build, and evaluate applications that address various scenarios.

NEWM-N 422 Advanced Interactive Production (3 cr.) P: N322. A project-based course emphasizing the design, implementation, and evaluation of interactive new media applications. Working individually and in teams, students create multiple products, evaluate the products, and evaluate their own production process.

NEWM-N 431 Game On! (3 cr.) An exploration of the evolution, concepts, and impact of video games. Examines the role of games in popular culture, as well as the impact on contemporary notions of interactivity, learning, and storytelling. Includes discussion of console and online games, casual games, Alternate Reality Games, serious games, and others.

NEWM-N 432 Advanced Sequential Narrative (3 cr.) P: N332. Advanced topics in the creation of sequential narrative using 2D animation. Topics include ideas of pacing, tempo, sequence, and synchronization of graphic and audio elements.

NEWM-N 438 Advanced 2D Animcation (3 cr.) P: N238. The creation, development, and production of animation utilizing advanced methods of performance and movement. Possible topics include character and environment design, soundtrack, syncing, backgrounds and animation, and motion principles.

NEWM-N 440 DV and CGI Digital Effects (3 cr.) P: N340 and N335. An advanced course covering the integration of CGI (computer-generated imagery) and digital effect techniques for video production, as used in industry. Students learn the techniques for creating digital effects, shooting video for effects, and the use of effects to aid in the telling of a story. Topics include integration of text, graphics, sound, video, and 2D/3D animation into video productions. Advanced editing and composite techniques will be explored through projects.

NEWM-N 442 Advanced 3D Animcation Techniques (3 cr.) P: N238. Advanced techniques in computer animation, including character development and dynamics. Possible topics include story development, character facial animation and locomotion, dynamics, special effects, composites, fluid effects and particle systems.

NEWM-N 443 Advanced Lighting and Texturing (3 cr.) P: N243. Advanced course in creating 3D objects and environments with specialized texturing and lighting. Possible topics include an examination of state-of-the-art examples, reproduction of results, and production of individual portfolio-quality projects. Possible software includes use of Autodesk Maya, mental ray, Adobe Photoshop and Adobe AfterEffects.

NEWM-N 444 Stereoscopic Production and Display (3 cr.) P: N101. The production and display of stereoscopic imagery for various applications, including

games, education, science, virtual reality, and marketing. Topics include human stereoscopic perception, types of stereoscopic displays, evolution of techniques, production issues for various types of stereoscopic media.

NEWM-N 450 Usability Principles for New Media Interfaces (3 cr.) P: N285. Examination of principles of human-computer interaction (HCI) and user experience modeling. Study of user-centered design, usability, and usability testing in the context of new media (hypermedia and multimedia). Topics include aesthetics, human factors, and cognitive psychology as related to user interfaces, navigation, and interactivity.

NEWM-N 453 Advanced Video (3 cr.) P: N353. Application of technical and critical-thinking skills towards understanding the genre of documentary films. Students review, discuss, and analyze several exemplar films, as well as do the research, planning, production, editing, post-production, and evaluation of a short high-quality documentary.

NEWM-N 455 Advanced Sound Design (3 cr.) P: N355. Students design, record, and edit sound files, apply effects, and mix several audio projects using state of the art technology. Topics include acoustics, circuits, waveforms, digital signal processing (DSP), and studio design and equipment. Emphasis is on practical techniques for integrating sound with other media.

NEWM-N 475 Research in Design Methods (3 cr.) This course is designed to give students an understanding of the advanced concepts of theoretical topics, simulation modeling, and analysis concepts. Investigate applications of simulation in systems characterized by probabilistic behavior.

NEWM-N 480 Technology and the Law (3 cr.) Provides students with a solid foundation on legal matters that impact new media and informatics, including intellectual property (copyright, patents, trademark, trade secrets), contracts, licensing, privacy, publicity, global legal issues, and professional ethics.

NEWM-N 485 Seminar in New Media (3 cr.) Current trends, problems, best practices, and developments in new media. Students pursue a special interest and share information and experiences with the group. This course is an in-depth exploration of topics and issues at the forefront of new media. Seminar format with research papers and class discussion/presentations.

NEWM-N 490 Independent Study (1-6 cr.) Research and practical experience in various areas of new media as selected by the student prior to registration, outlined in consultation with the instructor and approved by the program advisor. Total credit of internship/ independent study shall not exceed 9 credit hours.

NEWM-N 495 Enrichment Internship (3 cr.) P: junior standing and program advisor approval. Industry, corporate, or similar experience in new media-oriented employment. Projects jointly arranged, coordinated, and evaluated by faculty and industrial supervisors. Apply during the semester prior to desired internship. Total credit of internship/ independent study shall not exceed nine 9 hours. Completion of 9 credit hours of new media electives at the 300-400 level is required.

NEWM-N 499 Capstone Experience (3 cr.) To be taken during the students' senior year. The capstone experience is the culmination of the student's major in both knowledge and abilities of a particular area of interest in new media. The successful execution, individually or as a team, integrates student's learning across the field.

School of Journalism

Welcome to the Indiana University School of Journalism at IUPUI!

We are situated at the very edge of downtown Indianapolis, only three blocks from the Statehouse.

Indianapolis is the media center of Indiana. One clear advantage of our program is our location. Jobs and internships covering every possible career path may be found here. Our location provides us a valuable pool of adjunct professors, some of them leading media professionals.

Are we a commuter university? Yes. Are we a residential campus? Yes.

The most important asset we bring is the quality of the faculty, both full-time and part-time, as well as our new facilities and the quality of our existing students.

As a journalism student, you will work with faculty and staff who have been successful and have achieved excellence in professional work. That is exactly what you want in a professional school like ours.

If you have read this far, you know you want to be here. Come visit us, you'll like what you see.

History

Indiana University, established in 1820 as a tiny seminary in Bloomington, eventually became one of the first state universities to teach journalism. Instruction began in 1893 with three students in the first class. Classes in writing and reporting were taught at intervals during the next few years, supplementing the students' liberal arts background in English, history and economics.

A Department of Journalism was established in the College of Arts and Sciences in 1911, although students could not major in journalism until 1932. Professor Joseph Piercy was named as the first head of the department and served until 1938. In 1911, the Department of Journalism took over administration of the Indiana Daily Student, the campus newspaper established in 1867 as a student-owned enterprise.

John E. Stempel followed Piercy as the head of the department. Under Stempel's leadership from 1938 until his retirement in 1968, the program moved to its current building, Ernie Pyle Hall. In 1946, the High School Journalism Institute began, directed by Professor Gretchen Kemp. The institute continues today, offering programs each summer for students and their high school teachers.

Journalism began offering a master's degree in the 1920's and a doctoral degree in mass communication in 1966. The first Ph.D. was granted in 1971.

Richard G. Gray became chairman of the department in 1968. He led the program through a shift in the curriculum from a mainly professional orientation to one that balances instruction in the skills of writing, visual communication, reporting, and editing with instruction in the history, economics, law, responsibilities, and ethics of journalism. That core curriculum remains, although new technologies of mass communication and converging media have changed the mode of instruction and the content of some courses.

In 1968, the Indiana Daily Student was separated from the curriculum. The IDS and the Arbutus, the campus yearbook, became independent publications administered by a publisher selected by the journalism faculty.

After a national fundraising campaign, Ernie Pyle Hall was renovated in 1976. Faculty offices and classrooms took over the upstairs of the refurbished building, and a new library and the IDS dominated what once had been the pressroom on the ground floor.

In 1974, the department became a school, but remained within the College of Arts and Sciences. The school became systemwide in 1982, responsible for the coordination of journalism education on all eight campuses. Gray became dean and helped establish the undergraduate major on the Indianapolis campus, IUPUI. Under the leadership of Associate Dean James Brown at IUPUI, the school took over the administration of The Sagamore, the campus newspaper, and appointed its first publisher in 1985.

After the death of Gray in 1984, Trevor R. Brown became interim dean and was named dean the next year. In 1989, the school separated from the College of Arts and Sciences, becoming one of seven (with the addition of Informatics in 2001) independent academic schools on the Bloomington campus. Since 1990, students on both the Bloomington and Indianapolis campuses enroll in the Bachelor of Arts in Journalism (B.A.J.) program. Following Trevor Brown's retirement in 2005, Bradley Hamm was appointed dean.

Overview

The mission of the School of Journalism is to explore and to help students explore the institutions, procedures, professional skills, and audiences of journalism and mass communication. Our subject is how the media mediate, and what this process of mediation means for public life in America and around the world.

This mission is both an academic and a professional one; it is about learning, teaching, and doing. To this end, we are committed to scholarly research in journalism and mass communication, to liberal education in the arts and sciences, and to professional training in media work.

The Mission of the Baccalaureate Program

The mission of the baccalaureate program of the School of Journalism is to help students learn to read, think, and communicate clearly, critically, and creatively. The school is committed to liberal education in the arts and sciences, as well as to professional training in the skills of journalism and mass communication. The school believes that both breadth and depth of learning must characterize the undergraduate experience. To this end, the Bachelor of Arts in Journalism degree emphasizes:

- development of basic skills in writing, critical thinking, independent learning, mathematics, foreign language, computers, and new information technologies
- exposure to a broad range of course work in the disciplines of the liberal arts and sciences

- study of human cultures outside the United States, and of selected minority cultures within the United States
- training in statistical analysis, and quantitative and qualitative research methods; training in the professional skills of journalism and mass communication, including reporting, writing, editing, visual communication, new communications technology, and collaborative group work
- study of the institutions, processes, and effects of mass media in society
- study in depth of a field or discipline in the arts and sciences, other than journalism and mass communications
- preparation for a lifetime of learning

Facilities

The Journalism Library

Books, journals, trade publications, and newspapers used by faculty and students in journalism are housed in the University Library. The IUPUI University Library is a beautifully designed building. It features computer databases that help students, faculty, and staff in their academic and professional work.

University Library
IUPUI
755 W. Michigan Street
Indianapolis, IN 46202

Contact Information

School of Journalism
535 W. Michigan Street Information and Communications Complex IT 557 Indianapolis, IN 46202 (317) 278-5320
journalism.iupui.edu

Campus Life at Indianapolis

The journalism curriculum helps students prepare to be effective communicators regardless of their chosen profession. Careers in newspapers, magazines, broadcast and electronic journalism, sports journalism, public relations, and advertising are as vital as ever. The Bachelor of Arts in Journalism degree also prepares students for related careers and for graduate studies. For example, strong communication skills are essential for careers in law, business, and public affairs.

The urban setting of the Indianapolis campus enables students and faculty to work closely with public and private agencies, government, business and industry. Its urban orientation enables the university to be directly involved in metropolitan concerns and aspirations. The State Capitol is only a short walk from the school's offices. Internships available from Indianapolis media organizations allow students to enhance their classroom skills with work experiences in a major media market. Classroom experiences are also enriched by part-time instructors who are media professionals.

The curriculum integrates words and pictures in storytelling for both traditional and new media.

Journalism Library

Books, journals, trade publications, and newspapers used by faculty and students in journalism are housed in the University Library. The IUPUI University Library is a beautifully designed building. It features computer databases that help students, faculty, and staff in their academic and professional work.

University Library
IUPUI
755 W. Michigan Street
Indianapolis, IN 46202

Admission to the School of Journalism

Students wishing to major in journalism may declare themselves journalism majors in the University College at Indianapolis during their first year at IUPUI and may take J110 Foundations of Journalism and Mass Communication. Before seeking admission as a major in the School of Journalism, students must complete a minimum of 15 credit hours of undergraduate course work, including the following:

- W131 English Composition (grade "C" or higher)
- J110 Foundations of Journalism and Mass Communication (grade "C" or higher)

Students wishing to become journalism majors are expected to have computer literacy, but there is no course or competency exam required for admission. Those who cannot demonstrate competency with word processing may be required to take a jump-start course before advancing in JOUR J200 or J210.

Students meeting these requirements with a cumulative grade point average of 2.0 will be considered for admission to the School of Journalism. Each year the school will admit students, based on their grade point average, as the school's physical space, instructional equipment, and faculty/staff resources permit.

Application Deadlines

The School of Journalism will consider applications three times a year: May 15, August 20, and December 15. Application forms are available in the Information Technology Building.
All summer transfer course work must be entered on the student's transcript prior to the first day of classes in fall semester. For admission to the Indianapolis campus, transcripts from other colleges and universities should be sent to the address below.

Office of Admissions
Campus Center Rm. 255
Indianapolis, IN 46202-5143

Transfer Students

Transfers from Other Colleges and Universities

Students who wish to transfer to IUPUI should contact the Office of Admissions, Campus Center Rm. 255, Indianapolis, IN 46202-5143, (317) 274-4591.

Students who wish to transfer to Bloomington should contact the Office of Admissions, 300 N. Jordan Avenue, Bloomington, IN 47405, (812) 855-0661.

Transfer students are first admitted to the University Division at Bloomington. They may then apply to the School of Journalism when they have completed the

application requirements. Transfer courses are not calculated in the cumulative grade point average for Indiana University students; therefore, transfer students must complete a minimum of one semester at Indiana University before they can be considered for admission to the school.

Acceptance of credit from other institutions will be determined by the Office of Admissions, and the applicability of credit toward degree requirements in the School of Journalism will be determined by the dean. No more than 12 transfer credit hours of mass communications courses may be counted in the journalism major. Only credits earned at Indiana University will count toward a student's grade point average. Courses from other colleges and universities transfer as credit only.

Transfers within the School of Journalism on the Bloomington and Indianapolis Campuses

Students admitted to the school on the Bloomington campus who are transferring to the school on the Indianapolis campus should complete an intercampus transfer form available on the Web at www.iupui.edu/%7emoveiu. Students admitted to the school on the Indianapolis campus who are transferring to the school on the Bloomington campus must have completed all admission requirements as defined by the Bloomington campus and complete the same Web form. See "Admission to the School of Journalism" in this bulletin. Students who have not met all admission requirements may transfer to the University Division. Intercampus transfer applications will be accepted throughout the year. However, students may take advantage of Continuing Student Registration by filing for an intercampus transfer by March 1 for summer and fall semesters, and October 1 for spring semester.

Transfers from Other Indiana University Campuses

Students who have completed the admission requirements should submit an application to the School of Journalism by the published deadlines. Students who have not completed the admission requirements should complete the intercampus transfer form at the website, www.iupui.edu/%7emoveiu for admission to the University Division at Bloomington or the University College at Indianapolis.

Transfers from the School of Journalism to Other Indiana University Campuses

Students enrolled in the School of Journalism who wish to attend another Indiana University campus should complete the intercampus transfer form on the web at www.iupui.edu/moveiu.

Approved Distribution Courses by Department

Economics (one course) (3 cr.)
Students may select from approved distribution courses in the School of Liberal Arts economics department.

Literature or Fine Arts History or Appreciation (one course) (3 cr.)
Literature courses must be devoted entirely to print literature. Fine arts (Herron) courses must be selected from courses with an "H" preceding the course number. Courses must be approved distribution courses in the School of Liberal Arts.

Arts and Humanities (two courses) (6 cr.)
This area presents insights into aesthetics ideas, and systems of values. Two courses (6 cr.) must come from the following list. Courses in ones major cannot be used to fulfill this requirement; however, one course taken as part of a minor may be used. Creative writing, drawing, performance or studio courses will not satisfy the arts and humanities requirement.

- Africana Studies: A150*
- American Studies: A103
- Classics: C205*
- English Literature: L105, L115
- Fine Arts: Communication Studies (theater) T130 **or** M150; English (film) C292; Herron H100, H101, H102; Music M174
- Folklore: F101*
- History: H105, H106, H108*, H109*, H113*, H114*, H217
- Philanthropic Studies: P105
- Philosophy: P110, P120
- Religious Studies: R111, R120, R133*, R173, R180, R212*
- Women's Studies: W105*
- World Languages and Cultures: F200, German G265, Japanese E231

Social Sciences (two courses) (6 cr.)
This area uses procedures and information developed in the social sciences to examine the complexities of societies and human interaction. The 6 credit hours must come from two of the following areas. Courses in one's major cannot be used to fulfill this requirement; however, courses taken as part of a structured minor may be used to fulfill this requirement.

- Africana Studies: A150*
- Anthropology: A104
- Communication Studies: C180, M150
- Economics: E101, E201, E202
- English: Z104
- Folklore: F101*
- Geography: G110*, G130
- History: H117
- International Studies: I100
- Medical Humanities and Health Studies: M201
- Political Science: Y101, Y103, Y213, Y219
- Psychology: B104, B310
- Public and Environmental Affairs: V170
- Sociology: R100, R121
- Women's Studies: W105*

Natural and Mathematical Sciences (two courses) (6 cr.)

- Astronomy: A100, A105, A205
- Biology: K101, K103, N100, N107, N200, N212, N213 (lab), N214, N215 (lab), N217, N251, N261, N322
- Chemistry: C100, C101, C110, C105, C125 (lab), C106, C126 (lab), C341, C342

- Computer Science: N201, N207, N211, 23000, 24000
- Geography: G107, G117 (lab), G115, G109, G119 (lab), G110, G120 (lab), G206 (lab), G130, G132, G180
- Mathematics: M118, M119, 15200, 15300, 15400, 15900, 16500, 16600, 22100, 22200, 23100, 23200, STAT 30100
- Physics: 10000, 15200, 20000, 21800, 21900, 25100, P201, P202
- Psychology:& B105, B305, B307, B320, B334, B344

Comparative World Cultures (one course) (3 cr.)**

This area presents culture in a comparative and conceptual manner and includes material from several cultures. Students must take one course from one of the areas below:

- Anthropology: A104
- Classics: C205
- Geography: G110
- History: H108
- International Studies: I100
- Political Science: Y217
- Religious Studies: R133, R212
- World Languages and Cultures: F200

* This course appears on more than one list or in more than one section. However, this course may be used to satisfy only one requirement unless specifically stated.

**These courses may be used for Comparative World Cultures and one other requirement if it appears on the Arts and Humanities or Social Science list.

Credit Hour & Grade Point Requirements

1. 123 credit hours required for graduation, including the following minimums:

- At least 39 credit hours of mass communications courses (journalism, telecommunications, and selected communication and culture).
- At least 65 credit hours from the College of Arts and Sciences or School of Liberal Arts and School of Science at Indianapolis, excluding Linguistics L100, all telecommunications courses, and selected communication and culture courses.
- Minimum 15 credit hours in approved academic minor in a second concentration selected from one academic discipline outside of journalism, telecommunications, and selected communication and culture courses.
- At least 36 credit hours at the 300 and 400 level.

2. Credit hour limits

- No more than 12 transfer credit hours of mass communications (journalism, telecommunications, and selected communication and culture).
- No more than 3 credit hours total of internship credit, either from JOUR J492 or any other academic unit.
- No more than 60 transfer credit hours from a community college.
- Optional electives - 10 or fewer credit hours outside the School of Journalism and the College of Arts and Sciences or School of Liberal Arts and School of Science at Indianapolis.
- Optional electives - 15 or fewer credit hours of approved courses outside the School of Journalism and the College of Arts and Sciences or the School of Liberal Arts and the School of Science at Indianapolis.
- For students satisfying the requirements for a secondary teaching certificate, no more than 29 credit hours of approved education courses.

3. Grade Point Average

- A minimum 2.0 cumulative grade point average in all course work.
- A minimum 2.0 grade point average in all major course work (journalism, telecommunications, and selected communication and culture), "C-" or higher in each course.
- A minimum 2.0 grade point average in all course work for the second concentration, "C" or higher in each course.
- The school will honor the university FX policy up to 15 credit hours.

Fundamental Skills

Students may test out of all but 3 credit hours of the fundamental skills requirement. Requirements completed in one area may, under certain conditions, also fulfill requirements in other areas.

Cross-listing policy: Courses used for English composition and 100-level fundamental skills foreign language may not be used to fulfill any other requirement. Only math courses listed as both fundamental skills and natural and mathematical science may cross-list. Foreign language courses at the 100 level, from departments that allow 100-level courses to fulfill major requirements, may be applied to other appropriate requirements.

English Composition (one course)

Students may fulfill this requirement in any one of the following ways:

- Completion of English W131 or English W140 with a grade of "C" or higher.
- Students who receive a score of 4 or 5 on the AP exam in English Language and Composition will receive credit for W131 when the score is received by the IUPUI admissions office. These students do not need to take W131.
- Transfer students who do not have transfer credit for W131 but took what they think is a comparable course at their previous university can seek comparable credit.
- While IUPUI does not give credit for W131 on the basis of the Dantes, CLEP exams, or SAT/ACT scores, we do have a special credit portfolio option for only those students who transfer with 30 credits or more who fulfilled the composition requirement at their previous university through SAT or ACT scores or a placement test. (The special credit portfolio option is not available for W132 or W231.) See Special Credit Portfolio.

Speech (one course)

- R110 or equivalent.

Mathematics (one course)

Students may satisfy this requirement in one of three ways:

- Complete one course from mathematics M118*, M119, 151 or 153 with a grade of "C-" or higher. Credit for these courses may count toward the 123 credit hours required for the degree.
- Students with a mathematics SAT score of 650 or higher or a mathematics ACT score of 29 or higher are exempt from this requirement.

NOTE: Students who plan to transfer to Bloomington should take M118, M119, 163, or 221.

Foreign Language (two courses)

Students must complete the study of a single foreign language through the second semester of the first year of college-level course work. All or part of this requirement may be fulfilled by performance on placement examinations. Students may fulfill the entire foreign language requirement by placing into the second-year level.

Students who have studied foreign language in high school should take the foreign language placement examination. Contact the Foreign Language Department for more information.

International Students: Students whose native language is not English may demonstrate required proficiency in their native language. They may not, however, earn credit for any course at the first or second year level in their native language.

Statistics (one course)

Select from: ECON 270, PSY B305, SOC R359, STAT 301, SPEA K300.

*Math M118 is recommended for students who want to prepare for the required statistics course.

B.A.J. Requirements

The School of Journalism offers the B.A.J. degree on the Bloomington and Indianapolis campuses. Students on the Indianapolis campus must complete the following for the B.A.J. degree:

Journalism Major (minimum 39 credit hours)

Core (16 Credits)

These courses are required of all Journalism students:

- C190 Perspectives on Communication (1 cr.)
- J110 Foundations of Journalism and Mass communication (3 cr.)
- J200 Reporting, Writing, and Editing I (3 cr.)
- J210 Visual Communication (3 cr.)
- J300 Communications Law (3 cr.)
- J410 Media as Social Institutions (Capstone) (3 cr.)

Area Core (12 credits)

Each student must complete all four courses on one of the Area Cores:

- Journalism
  - J341 Newspaper Reporting (3 cr.)
  - J351 Newspaper Editing (3 cr.)
  - One of the following: J343 Broadcast News (3 cr.), **OR** J344 Photojournalism Reporting (3 cr.), **OR** J463 Computerized Publication Design (3 cr.).
  - J409 Media Management (3 cr.)
- Sports Journalism
  - J150 Introduction to Sports Journalism (3 cr.)
  - J345 Sports Journalism Writing (3 cr.)
  - J361 Issues in Sports Journalism (3 cr.)
  - J409 Media Management (3 cr.)
- Public Relations
  - J219 Introduction to Public Relations (3 cr.)
  - J390 Public Relations Writing (3 cr.)
  - J340 Public Relations Tactics and Techniques (3 cr.)
  - J428 Public Relations Planning and Research (3 cr.)

Journalism Electives (9 credits)

A Journalism Research Elective from the following list:

- J407 Newsgathering and the Law (3 cr.)
- J414 International Newsgathering Systems (3 cr.)
- J423 Public Opinion (3 cr.)
- J429 Public Relations Campaigns (3 cr.)
- J438 Advertising Issues & Research (3 cr.)
- J450 History of Journalism (3 cr.)
- J470 Broadcast Media Analysis (3 cr.)
- (Also approved topics of JOUR J360 and J46)

Two journalism electives (6 cr.) from any area: journalism, sports journalism, or public relations as long as you meet the prerequisites for that course.

J492 Media Internship (1 cr.)

J400 Careers in Public Relations or J402 Careers in Journalism (1 cr.)

Academic Minor or Outside Concentration (minimum 15 credit hours)

Fundamental Skills

- English Composition: ENG W131 (3 cr.)
- Speech: COMM R110 (3 cr.)
- Mathematics: M118, M119, 151 or 153 (3 cr.)

Math M118 is recommended for students who want to prepare for the required statistics course.

- Foreign Language (10 cr.)
- Statistics: ECON 270, PSY B305, SOC R359, STAT 301, SPEA K300 (3 cr.)

Distribution

- Economics (3 cr.)
- Literature or Fine Arts History or Appreciation (3 cr.)
- Arts and Humanities (6 cr.)
- Social Sciences (6 cr.)
- Natural and Mathematical Sciences (6 cr.)
- Comparative World Cultures (3 cr.)

123 credit hours total

Certificates for Non-Majors

Certificate in Journalism

The School of Journalism offers a Certificate in Journalism for undergraduate students interested in journalism, but who want to complete a degree from another school at IUPUI.

The certificate is very similar to our major requirements. Admission requirements to the certificate are the same as those for admission to our degree.

Core (16 Credits)

- C190 Perspectives on Communication (1 credit)
- J110 Foundations of Journalism and Mass Communication
- J200 Reporting, Writing, and editing I
- J210 Visual Communication
- J300 Communications Law
- J410 Media as Social Institutions (Capstone)

Area Core (12 credits)

- J341 Newspaper Reporting
- J351 Newspaper Editing
- One of the following: J343 Broadcast News, J344 Photo journalism Reporting, or J463 Computerized Publication Design.

Total: 25 credits

Certificate in Public Relations

The School of Journalism offers a Certificate in Public Relations for undergraduate students interested in public relations, but who want to complete a degree from another school at IUPUI.

The certificate is very similar to our major requirements. Admission requirements to the certificate are the same as those for admission to our degree.

Core (16 Credits)

- C190 Perspectives on Communication (1 credit)
- J110 Foundations of Journalism and Mass Communication
- J200 Reporting, Writing, and Editing I
- J210 Visual Communication
- J300 Communications Law
- J410 Media as Social Institutions

Area Core (9 Credits)

- J219 Introduction to Public Relations
- J390 Public Relations Writing
- J340 Public Relations Tactics and Techniques

Total 25 Credits

Degree Programs

- Bachelor of Arts in Journalism
- Academic Minor and Second Concentration
- Certificate in Journalism

Academic Minor or Outside Concentration

Journalism students must complete an academic minor or outside concentration of at least 15 hours in an academic discipline outside of journalism.

Requirements for outside minors are set by other departments and schools. You must declare a minor with that school or department and take their list of required courses. These minors will be listed on your transcripts.

With the approval of the advisor of the School of Journalism, students have the option to complete an outside concentration. Students must propose selected courses in consultation with their faculty counselor and complete a written explanation of the educational value or goal of their choice. The selection of courses should show evidence of a coherent body of knowledge. The outside concentration is not listed on your transcript, but it fulfills the School of Journalism requirement.

Students must earn a "C-" or higher in each course and a grade point average of at least 2.0 in all courses taken for the second concentration.

Students may complete any of the certificates offered by the School of Liberal Arts for the second concentration requirement. Students completing certificates in other schools must obtain approval from an advisor for that school. Students must complete a minimum of 24 credit hours of courses approved for the certificate. The School of Journalism requires that students pursuing this option meet with an advisor of the department offering the certificate, obtain the advisor's signature on a planned program, and submit a copy of the program to the School of Journalism advisors.

Advertising Minor

The School of Journalism offers two advertising minors: one for marketing majors in the Kelley School of Business and the other for majors in other areas. The minor requires seven courses and 19 credit hours to complete.

Journalism students may have a focus on advertising, but they must contact the Executive Associate Dean of the School of Journalism for information about the minor.

Kelley School of Business - Marketing Majors

- *J320: Principles of Creative Advertising (3 cr.)

Required pre-requisite for all other courses in the sequence
M415, Advertising and Promotion Management, may be substituted

- *J300: Communication Law (3 cr.) P: J320

L203 or L204, Commercial Law, may be substituted

- J335: Retail and Direct Advertising (3 cr.) P: J320/ M415
- J463: Computerized Publication Design I (3 cr.) P: J320/M415
- J420: Advertising Research and Management (3 cr.) P: J320/M415 and J335
- J438 Advertising Issues & Research (3 cr.) P: J320/ M415, J300, J335, J420, J463 or permission
- *J400: Careers in Public Relations and Advertising (1 cr.) P: J320 and Junior standing

BUS-X320 may be substituted

Note: Items identified with * have required marketing courses that may be taken as substitute for a journalism class and also counted toward the minor in Advertising. These rules apply ONLY to marketing majors.

Note: J420 and J463 may be taken concurrently; J335 and J438 may be taken concurrently.

Other Areas

- J320: Principles of Creative Advertising (3 cr.)

Required pre-requisite for all other courses in the sequence

- J300: Communication Law (3 cr.) P: J320
- J335: Retail and Direct Advertising (3 cr.) P: J320/M415
- J463: Computerized Publication Design I (3 cr.) P: J320/M415
- J420: Advertising Research and Management (3 cr.) P: J320/M415 and J335
- J438: Advertising Issues & Research (3 cr.) P: J320/M415, J300, J335, J420, J463 or permission
- J400: Careers in Public Relations and Advertising (1 cr.) P: J320 and Junior standing

Student Learning Outcomes

The School of Journalism offers a bachelor's degree in journalism with three concentrations: Journalism, Sports Journalism, and Public Relations. In addition, it offers certificates in Journalism and Public Relations, and a minor in Advertising. These are the learning outcomes for each program.

Bachelor of Arts

- Journalism Concentration
- Public Relations Concentration
- Sports Journalism Concentration

Certificates and Minors

- Certificate in Journalism
- Certificate in Public Relations
- Minor in Advertising

Bachelor of Arts in Journalism (B.A.)

Journalism Concentration

- Apply the basic principles of journalism such as accuracy, fairness, and public service.
- Discuss the legal and ethical underpinnings of mass media in the U.S.
- Interpret and use the principles of digital, on-line, and print design.
- Discuss and practice the principles of communicating clearly through print, digital, and visual media.
- Explain the function and impact of journalism and mass communication.
- Classify and separate different audiences for mass communication.
- Design and execute an effective job search in journalism.
- Conduct research for news stories using a variety of sources and evaluate the accuracy of information sources.

Public Relations Concentration

- Apply the basic principles of public relations such as media relations, employee communication, and community relations.
- Discuss the legal and ethical underpinnings of public communication in the U.S.
- Interpret and use principles of digital and print design.
- Discuss and practice the principles of ethical and effective informative and persuasive writing.
- Explain the roles and functions of public relations.
- Discuss and execute persuasive communication strategies in public relations.
- Design and execute an effective job search in public relations.
- Design research to support and evaluate public relations campaigns.

Sports Journalism Concentration

- Apply the basic principles of journalism such as accuracy, fairness, and public service.
- Discuss the legal and ethical underpinnings of traditional and digital sports journalism.
- Interpret and use the principles of digital, on-line, and print design.
- Discuss and practice the principles of communicating clearly through print, broadcast, and digital media.
- Explain the role of sports media and their symbiotic relationship with the sports industry.
- Examine the treatment of social, economic, political, and legal issues in sports journalism.
- Explain factors that influence sports journalism content and their significance.

Undergraduate Certificates and Minors

Certificate in Journalism

- Apply the basic principles of journalism such as accuracy, fairness, and public service.
- Discuss the legal and ethical underpinnings of mass media in the U.S.
- Interpret and use the principles of digital, on-line, and print design.
- Discuss and practice the principles of communicating clearly through print, digital, and visual media.
- Explain the function and impact of journalism and mass communication.
- Classify and separate different audiences for mass communication.
- Design and execute an effective job search in journalism.
- Conduct research for news stories using a variety of sources and evaluate the accuracy of information sources.

Certificate in Public Relations

- Apply the basic principles of public relations such as media relations, employee communication, and community relations.

- Discuss the legal and ethical underpinnings of public communication in the U.S.
- Interpret and use principles of digital and print design.
- Discuss and practice the principles of ethical and effective informative and persuasive writing.
- Explain the roles and functions of public relations.
- Discuss and execute persuasive communication strategies in public relations.
- Design and execute an effective job search in public relations.
- Design research to support and evaluate public relations campaigns.

Minor in Advertising

- Apply the basic principles of advertising theory.
- Discuss the legal underpinnings of advertising in the U.S.
- Interpret and use the principles of digital, on-line, and print design.
- Discuss and practice the principles of ethical and effective informative and persuasive writing in advertising.
- Explain the roles and functions of advertising.
- Discuss and execute persuasive communication strategies in advertising.
- Design and execute an effective job search in advertising.
- Formulate research to support and evaluate advertising campaigns.

Transfer Credit in Journalism

In order to comply with national standards in the journalism field, no more than 12 credit hours of communications courses from any other journalism program will be accepted for credit toward the 123 credit hours required for graduation.

All transfer communications courses must be evaluated by the executive associate dean in order to be accepted in fulfillment of requirements for the journalism major.

Undergraduate Programs

Academic counseling for each student in the School of Journalism is provided by a faculty member or an academic advisor prior to each semester's enrollment. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation. Students are advised to read IU bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

M.A. in Public Relations

Regardless of your undergraduate degree, you may apply at any time for admission to the School of Journalism at IUPUI master's program.

Application Deadlines

- Fall admission: July 15
- Spring admission: October 15
- Summer admission: April 1

Prerequisites

Within the first year of the program, if not previously taken or accounted for by professional experience, the student must have completed:

- Introduction to Public Relations
- Public Relations Writing
- Communication Law courses

Application Materials

1. IUPUI Online Graduate Application
2. Statement of Purpose (approximately 750 words)
3. Three (3) letters of recommendation from qualified professionals and/or professors
4. Official undergraduate transcripts and verification of a bachelor's degree from an accredited institution
5. Graduate Record Examination score (within the last 5 years)*
6. Resume (with work experience relevant to the degree)

*Those who have achieved Accredited in Public Relations from the Public Relations Society of America or Accredited in Business Communication from the International Association of Business Communicators are not required to submit a GRE score.

Admissions

- Master of Arts in Public Relations
- Master of Arts in Sports Journalism

M.A. in Sports Journalism

Regardless of your undergraduate degree, you may apply at any time for admission to the School of Journalism at IUPUI master's program.

Application Deadlines

- Fall admission: July 15
- Spring admission: October 15
- Summer admission: April 1

Application Materials

1. IUPUI Online Graduate Application
2. Statement of Purpose (approximately 500 words)
3. Three (3) letters of recommendation
4. Superior record in the undergraduate major from a recognized university as demonstrated by university transcript
5. Graduate Record Examination score (within the last 5 years)

Contact Information

The School of Journalism welcomes visitors and prospective students who wish to check out the facilities and meet faculty and students. Or, you may call or e-mail for more information.

For campus visits to the School of Journalism or for other information, call the school at (317) 278-5320 or e-mail jour@iupui.edu.

The School of Journalism at IUPUI is in the Informatics and Communications Technology building at 535 W. Michigan St., Indianapolis, IN 46202.

Get directions or see a map of campus, which shows parking options.

You may wish to contact these faculty members to inquire about specific programs:

- Jonas Bjork, graduate studies advisor
- Pamela Laucella, academic director, to learn about its programming

All other faculty contact info is in this directory.

Graduate Programs

Academic counseling for each student in the School of Journalism is provided by a faculty member or an academic advisor prior to each semester's enrollment. Although academic counseling is intended to provide effective guidance, students are responsible for planning their own programs and for meeting the following degree requirements for graduation. Students are advised to read IU bulletin descriptions of all courses selected, paying careful attention to conditions concerning awarding of credit.

Degree Programs

The IU School of Journalism offers Master of Arts (M.A.) degrees in the following disciplines:

- **Public Relations**
- **Sports Journalism**

Student Learning Outcomes

At the graduate level, the school offers M.A. degrees in Sports Journalism and Public Relations. The public relations degree has three tracks: Public Relations, Public Relations in Health Care and Life Sciences, and Public Relations in Sports. These are the learning outcomes for each program.

M.A. in Public Relations

Upon completion of this program, graduates will be able to:

- Apply formative and evaluative research in public attitudes and behaviors.
- Design and develop strategic goals and objectives for public relations.
- Apply the underlying theories of communication to public relations programs and campaigns.
- Apply basic business accounting and finance principles to the management of public relations programs and campaigns.
- Apply basic marketing techniques practiced by businesses.
- Explain and describe business marketing activities, economics, business law, and global business practices.
- Effectively evaluate public relations campaigns and programs.
- Summarize management theory and practice in public relations.

M.A. in Public Relations - Track on Health Care and Life Sciences

In addition to the learning outcomes for the M.A. in Public Relations, graduates will be able to:

- Describe and explain the operation of health care systems and communication as it relates to those systems.
- Demonstrate and plan public relations in the regulated communications environment of life sciences companies and organizations.

M.A. in Public Relations - Track on Sports

In addition to the learning outcomes for the M.A. in Public Relations, graduates will be able to:

- Describe and explain the operation of amateur and professional athletic organizations and communication as it relates to those systems.
- Describe and explain the regulated communications environment of both amateur and professional sports.

M.A. in Sports Journalism

Upon completion of this program, graduates will be able to:

- Demonstrate excellent oral and written communication skills using print, broadcast, digital, and social media.
- Appraise and apply journalistic values and ethical standards and their use in both traditional news media and the evolving field of digital sports media.
- Analyze and write about sports in a larger social context involving economic, legal, social, and political issues.
- Evaluate the symbiotic relationship between sports and the media from historical and contemporary perspectives.
- Assess the strategic differences used in communicating with news audiences on print, broadcast, and digital platforms.
- Manage and implement new forms of sports journalism online, including blogging, tweeting, and streaming audio and video.

Academic Policies & Procedures

Absences from Final Examinations

Students are required to adhere to the policies regarding final examinations as published in the *Schedule of Classes*.

Absences from Scheduled Classes

Illness is usually the only acceptable excuse for absence from class. Other absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up.

Addition of Courses

No course may be added by an undergraduate student after the first week of a semester or a summer session unless the instructor of the course approves and the request is approved by both the chairperson of the department in which the course is offered and the dean.

Change of Grade

Requests for a change of grade must be made no later than the last day of classes of the next regular semester.

Confidentiality of Records

Indiana University, in compliance with the General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act, and the university's Policy on Access to Institutional Data, provides that

all student records are confidential and available only to eligible employees of the university for use in the conduct of university business (as determined by data stewards), the student, and the parents, if the student is under 21 and dependent as defined by IRS standards. Students may review their records upon request and may ask for deletions or corrections of the record in a hearing process described in detail in the *Code of Student Rights, Responsibilities, and Conduct*, distributed at fall registration or available in Bloomington at the Office of Student Ethics, Assistant Dean of Students Annex, or the School of Journalism office, IT 557, Indianapolis.

References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. The student may also release the record to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the *Code of Student Rights, Responsibilities, and Conduct*.

Correspondence Courses

With the approval of an academic advisor, students may take a limit of two Independent Study university courses offered through the School of Continuing Studies for the B.A.J. degree.

Credit by Examination

The school will apply credit earned by departmental examination, College Board Achievement Placement Tests, College Board Advanced Placement Tests, and language placement tests offered by the Bureau of Evaluative Standards and Testing toward appropriate degree requirements. Such credit must be entered on the student's transcript. At Indianapolis, students wishing special language credits through the credentialing process must file an application for special credit and pay a fee or charge per credit for additional credits. Indianapolis students should contact the Foreign Language Office, (317) 274-2817, for complete information.

Degree Applications

Candidates for the B.A.J. must file an intent to graduate form in the school's main office in the Information Technology Building 557 at Indianapolis.

- **Deadlines to file**:
  - May or August graduation - February 1
  - December graduation - October 1

Candidates must have all credits on record at least six weeks prior to the conferring of degrees, except for credits of the current semester.

Dual Bachelor's Degree

In certain cases the dean may permit undergraduate students who have not yet completed a first bachelor's degree to complete a second bachelor's degree. Such students must complete all requirements for the B.A.J. and the second degree. Students with a bachelor's degree should consider applying for admission to a graduate program.

Exceptions to Degree Requirements

Requests for deviation from school requirements may be granted only by written approval from the dean of the school (or the dean's administrative representative).

Incomplete Courses

A grade of Incomplete (I) may be given only when the work of the course is three quarters completed and when the student's work is of passing quality. All Incomplete (I) grades must be removed within the time specified by the instructor of the course or they will automatically change to an "F" one calendar year after the end of the semester/session the grade of I was given. It is the student's responsibility to obtain from the instructor the requirements and deadline for the removal of the incomplete. Students who receive a grade of "I" should not register for the course a second time.

Language Placement for International Students

Students whose native language is not English may demonstrate required proficiency in their language. Students are required to take a proficiency exam from the department of their native language. Students must place at or above the fifth semester. They cannot earn credit for courses at the first- or second-year level in their native language.

Pass/Fail Option

Students in good academic standing may take up to eight elective courses, maximum two courses per academic year, for a grade of "P" (pass) or "F" (fail). No courses used to fulfill major requirements, second concentration, fundamental skills, distribution, or culture studies requirements may be taken under the Pass/Fail option.

During the freshman year, students may take two physical education "E" classes under the Pass/Fail option in addition to the two other courses permitted.

Students must meet the deadlines to enroll in courses under the Pass/Fail option as listed each semester in the *Schedule of Classes*. A grade of "P" is not calculated in the grade point average; a grade of "F" is calculated in the grade point average. A grade of "P" cannot be changed subsequently to any other letter grade.

Public Information

Upon request, certain information is made available to the public by the Office of the Registrar: Bloomington, Franklin 100, (812) 855-0121; Indianapolis, Campus Center, (317) 274-1501.

Release of Information in Student Records

An implicit and justifiable assumption of trust is placed in the School of Journalism as custodian of personal data submitted by students entering the school or generated during their enrollment. This mutual relationship of trust between the school and the individual student requires that such data be held in confidence. More information on the confidentiality and access to student records appears in the front portion of the bulletin.

Statute of Limitations

Permission must be obtained from the Office of the Executive Associate Dean to use any course that was completed 10 or more years previously as credit toward the B.A.J. degree.

Withdrawal from Courses

The school permits withdrawal from courses with the automatic grade of Withdrawn (W) within the deadlines of the current campus as published in the *Schedule of Classes*.

Petitions for withdrawal after the periods specified in the *Schedule of Classes* will be considered by the dean only for urgent reasons related to extended illness or equivalent distress. Documentation of extended illness or equivalent distress will be required.

If students withdraw with the dean's consent, their mark in the course shall be "W" if they are passing at the time of withdrawal and "F" if they are not passing. The grade will be recorded on the date of withdrawal. Failure to complete a course without authorized withdrawal will result in the grade "F".

Academic Standing of Candidates for the Bachelor of Arts in Journalism Degree

Degrees Awarded with Distinction

The school recognizes outstanding performance in course work by awarding the Bachelor of Arts in Journalism degree with three levels of distinction: Distinction, High Distinction, and Highest Distinction, depending upon the student's cumulative grade point average. Students must have a minimum of 60 graded credit hours at Indiana University to be considered for distinction degrees. No more than 10 percent of the graduating class may receive distinction.

FX Policy

The School of Journalism will honor the university FX policy up to 15 credit hours.
A student may use the FX option for purposes of the university transcript. An undergraduate student who has repeated a course previously failed may request to have the best grade in that course counted in the student's grade point average as entered on the student's transcript.

Good Standing

Students are considered to be candidates in good standing for an Indiana University bachelor's degree when they have been regularly admitted by the Office of Admissions, when their academic grade point average is not less than a 2.0 (C) for the last semester's work, and when their cumulative grade point average is at least 2.0 (C).

Students' eligibility to continue as journalism majors is subject to a periodic review of their progress toward a degree.

Academic Probation

Students are on academic probation when any one or more of the following conditions occur: 1. Students are on academic probation when their cumulative grade point average is below 2.0 (C).
2. Students are on academic probation for the duration of the regular semester following one in which they failed to attain a 2.0 (C) grade point average.
3. Students are on academic probation when they receive a "D+" or less in any one journalism, telecommunications, or selected communication and culture course.

Students on academic probation must comply with such restrictions as the Office of the Dean of Students or the Dean of the School of Journalism may deem necessary.

Dismissal

Students are dismissed from the school when, in the judgment of the dean, they have ceased to make progress toward their degree. When students have failed to attain a 2.0 (C) grade point average in any two semesters and when their cumulative grade point average is below 2.0 (C); or they have received a "D+" or less in two or more journalism, telecommunications, or selected communication and culture courses, they are automatically considered to be making insufficient progress toward their degree.

Students whose record reveals failing or near-failing performance or lack of clear progress in any semester, regardless of their previous cumulative grade point average, or whose cumulative grade point average falls below 2.0 (C) are always carefully evaluated with a possibility of dismissal.

Academic Forgiveness

We follow university policy on academic forgiveness.

Academic Dishonesty

Indiana University and the School of Journalism expect that students will follow the fundamental principles of academic and professional integrity in the pursuit of learning and of professional practice. Academic and professional integrity requires that students take credit for their own work and ideas only. Violation of these principles is considered an act of academic dishonesty.

Academic dishonesty is defined in *Code of Student Rights, Responsibilities, and Conduct*, the student handbook given to all Indiana University students. The School of Journalism strictly follows the handbook's guidelines and the policy on Academic Dishonesty printed each semester in the Bloomington *Schedule of Classes*.

Program Planning & Counseling Guidelines

The Students' Responsibility

Students are responsible for planning their programs and meeting all graduation requirements. Students should be thoroughly familiar with all sections in this bulletin regarding admission, degree requirements, major requirements, course requirements, academic regulations, and academic standing.

Students are also responsible for policy information and meeting all deadlines as published in the *Schedule of Classes* and for keeping their local and permanent addresses up to date with the Office of the Registrar. Faculty advisors, academic counselors, and the recorder can assist students in planning their programs and explain requirements and policies. Students also have access to the computerized degree-audit system in the advising section of OneStart.

Advising

Journalism majors are expected to meet with their advisor prior to each registration. For this purpose, the school administers an advising process each semester. Advising for registration in fall courses usually occurs in March and for registration in spring courses in October. In these advising conferences students should, as a

minimum objective, make certain that they understand the requirements for successful completion of the area requirements and that they have made an appropriate plan for the coming semester.

For questions at any time during the semester, students may schedule an appointment with the Director of Career Services & Outreach.

Access to Journalism Courses at Indianapolis

All journalism courses are open to nonmajors. Nonmajors should have completed appropriate prerequisites for advanced courses or have obtained permission from the instructor.

Student Organizations & Services

Society of Professional Journalists

Open to students interested in careers in news.

Public Relations Student Society of America

Open to students interested in careers in public relations.

National Association of Black Journalists

The School of Journalism has a chapter of the National Association of Black Journalists, which is an organization comprised of journalists, students, and media-related professionals that provides quality programs and services to and advocates on behalf of black journalists worldwide.

Faculty

Bjork, U. Jonas, Ph.D., (University of Washington, 1987), Professor
Drew, Dan, Ph.D., (Indiana University 1973), Interim Executive Associate Dean
Hetrick, Bruce, B.A., (Indiana University, 1982), Visiting Professor
Laucella, Pamela, Ph.D., (University of North Carolina, 2002), Assistant Professor
Pieratt, Marty, M.A., (Indiana University, 2011), Visiting Professor
Ricchiardi-Folwell, Sherry, Ph.D., (Iowa State University, 1986), Professor
Vincent, Julie, M.A., (Butler University), Lecturer
Walker, Kim, Ph.D., (Indiana University, 2009), Visiting Assistant Professor

Faculty Emeriti

- Brown, James W., Ph.D. (Indiana University, 1977), Executive Associate Dean and Professor
- Quate, Shirley, Ph.D. (Purdue University, 1986), Professor

Courses

Graduate Courses

JOUR-J 500 Introduction to Mass Media Research (3 cr.) Seminar on content analysis, experiments, survey methods, qualitative research, historical and legal methodology. Development of media research proposals.

JOUR-J 501 Public Affairs Reporting (3 cr.) Reporting and publishing in a hyper-local news environment, on government and other areas of public interest.

JOUR-J 502 Quantitative Research Methods for Journalists (3 cr.) Open to graduate students only. The purpose of this course is to teach students about research/methodology and scientific evaluation as it is applied to all mass communication professions, from investigative journalism to public relations and advertising. This is a hands-on course. The primary objective is to teach students how to collect, manage, evaluate, interpret and understand data. The course will focus entirely on quantitative methodologies that journalists and communication practitioners commonly encounter in their daily professional lives, and it will help students engage in data analysis, and work toward a better understanding of scientific and social-scientific methodology.

JOUR-J 505 Intensive Reporting, Writing, and Editing Workshop (3 cr.) P: By permission only. This course introduces graduate students to the fundamental practices and principles of writing, reporting, editing and design for the print media. Students will develop skills in news judgment, document-based information gathering, interviewing, observation and description, news and feature writing, ethics, page layout, headline writing, copy editing, content editing, and photo editing.

JOUR-J 510 Media and Society Seminar (3 cr.) Examination of structure, functions, ethics, and performance of communication and mass media, stressing a review of pertinent research literature. Analysis of media policies and performance in light of communication theory and current economic, political, and social thought.

JOUR-J 514 International Communication (3 cr.) Comparative analysis of international media systems. Course topics and geographical regions studied vary from semester to semester.

JOUR-J 516 Digital Journalism Practicum (6 cr.)

JOUR-J 517 Advanced Digital Journalism Practicum (6 cr.) This course is a continuation of J516: Digital Journalism Practicum and is open to Digital Journalism track students only.

JOUR-J 520 Seminar in Visual Communication (3 cr.) Integration of advanced visual communication skills, including photography, writing, and editing. Individual projects in packaging news and public affairs information. Emphasis on experimentation with message forms outside constraints of the traditional news media.

JOUR-J 528 Public Relations Management (3 cr.) Designed to enable students to manage a public relations department. Theories and principles relevant to public relations practiced in agency, corporate, and not-for-profit organizations will be covered. This will include developing goals and objectives, working with clients, developing budgets, and research methods.

JOUR-J 540 Business of Sports Media (3 cr.) This course will provide of how sports media have evolved from radio, network television and magazines into the multi-dimensional world of regional and national cable, the internet, the networks and other entities. Students will also explore how decisions get made and the financial implications of those decisions.

JOUR-J 541 Digital Sports Journalism (3 cr.) Students will learn how to adapt their skills in traditional journalistic platforms to the new multimedia environment, including

websites and mobile devices. The course will teach students the fundamentals of writing, editing, shooting video and recording audio content for a sports website.

JOUR-J 560 Topics Colloquium (1-4 cr.) Topical seminar dealing with changing subjects and material from semester to semester. May be repeated twice for credit with a different topic.

JOUR-J 563 Computerized Publication Design I (3 cr.) This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 660 Topics Colloquium (3 cr.) Topical seminar dealing with changing subjects and material from semester to semester. May be repeated twice for credit.

JOUR-J 804 Read and Research in Journalism (1-9 cr.)

Sports Journalism

JOUR-J 219 Introduction to Public Relations (3 cr.) Provides an overview of public relations and introduces theory and practice of the field. Topics include the relationship between public relations and marketing, the history and development of public relations, media relations, measurement and assessment methods, ethics, and law.

JOUR-J 321 Principles of Public Relations (3 cr.) Students are introduced to the creative integration of advertising and public relations as a mass media campaign tool. Topics include the role of integrated communications in marketing and media, an examination of current practice, and the creative process of a campaign, including planning strategies and media characteristics.

JOUR-J 340 Public Relations Tactics and Techniques (3 cr.) P: J219 Covers a wide variety of knowledge and skills needed by entry-level public relations practitioners. Topics include media relations, community relations and internal communications.

JOUR-J 390 Public Relations Writing (3 cr.) A comprehensive survey of corporate publications from newsletters to corporate magazines, tabloids and annual reports with an emphasis on layout and design. Includes refreshing writing skills with review on interviewing and editing.

JOUR-J 427 Public Relations in a Democratic Society (3 cr.) Lectures and discussion on dissemination of public information by industry and institutions. Examination of procedures and policies and evaluation of public relations efforts. Contrasts public relations practices in America with those in other nations and cultures.

JOUR-J 428 Public Relations Planning & Research (3 cr.) P: J340 and J427. Theories and principles relevant to public relations practices in agency, corporate and nonprofit organizations, including development of goals and objectives, client relationships, budgets and research methods.

JOUR-J 429 Public Relations Campaigns (3 cr.) P: J340 and J427. Development and execution of a public relations campaign for a nonprofit organization. Public relations theory and in-depth case study analysis.

JOUR-J 431 Public Relations for Nonprofits (3 cr.) This seminar focuses on how a nonprofit organization creates images and how it shapes its programs and goals to gain public support. Assignments and readings are designed to foster a practical understanding of promotional techniques and campaigns using journalistic and other media.

Sports Journalism

JOUR-J 150 An Introduction to Sports Journalism: Controversy, Conflict & Characters (3 cr.) This course will explore the state and practice of sports journalism, through case studies of some of this decade's most controversial sports stories. We will explore these issues through evaluating coverage, reading related texts and talking directly to prominent sports journalists, executives and athletes.

JOUR-J 152 Introduction to Sports in Society (3 cr.) This course will introduce students to sports and will take a macroscopic approach in discussing sports' societal influence. It will study sport from a socio-cultural-historical perspective as well as from a contemporary position. It will focus on the converging worlds of print journalism, electronic media, public relations, advertising, documentary and emerging technologies as expressed in the new commercial reality of sport.

JOUR-J 345 Sports Journalism Writing (3 cr.) This class will offer an overview of sports writing from its origins to its current status in the twenty-first century. The course will teach students fundamentals of the sports-writing process from information gathering and interviewing to writing and editing copy. Students will gain requisite skills for working in today's sports departments and will write and publish stories on IUPUI athletics and area professional teams and events.

JOUR-J 361 Issues in Sports Journalism (3 cr.) This upper-level course will study sports journalism's key policies, trends and issues. It will examine sociological, political, legal, ethical and technological issues in college and professional sports. It will focus on current events and controversies in the world of sports journalism. This course will discuss the symbiotic relationship between sport media and race, gender, doping, steroids, sexuality and homophobia, politics and nationalism, sports fans, loyalty and violence, disability in sport, and other provocative issues.

Undergraduate Courses

JOUR-C 190 Perspectives on Communication (1 cr.) Students are introduced to college learning within a journalism and mass communications environment. Classroom instruction, library activities, and projects are designed to introduce technology and information resources, develop teamwork, and sharpen analytical and evaluative skills. Topics include career planning, study techniques, time management, data collection, and presentations.

JOUR-C 201 Topics in Journalism (3 cr.) Topical course dealing with changing subjects and material from semester to semester. May be repeated once for credit with a different topic. Will not count toward journalism major requirements.

JOUR-C 300 The Citizen and the News (3 cr.) A study of the institutions that produce news and information about public affairs for the citizens of American mass

society. The problems about the selection of what is communicated. Case studies. International comparisons. Will not count toward journalism major requirements.

JOUR-C 327 Writing for Mass Media (3 cr.) A workshop for nonmajors to improve writing skills and learn basic requirements of writing for publication. Instruction in market analysis and interpreting specific editorial requirements, in gathering and researching background materials, and in preparing manuscripts. Examination of various types and styles of published writing. Will not count toward journalism major requirements.

JOUR-J 100 Computer Methods for Journalism (3 cr.) An introduction to computing uses in journalism. Hands-on experience with computer software packages commonly used in journalistic research and expression. Experience with using the Internet, Lexis/Nexis, and other library resources for research. This course is for students on the Indianapolis campus only. Bloomington students take JOUR J155 Research Techniques for Journalists.

JOUR-J 110 Foundations of Journalism and Mass Communication (3 cr.) Survey of the institutions of journalism and mass communication, their philosophical foundations, history, processes, economic realities and effects.

JOUR-J 200 Reporting, Writing and Editing I (3 cr.) P: W131 or its equivalent and fundamental computer skills. P or C: JOUR J155 in Bloomington, J100 in Indianapolis. Working seminar stressing the creation of journalistic stories for diverse audiences. Students will learn to develop story ideas, gather information, combine visual and verbal messages, and to write and edit news.

JOUR-J 201 Reporting, Writing and Editing II (3 cr.) P: J200. Working seminar focused on the strengthening of basic journalism skills, including in-depth reporting, editing, and multimedia presentations. Creativity, cooperation, and critical thinking are used to shape effective messages for diverse audiences.

JOUR-J 210 Visual Communication (3 cr.) Theories of visual communications including human perception, psychology of color and principles of design. Application of those theories to photography, video and graphic design in news communication.

JOUR-J 300 Communications Law (3 cr.) P: sophomore standing. History and philosophy of laws pertaining to free press and free speech. Censorship, libel, contempt, obscenity, right of privacy, copyright, government regulations, and business law affecting media operations. Stresses responsibilities and freedoms in a democratic communications system.

JOUR-J 315 Feature Writing (3 cr.) P: J200, J210. Emphasis on developing story ideas, identifying sources, organizing materials, planning, and outlining the story. Techniques for capturing the reader's interest.

JOUR-J 320 Principles of Creative Advertising (3 cr.) Analysis of strategy employed in developing creative advertising, with emphasis on role of the copywriter. Research, media, legal aspects, ethical standards as they apply to the copywriting functions. Place of the creative function within the advertising agency and the retail business.

JOUR-J 335 Retail and Direct Advertising (3 cr.) P: J200, J210, J320. Role of advertising in retail and service establishments. Forms of retail and direct media advertising, including production and distribution. Procedures, requirements, and techniques of newspaper advertising departments and broadcast stations; in-store promotions; budgeting; evaluation.

JOUR-J 337 Media Economics (3 cr.) This course explores how economic forces influence production of media content, particularly at U.S. organizations. It examines basic economic concepts, such as market and competition, as they relate to commercial media organizations. Special attention is paid to the effect of advertising and market considerations on news decision making.

JOUR-J 341 Newspaper Reporting (3 cr.) P: J200, J210. Techniques of gathering, analyzing, and writing news and features for newspapers. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 342 Magazine Reporting (3 cr.) P: J200, J210. Techniques of gathering, analyzing, and writing material for specialized and general circulation magazines. Practice in interviewing, observation, and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 343 Broadcast News (3 cr.) P: J200, J210. Techniques of gathering, analyzing and writing news and features for broadcast. Practice in interviewing, observation and use of documentary references that include computer information retrieval and analysis skills.

JOUR-J 344 Photojournalism Reporting (3 cr.) P: J200, J210. This is an introductory photojournalism course focusing on the basics of light, camera operation, and the use of chemical and digital darkrooms. It includes instruction in spot news and feature photography as well as instruction in ethics, privacy and law.

JOUR-J 351 Newspaper Editing (3 cr.) P: J200, J210. Workshop in fundamentals of editing newspapers, including both individual and team projects. Emphasis on news judgment, fairness, accuracy, editorial balance, and language usage. Practice in writing news summaries, editing copy, writing headlines, laying out pages, and using computer editing technology.

JOUR-J 352 Magazine Editing (3 cr.) P: J200, J210. Workshop in fundamentals of editing specialized and general interest publications. Individual and team functions are stressed. Attention is given to editorial voice and judgment, fairness, accuracy, and language usage. Practice in writing headlines and titles, layout, design, and use of computer editing technology.

JOUR-J 353 Advanced Broadcast News (3 cr.) P: J200, J343. Continuing workshop in reporting, writing and editing for broadcast. Individual and team functions are stressed. Emphasis on news judgment, fairness, accuracy, editorial balance and language usage. Practice in editing copy, audio and video tape.

JOUR-J 354 Photojournalism Editing (3 cr.) P: J344 or permission of the instructor. Workshop on the role and function of the print media picture editor. Theory and practice of picture editing skills including assigning,

selecting, cropping, writing captions and blurbs, producing informational graphics, designing photo pages, editing by computer, and managing.

JOUR-J 360 Journalism Specialites (1 - 3 cr.) P: Must have taken J360 Newscast Skills or J360 Topical course dealing with changing subjects and material from semester to semester. Course may be repeated once for credit.

JOUR-J 385 Television News (3 cr.) P: J343 and J353, or consent of instructor. Preparation and presentation of news for television. Practice in writing, reporting, filming, and editing news for TV. TV writing problems; use of photographs, film, and videotape; problems of sound in TV news; ethical problems of the TV film reporter and editor.

JOUR-J 401 In-Depth Reporting and Editing (3 cr.) P: One 300-level reporting course and one 300-level editing course. Study and practice in using techniques of social science and traditional methods of investigative reporting. Class will plan, write, and edit news stories in depth.

JOUR-J 407 News Gathering and the Law (3 cr.) Students study the law relating to the content of news media and the processes by which that content is created. Discussion includes the legal issues triggered by story framing, selection of sources, interviewing, photography, and access to information. The course involves reading and research using primary legal materials.

JOUR-J 409 Media Management (3 cr.) Research seminar that examines techniques and processes used in managing media organizations. Through discussions, case analysis, and group projects, the course explores organizational missions and social responsibilities, market analysis techniques, personnel management issues, and budgeting.

JOUR-J 410 The Media as Social Institutions (3 cr.) P: J300, senior standing. Examination of the functions and impact of the mass media in society with primary focus on the United States. Discussion of the values of media organizations and the professional and ethical values of journalists. Critical analysis of the relationship of the media and society and the effect of political, economic and cultural factors on the operation of the media.

JOUR-J 413 Magazine Article Writing (3 cr.) P: J342. In-depth explanation of the nonofiction magazine article field. Examination of trends and problems in nonfiction writing for both general and specialized magazines. Criticism of student articles written for publication. Seminar sessions with editors and freelance writers.

JOUR-J 414 International News-Gathering Systems (3 cr.) Structure and function of international communication systems and barrier to flow of information among nations. Emphasis on gathering and disseminating information around the world. Study of the major newspapers of the world, international news agencies, and international broadcasting and satellite networks.

JOUR-J 415 Literary Journalism (3 cr.) A study of literary forms and techniques used in journalism. Topics to be considered include formal considerations such as voice and structure, reporting methods, and ethical issues. Students will supplement reading with writing experimental pieces of their own.

JOUR-J 420 Advertising Research & Management (3 cr.) P: J200, J210, J320. Lectures and practice in copywriting, graphics, layout and production. Incorporates psychological, social, legal and marketing aspects of creativity for mass media.

JOUR-J 423 Public Opinion (3 cr.) Behavioral study of nature, operation, molding, and influence of public opinion, with practice in its measurement and evaluation. Discussion of major political, social, economic, and cultural problems.

JOUR-J 425 Supervision of School Publications (3 cr.) P: 12 credit hours of journalism. Lectures and discussion on designing, producing and financing school newspapers, magazines and yearbooks. Management of school news bureau.

JOUR-J 438 Advertising Issues & Research (3 cr.) P: J320 and permission of the instructor. Seminar on current developments and problems concerning advertising as an economic and social force. Stresses independent investigation on topics such as politics and advertising and advertising and public taste.

JOUR-J 444 Advanced Photojournalism (3 cr.) P: J344. Advanced techniques of reporting and interpreting news with photography. Practice in news, sports, features, photographic essays, color photography, electronic imaging, and studio illustration.

JOUR-J 450 History of Journalism (3 cr.) American social-intellectual history integrated with the story of news media development, emphasizing the historical relationship of the mass media to American social, economic, and cultural patterns and developments. Origin, growth, shortcomings, and achievements of media. Impact of society on the media and vice versa.

JOUR-J 455 News Analysis and Opinion Writing (3 cr.) P: J200, J210. Techniques for understanding, analyzing and reporting on complex events and issues. Development and refinement of skills and techniques for writing news analysis, editorials and opinion articles.

JOUR-J 460 Topics Colloquium (1-3 cr.) P: Junior or senior standing. Topical seminar dealing with changing subjects and material from semester to semester. May be repeated once for credit with a different topic.

JOUR-J 463 Computerized Publication Design I (3 cr.) P: J200, J210. This publishing design course incorporates typesetting, electronic photo editing, graphics and page design. Students are instructed in design theory, computer publishing skills and creative problem solving.

JOUR-J 465 Computerized Publication Design II (3 cr.) P: J463. This publishing design course incorporates typesetting, electronic photo editing, graphics, and page design. Students are instructed in design theory, computer publishing skills, and creative problem solving.

JOUR-J 470 Broadcast Media Analysis (3 cr.) Seminar on problems of communicating news through aural and visual channels. Application of communications theory to broadcast news and public affairs presentations. Study of effects of format, verbal content, nonverbal content, and presenter on communications process.

JOUR-J 475 Race, Gender, and the Media (3 cr.) Survey and analysis of how news and entertainment media

represent issues of race and gender. History of women and people of color as media professionals and media consumers. Discussion of contemporary problems and potential solutions.

JOUR-J 492 Media Internship (1 - 3 cr.) (S/F grading) P: Prior approval of faculty member; journalism majors only. Supervised professional experience in communications media. May be repeated, but a student may take no more than 3 credit hours total of internship credit for the B.A.J. degree.

JOUR-J 493 Journalism: Off-Campus Registration (0 cr.) This noncredit course is for journalism students studying off campus temporarily as part of the Bachelor of Arts in Journalism degree program.

JOUR-J 496 Foreign Study in Journalism (3-8 cr.) P: Consent of the dean of the School of Journalism. Planning of research project during year preceding summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by end of semester following foreign study. I Sem., II Sem., SS.

JOUR-J 499 Honors Research in Journalism (1-3 cr.) Opportunity for independent reading, research, and experimentation on relevant issues in mass communications. Work with faculty member on individual basis. I Sem., II Sem., SS.

School of Law

Welcome to the IU School of Law - Indianapolis!

Situated at the intersection of education and experience, the IU School of Law-Indianapolis offers students the sought-after combination of academic excellence and professional opportunity that only a metropolitan location can provide. Inlow Hall, the home of the law school, is just steps away from everything a major urban environment affords: business, government, life sciences, medicine, sports, and the arts. You will make connections that will prepare you for a wide array of careers.

We're the largest law school in Indiana, one of two at Indiana University, offering the greatest opportunity for hands-on experience in our urban setting. But while we have an enrollment of nearly 1,000, each student gets the kind of hands-on attention you might expect from a small school. Our culture is a blend of Midwestern friendliness and metropolitan energy, characterized by personal attention from faculty and staff.

Overview

Opportunity

The IU School of Law-Indianapolis prepares students for a wide range of diverse and exciting careers. From practicing law to managing corporations, the school's nearly 10,000 graduates excel not only in Indiana, but across the country and around the world. Law school alumni have served in the highest offices in government, including the U.S. vice presidency, the Senate, and the House of Representatives.

The Indianapolis legal and business communities offer opportunities for connections that no other law school in the state can provide. Many of the school's adjunct professors come from some of the most prestigious law firms in the state. Additionally, an attorney-student mentor program allows students to meet a variety of area attorneys, judges, and business and government leaders in an informal setting.

Externships are available in a vast array of institutions, including banks, corporations, and government offices. Many externships also are available with local, state, and federal courts. The school also offers clinical programs designed to complement traditional legal education with experience beyond the classroom. With faculty supervision, students represent real clients in actual cases before Indiana courts through clinics in Criminal Defense, Civil Practice, Disability Law, Immigration Law and Appellate Practice.

Faculty and Curriculum

Faculty members hold Doctor of Jurisprudence, master's, and doctoral degrees from more than 50 different schools, offering students extensive and diverse views on the law and its career possibilities. Assembled from across the country, the faculty has distinguished itself with a wide variety of scholarly publications related to state, national, and international legal matters.

Refined analytical acumen, well-honed communications skills, highly developed ethical sensibilities: these are the hallmarks of an IU Law-Indianapolis graduate.

Required courses are complemented by a vast array of in-depth, innovative seminars and specialized classes, designed to prepare students to be exceptional problem solvers, effective mediators, and persuasive advocates. Our legal writing program was ranked 8th in the nation in 2009. This unique program is a comprehensive series of courses that lays the foundation for all of our students' legal studies and professional work.

A student may pursue a J.D. degree on a full-time basis in the school's day division or on a part-time basis through the evening program. Typically, a full-time student will complete the 90 required hours within three years, while a part-time student will do so within four years.

Facilities

Campus Visits and Additional Information

We encourage you to visit us and meet with our staff and students. To arrange for a visit or request an application, please write or call our Admissions Office, IU School of Law-Indianapolis, 530 W. New York Street, Indianapolis, IN, 46202-3225; telephone (317) 274-2459; or e-mail lawadmit@iupui.edu. Web site: indylaw.indiana.edu. We look forward to hearing from you.

Contact Information

School of Law—Indianapolis
Inlow Hall (IH)
530 W. New York Street
Indianapolis, IN 46202
(317) 274-8523
indylaw.indiana.edu

Admission

Pre-Law Program

While law schools do not require a specific undergraduate major or a specific set of undergraduate courses as prerequisites for admission, they do urge students to take additional writing and public speaking courses, as well as courses involving research and analysis. The Department of Political Science in the School of Liberal Arts and SPEA provide pre-law advising and a series of courses related to the law and government that are attractive to students interested in the study of the law. Other schools also offer courses of relevance to students considering the study of the law.

For more Admission information please see: http://indylaw.indiana.edu/admissions/

Graduate Programs

To obtain more in-depth information regarding the IU School of Law - Indianapolis programs of study, please refer to the following website: http://indylaw.indiana.edu/courses/.

- Doctor of Jurisprudence (J.D.)
- Master of Laws (LL.M.)
- Doctor of Juridicial Science (S.J.D.)

J.D. Program

We begin accepting applications on **September 1**. Applications should be complete with the CAS law school report by **March 1** to be assured of consideration for regular admission. (**February 1** if applying for the special summer program). Because admissions decisions are made as early as January, applications received close to or after March 1 may be at a disadvantage, as a substantial number of seats in the entering class will have been filled before the applicant's report is received. Applicants who wish to apply through the Early Decision Program must have their applications complete by **November 15**.

Prerequisites

To be eligible for admission to our Doctor of Jurisprudence (J.D.) program, applicants must have a bachelor's degree from an accredited college or university. Applicants must also take the Law School Admissions Test (LSAT) and register with the Credential Assembly Service (CAS) through the Law School Admissions Council (www.lsac.org).

Students Without Degrees

Under exceptional circumstances, applicants who do not have an undergraduate degree may be admitted as candidates for the Bachelor of Law (LL.B.) degree. Applicants may be considered for admission to the LL.B. program if they meet **ALL** of the following criteria:

- The applicant is at least 30 years old.
- The applicant has completed at least three-fourths of the credit hours required for a bachelor's degree with a GPA of 3.3 or higher.
- The applicant has not been enrolled in an academic program for at least five years.
- The applicant scored in the 75th percentile or higher on the LSAT.

LSAT

The LSAT is given four times each year. Specific dates and locations are available on the Law School Admission Council's Website: www.lsac.org. We strongly advise applicants to take the LSAT in the summer of the year preceding the year in which they plan to apply for admission, and not later than December. If you wish to apply through our Early Decision Program, you must take the LSAT no later than October.

Applicants may register for the LSAT and the CAS as well as obtain forms online at the Law School Admission Council's Website: www.lsac.org. LSAT and CAS registration information may also be picked up at the reception desk:

Indiana University School of Law - Indianapolis

530 West New York Street
Indianapolis, Indiana 46202-3225

An LSAT score is valid for three years for purposes of applying to Indiana University School of Law-Indianapolis.

Transfer Students

An applicant who would have been eligible for admission as a beginning student and who has compiled a superior record at an ABA approved law school may be admitted with advanced standing. The amount of transfer credit accepted (up to 31 credit hours) depends upon the quality of the applicant's record and similarity of the course work completed at the other school to the program at the School of Law - Indianapolis. For more information, see the instructions for Admission with Advanced Standing.

International Applicants

International applicants should use the online application through LSAC at www.lsac.org. Foreign transcripts are required to be submitted through the LSAC JD Credential Assembly Service. This service is included in the CAS subscription fee. If you completed postsecondary work outside the US (including its territories) or Canada, you must use this service for the evaluation of your foreign transcripts. Questions about this service can be directed to LSAC at 215-968-1001,LSACINFO@LSAC.org or visit the website at www.lsac.org for additional information. International applicants are also required to complete the Indiana University International Application which can be found at www.iupui.edu/~oia. TOEFL scores must be sent to IU School of Law -Indianapolis (Code 1325). The international application should be sent directly to:

Office of International Affairs

902 W. New York Street, ES 2126
Indianapolis, IN 46202

The international application fee is $60.00. Unfortunately, we are no longer able to accept checks or money orders drawn from financial institutions outside of the U.S. Foreign students are encouraged to pay the application fee with a credit card when submitting the application electronically through the CAS.

LL.M. Program

Admission Requirements

To be eligible for admission, an applicant must hold either a J.D. from an ABA-accredited law school in the U.S. or an academic degree in law or comparable from an educational institution in a country other than the U.S. which makes the applicant eligible to become licensed to practice in that country. Documentation of all academic degrees and, where applicable, a license, is required.

Ordinarily, the academic degree of an international applicant must be comparable to a U.S. Bachelor's degree (for example, B.A., A.B., B.S.). A Master of Laws (LL.M.) degree will also qualify.

Applicants for whom English is a second language must have a paper-based TOEFL score of at least 560, a computer-based TOEFL of at least 213, an internet-based iBT TOEFL of at least 81+, or an IELTS score of at least 6. We will also accept a score of "First Grade" on the national Japanese English Proficiency STEP Exam. Qualifying language scores must be less than two years old.
Indiana University School of Law - Indianapolis will also accept successful completion of Intensive English Masters Level 112 at the ELS Language Center - Indianapolis as satisfaction of the English Language qualification.

Applicants interested in applying for the LL.M. Degree should download and submit application forms with all required, supporting documents to the Graduate Studies Admission as directed on the Application page of this web site. We are unable to accept on-line application submission at this time.

Application Deadlines

Application deadline for **Spring Admission** (classes begin January 9, 2012):
International Applicants - November 15
U.S. Citizens or Permanent Residents - December 1

Please contact directly Mr. Mel Yildiz, Assistant Director of Graduate Admissions for more information regarding applications at cmyildiz@iupui.edu or at (317)278-4701 or Skype: iulawindyllm.

Enrollments and tuition awards are limited and applicants will be evaluated when their completed applications and supporting documents are received. Early application is advised.

FEE WAIVER* ~ Indiana University School of Law – Indianapolis is currently offering an application fee waiver to all international LL.M. applicants due to increased visa expenses. To apply for this waiver, please contact Mr. Mel Yildiz.

S.J.D. Program

Admission to study toward the S.J.D. Degree at Indiana University School of Law – Indianapolis is determined by the law school's S.J.D. Admissions Committee. Please be aware that the requirements for admission are strictly applied and the number of candidates selected for study is very small.

Only applicants with exceptionally dissertation advisors, strong credentials, dissertation proposals, and English language proficiency are admitted.

To be eligible for admission as an S.J.D. candidate, an applicant must further satisfy the following criteria:

- hold the first degree in law (J.D. or LL.B);
- hold the Master of Laws (LL.M.) degree from I.U. Law-Indianapolis or another ABA accredited law school;
- demonstrate exceptional promise as a legal scholar, through submission of academic transcripts that reveal outstanding performance in prior academic programs, prior written work (such as an LL.M. thesis or published work) of high quality, and letters of recommendation attesting to the applicant's academic/professional achievements and strengths and weaknesses in ability to conduct sustained and in-depth research and legal analysis;
- submit a dissertation proposal that is sufficiently detailed and comprehensive to demonstrate that the dissertation will constitute an original and substantial contribution, of publishable quality, to legal scholarship, and that the applicant will be able to successfully complete the proposed dissertation; and
- obtain the written agreement of a tenured member of the law faculty who has agreed to serve and will be qualified to serve as Dissertation Supervisor.

All S.J.D. Applications must have a dissertation advisor as described above. Applications without a dissertation advisor will not be processed. **S.J.D Applicants are personally responsible for obtaining the written agreement of a tenured member of the law faculty**.

Non-Native English Speakers

Applicants for whom English is a second language must demonstrate English language proficiency sufficient to successfully undertake the research and writing required for the S.J.D. dissertation. Evidence of English language proficiency will include performance in prior academic degree programs for which English was the language of instruction and prior writings produced in English. The S.J.D. Degree at I.U. – Indianapolis is not a course-based program of study and ordinarily, coursework in law will have been completed as part of the first law degree and the Master of Laws degree. However, in the discretion of the S.J.D. Admissions Committee, admission may be conditioned on the applicant's completion of one or more courses in research methodologies or scholarly writing.

Application for Admission

Graduate Programs

To obtain more in-depth information regarding the IU School of Law - Indianapolis programs of study, please refer to the following website: http://indylaw.indiana.edu/courses/

Joint Degree and LL.M. Programs

Joint degree programs are offered in cooperation with Indiana University's Kelley School of Business, School of Public and Environmental Affairs, School of Liberal Arts, School of Library and Information Science, School of Social Work and School of Medicine. These include:

- J.D. and Master of Business Administration
- J.D. and Master of Public Affairs
- J.D. and Master of Public Health
- J.D. and Master of Science in Health Administration
- J.D. and Master of Library Science
- J.D. and Master of Social Work
- J.D. and Master of Philosophy (with a concentration in health law and bioethics)

The school also offers a Master of Laws (LL.M.) degree program with five possible tracks of study:

- American Law for Foreign Lawyers
- Health Law, Policy, and Bioethics
- Intellectual Property Law
- International and Comparative Law
- International Human Rights Law

Contact Information

School of Law—Indianapolis
Inlow Hall (IH)
530 W. New York Street
Indianapolis, IN 46202
(317) 274-8523
indylaw.indiana.edu

Degrees Programs

In addition to joint degree programs, Indiana University School of Law offers the following degree programs:

- Doctor of Juridical Science (S.J.D.)
- Doctor of Jurisprudence (J.D.)
- Master of Laws (LL.M.)

For more information on the programs of study visit us at our website.

Student Learning Outcomes

Doctor of Juridical Science (S.J.D.)
Students who graduate with an S.J.D. degree will:

- Compose and successfully defend a dissertation of publishable quality that constitutes an original and substantial scholarly contribution to the areas of law in which it is written.

Doctor of Jurisprudence (J.D.)
Students who graduate with a J.D. degree will:

- Identify and apply fundamental principles of Civil Procedure, Contracts, Criminal Law, Property, Torts and Constitutional Law.
- Communicate effectively with clients, decision-makers, and a range of other stakeholders in the legal system.
- Apply strategies for identifying, analyzing, researching and solving legal problems.
- Analyze a self-selected topic of interest in the law and write a substantial research paper on said topic.
- Recognize and resolve ethical issues in light of the history, traditions and responsibilities of the American legal profession and its members.
- Demonstrate mastery of at least one (1) professional skill generally regarded as necessary for effective and responsible participation in the legal profession.

Master of Laws (LL.M.)
Students who graduate with an LL.M. degree will:

- Identify and apply fundamental principles of their selected specialty track of study.
- Apply strategies for identifying, analyzing, researching and solving legal problems.
- Analyze a topic in the law related to their selected specialty track of study and write a substantial research paper of publishable quality on said topic (if required by the track of study).

Departments & Centers

Research Centers and Programs

From technology to teaching, innovation infuses all aspects of the law school. Its centers and programs are among the most respected in the country, enhancing a diverse and demanding curriculum with hands-on opportunities for research and experience.

The need for lawyers with special expertise in health law is acute, and the school's William S. and Christine S. Hall Center for Law and Health is at the forefront of providing students with an outstanding education in health law. The center is repeatedly ranked as offering one of the top health law programs in the country, offering interdisciplinary opportunities for students and serving as an information resource on health care issues for the legal and medical communities.

The Center for International and Comparative Law provides administrative guidance for the school's foreign study programs as well as other international activities, including the Master of Laws track in International and Comparative Law. Each year the center sponsors a variety of programs, including hosting speakers of international renown, and sponsoring students in international moot court competitions. Foreign study programs include:

- The Program in International Human Rights Law, which is designed to promote legal study and scholarship in international human rights and to facilitate the placement of students as legal interns at international human rights organizations in this country and overseas. Since 1997, the program has coordinated 90 student placements in 46 countries.
- The Chinese Law Summer Program at Renmin (People's) University of China School of Law in Beijing includes comparative aspects of Chinese and American law and features trips to local courts and nearby points of interest.
- The Central and Eastern European Law Summer Program is based in Dubrovnik, Croatia, a beautiful seaside resort on the Mediterranean. The program addresses the transition of legal systems in Central and Eastern Europe.

The Center for Intellectual Property Law and Innovation was established in 2004 as a resource for education and research in intellectual property law-particularly as it applies to the life sciences. The center is designed to produce graduates in law with a strong knowledge of intellectual property law, a solid foundation in business development, and sound transactional skills in all matters relating to intellectual property law.

The Program on Law and State Government enhances the ties between the academic community and state government offices, providing a means of exchange of ideas on issues facing state governments, as well as creating opportunities for internships for students within Indiana state government.

For more information, visit our Web site: http://www.indylaw.indiana.edu.

Student Organizations & Services

Student Programs

The school's three law reviews, the Indiana Law Review, Indiana International and Comparative Law Review, and the Indiana Health Law Review, provide invaluable opportunities for training in the analysis of legal problems and presentation of legal issues.

The Moot Court Program encourages the development of skills in oral advocacy. The Order of Barristers is composed of the best students in the program, and its members serve on regional and national teams, where they have achieved prominence in competitions.

Established in 1993, our school's Pro Bono Program provides opportunities for students to assist low-income Indianapolis residents and community groups in need of assistance. Since the program's inception, students have contributed more than 70,000 volunteer hours for the good of the community.

The school also sponsors a variety of student organizations that focus on a number of discrete legal areas of interest to students. Additionally, the school invites a number of distinguished and well-known

speakers to the school. Students hear lectures by legal scholars, historians, distinguished practicing attorneys, and jurists from around the country. Five Justices of the United States Supreme Court have delivered lectures at the law school, including Chief Justice John G. Roberts.

Academic Policies & Procedures

Please refer to http://indylaw.indiana.edu/students/codeofconduct.htm for appropriate IU School of Law - Indianapolis policies.

Faculty

To obtain in-depth information regarding the IU School of Law - Indianapolis faculty, please refer to the following website: http://indylaw.indiana.edu/people.

School of Liberal Arts

Welcome to the IU School 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 enfolded within the School of Liberal Arts curriculum.

Liberal arts graduates are expected to read and listen effectively and to speak and write clearly and persuasively. They learn how to think critically and creatively. As perceptive analysts of what they read, see, and hear, liberal arts students are expected to be able to reason carefully and correctly and to recognize the legitimacy of intuition when reason and evidence prove insufficient. They learn to use various analytical tools, such as mathematics and statistics, to enable them to undertake quantitative analysis when such a strategy is appropriate.

Furthermore, students in the liberal arts, by developing communication skills in both English and at least one foreign language, equip themselves to communicate with others within their own culture and different cultures. This ability to communicate requires insights into diverse patterns of thought and modes of expression. Such insights allow students to identify universal, as well as unique, aspects of their culture, their community, and themselves.

Students in the liberal arts spend a substantial amount of time studying local and international human communities. Students cultivate an informed sensitivity to global and environmental issues by exploring the range of social, geographic, economic, political, religious, and cultural realities influencing world events.

Liberal arts students do not limit their studies to the here and now. A liberal arts education requires the development of a historical consciousness, so that students can view the present within the context of the past, can appreciate tradition and what the preservation of knowledge implies, and can understand the critical forces that influence the way we think, feel, act, and speak.

In the midst of discussions of theoretical frameworks and appropriate methods of gathering and verifying data, liberal arts students consider social problems such as poverty, pollution, crime, racism, and sexism. Such consideration leads to an even greater appreciation of the dynamics of change and of what different perspectives have to offer.

A quality liberal arts education also includes an appreciation of literature and the arts and the cultivation of the aesthetic judgment that makes possible the enjoyment and comprehension of works of the creative imagination.

The liberal arts curriculum helps students examine ethical perspectives, so that they can formulate and understand their own values, become aware of others' values, and discern the ethical dimensions underlying many of the decisions that they must make. The issues discussed and the individuals and points of view studied help define the citizen as an informed and responsible individual.

This course of study implies that to be educated is to be tolerant, open to others and their ideas, and willing to admit the validity of alternative approaches. Interdisciplinary courses in which students are asked to consider the same subject from varied perspectives enhance that aspect of the liberal arts education.

General knowledge of the liberal arts provides a firm foundation for productive and responsible citizenship. When professional and personal decisions and actions are informed by knowledge, rationality, and compassion, they make the greatest contribution to a better world.

The broad knowledge and course of study described above as characteristic of a good liberal arts education are coupled with an in-depth exploration of at least one particular academic discipline, a major. Liberal arts students acquire a coherent, sophisticated understanding of a major body of knowledge with all its complexities, unique methodologies, power, and limitations. The major provides a foundation for additional academic study or for advancement within a chosen career. But because of the demanding general requirements, a liberal arts course of study protects students from the pitfalls of overspecialization too early in their postsecondary education.

A liberal arts education is an ideal preparation for life and profession, encouraging students to pursue subsequent specialization within a framework of intellectual breadth and creativity. More than just training for today's occupations, however, the humanities and social sciences offer students the skills and flexibility they will need as they move on to careers and occupations not yet known or imagined.

All in all, no individual, whether just out of high school or returning to college after being away for decades, can find a better course of study for the present and the future, for the personal and the professional, than one in the IU School of Liberal Arts.

Who Should Use This Bulletin

The 2010-2012 Bulletin of the School of Liberal Arts presents the degree requirements for all students admitted for fall semester 2010 through summer term 2012. Students admitted to the School of Liberal Arts must satisfy degree requirements as described herein. Students accepted to the School of Liberal Arts prior to fall semester 2008 and continuously enrolled since then (excluding summer sessions) either may meet the school's requirements at the time they were initially accepted as a liberal arts major or they may elect the requirements as described below. Students who are not continuously enrolled or who take more than eight years of enrollment to complete their degrees should confer with the associate dean for student affairs in the school to determine the requirements applicable to their degrees.

Overview

Our Mission

Creating and exchanging knowledge that promotes understanding of the human experience.

Our Vision

As one of the premier sites of liberal arts education, scholarship, professional service, and civic engagement in the state of Indiana, the School of Liberal Arts will contribute to the social, cultural and economic development of the state, and will foster life-long learning that engenders commitment to civil society through an engaged and educated citizenry.

Our Core Values

A liberal arts education is rooted in reflection, teaching and learning, scholarship, and service to people across cultures and over time. To promote a better understanding of a complex world, the School of Liberal Arts builds on this tradition and reflects it in our core values:

- **Student learning:** We provide an intellectual climate and curriculum that challenges students to think critically, communicate clearly and achieve in their chosen fields.
- **Diversity:** Diversity encompasses the complexities of human beings and includes, but is not limited to, race, ethnicity, gender, gender identity, sexual preference, age, physical and mental differences, religious identification, and social class. We believe the educational environment is enhanced when diverse groups of people with diverse ideas come together to learn.
- **Excellence:** We seek excellence - quality rather than quantity - in the areas of teaching and learning, research and creative activity, and civic engagement and professional service.
- **Collaboration with the community:** We value civic involvement as a way of enriching the academic environment, engaging citizens and enhancing our constituent communities.
- **Interdisciplinary, international and multicultural approaches:** We take a broad perspective on intellectual questions, civic engagement, and the education of students in order to provide a well-rounded education.
- **Stewardship:** We steward the resources of the School of Liberal Arts - and measure their impact - in the most effective, efficient, ethical, and timely manner possible.
- **Collegiality:** Students, staff, and faculty are joined in a collaborative partnership characterized by mutual respect to promote the vision and mission of the School of Liberal Arts.
- **Accessibility:** As a public institution, we are dedicated to making a high quality education as accessible as possible for all students through flexible scheduling, loans, scholarships and other means.

Contact Information

Cavanaugh Hall (CA) 401
425 University Boulevard
Indianapolis, IN 46202
(317) 274-3976

libarts@.

Admission

All students entering the IU School of Liberal Arts must be admitted officially to IUPUI as a degree-seeking student.

After students have been admitted by IUPUI, they must also be admitted by the specific school in which they intend to pursue a degree. The IU School of Liberal Arts welcomes nontraditional students and recent high school graduates if they wish to pursue a liberal arts degree and meet the school's requirements for admission. Students can be admitted before they have selected a major if their general interests lie in the humanities or social sciences.

Students not eligible for direct admission to the School of Liberal Arts can indicate their interest in a major in the school by dual admission to University College and to a IU School of Liberal Arts department or program.

Many liberal arts students are transfer students coming from another college or university, another Indiana University campus, or another division of IUPUI. Procedures for transferring into the IU School of Liberal Arts and special arrangements for transfer students are described herein.

Probationary Admission

Individuals interested in transferring to IU School of Liberal Arts whose college grade point average is lower than 2.0 (C) may petition the School of Liberal Arts for probationary admission. Special consideration is given to adult learners and students returning after five or more years.

Petitions are available from the IU School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976. Transfer students from other colleges or universities should attach a copy of their college transcript. Petitions are reviewed by the School of Liberal Arts Associate Dean and should be submitted by the following deadlines:

- To enroll for the fall semester: July 15
- To enroll for the spring semester: November 15
- To enroll for summer session: April 15

At the discretion of the Associate Dean, the school will ordinarily admit transfer students whose past performance, experience, or current situation show reasonable potential for successfully completing a degree. Such students are counseled through the Miriam Z. Langsam Office of Student Affairs or their major department and remain on probation until their cumulative grade point average is raised to at least 2.0 (C).

Transfer Students

The IU School of Liberal Arts welcomes transfer students and is committed to making their transition and transfer of credit as smooth as possible. At admission or at any time after being admitted to IUPUI, a student with a minimum grade point average of 2.0 (C) may transfer to the IU School of Liberal Arts by filing a Change of Record form available

in the Miriam Z Langsam Office of Student Affairs, CA401. Transfer students who have questions about how their previous course work will apply to their degree, or who encounter difficulties in the process of transferring credit or records, should contact the Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976.

Bachelor of Arts

- Africana Studies
- American Sign Language/English Interpreting
- Anthropology
- Chinese Studies
- Classical Studies
- Communication Studies
- Economics
- English
- French
- Geography
- German
- History
- International Studies
- Individualized Major
- Japanese Studies
- Medical Humanities and Health Sciences
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Sociology
- Spanish
- Women's Studies

American Sign Language/English Interpreting

The Bachelor of Science degree in ASL/English Interpreting is for students who wish to acheive fluency in American Sign Language and English and who wish to focus on theoretical and applied issues in interpreting.

Students can begin their course of study in ASL/English Interpreting at IUPUI as freshman. We offer six 5-credit classes in American Sign Language totally 30 credits in ASL studies. In addition, courses in Linguistics of ASL, Advanced Fingerspelling and Number Systems and Deaf History and Culture are offered. Students interested in ASL/English interpreting can continue with courses in interpreting, graduating with the B.S. degree in ASL/English interpreting.

In addition, the program is a continuation of the Associate of Arts degree in American Sign Language Studies offered by Vincennes University at its regional campus in Indianapolis at the Indiana School for the Deaf. IUPUI's program is also open to students who demonstrate equivalent competence in ASL, Deaf culture, and linguistics. Interested students who have not completed the Vincennes University degree but have completed coursework at another college or university, should contact the program director at IUPUI.

Requirements

The major consists of 35 credit hours at IUPUI. ASL A219, ASL A321, ASL I301, I303, I361, I363, I365, I405, ASL I407, L340, and L342. An additional course in General Linguistics is also required. See the Director for more information on this. *Enrollment in interpreting classes is limited to students who have been admitted to the program or have received permission from the director.*

Anthropology

The B.A. program in anthropology is designed to foster student learning in three areas:

1. a broad conceptual understanding of the human experience across space and time,
2. the ability to conduct and evaluate anthropological research, and
3. the ability to apply anthropological concepts and methods beyond the university.

Requirements

The degree requires completion of 34 credit hours in anthropology, with a minimum grade of C in each course. A student's particular program is selected in consultation with an anthropology faculty advisor from the following:

1. Core Courses (12 credit hours): A103/A303, A104/A304, A201, A360

2 Advanced Courses (18 credit hours and 300 level or above) including:

- one research or applied methods course: B401, B426, E404, P402, P405, B301, MSTD A405;
- one archaeology course: A401, E316, E335, P340, P396, P402, P405, P330;
- one bioanthropology course: B301, B370, B371, B401, B426, B466, B480;
- one cultural anthropology course: A361, E300, E310, E320, E326, E336, E356, E380, E384, E391, E402, E403, E404, E411, E421, E455, E457, E470;
- and two additional 300-400 level courses A454, E354, E445, L300, L401, A395, A460, A485, A494, A495, MSTD A403, MSTD A405, CLAS A301, CLAS C412, CLAS C413, CLAS C414, ENG G310;

3 Capstone Courses (4 credit hours): A412 and A413, or MSTD A408.

In fulfilling these requirements, a particular course may be counted in only one category. For example, E356 Cultures of the Pacific may be used to fulfill the requirement for an upper-level course in cultural anthropology or as one of the two required electives, but not both requirements simultaneously.

Communication Studies

B.A. Requirements

Every major must complete a minimum of 33 credit hours in the major. The following is a list of requirements:

- Each student must successfully complete the following three courses: G100 Introduction to Communication Studies, G201 Introduction to Communication Theory, and G310 Communication Research.
- Each student must take 3 credit hours of Research/Capstone Experience.

- At least 15 credit hours in the major must be in courses at the 300 level or above.
- The student must take at least 3 credit hours each in three of the four designated prefixes of C, M, R, and T: Communication, including Organizational Communication ("C" courses), Media Studies ("M" courses), Rhetoric and Public Address ("R" courses), and Theatre ("T" courses).
- No more than 12 credit hours may transfer in the major.
- The student must earn a C or higher in all major course work.
- At least 21 credit hours of the major coursework must be in courses offered solely or cooperatively by the Communication Studies Department.

No student may count more than a total of 9 credits of G300 Independent Study and G491 Internship toward the major.

The faculty highly recommends that G100, G201, and G310 be taken early in the student's academic career.

Core Courses (These classes are required for all Communication Studies majors; they are the first classes in the department that a student must take.)

- G100 Introduction to Communication Studies
- G201 Introduction to Communication Theory
- G310 Communication Research

Research/Capstone Experience By the completion of their major, students must complete a capstone project. Each of these courses is designed to provide students with a capstone experience. Students must take 3 credit hours from the courses listed below or as approved by the department:

- C322 Advanced Interpersonal Communication, 3 credit hours
- C328 Advanced Topics in Small Group Communication, 3 credit hours
- C392 Health Communication, 3 credit hours
- C395 Gender and Communication, 3 credit hours
- C482 Intercultural Communication, 3 credit hours
- G499 Research Seminar, 3 credit hours
- M462 Television Aesthetics and Criticism, 3 credit hours (P: M150 or permission of instructor)
- R330 Communication Criticism, 3 credit hours
- R390 Political Communication, 3 credit hours

Other Capstone courses might include:

- G300 Independent Study
- G391 Seminar (Permission must be granted by advisor.)

Electives The remaining 21 hours may be selected from any of the courses offered in Communication Studies, as long as departmental degree requirements are met. Students are strongly encouraged to develop their plan of study in consultation with their academic advisor early to ensure a coherent program which meets their goals.

Communication Studies Undergraduate Honors Degree Requirements

A list of Communication Studies courses approved for H-Options is available in the Honors Program office or in the department's office. Other courses may be arranged by departmental approval. Students graduating with departmental honors will receive a certificate and a letter of acknowledgment.

Economics

The economics major has the option of pursuing a general track or a quantitative track. The general track provides a firm grounding in economic theory and exposure to problems and techniques the student is likely to encounter in a business, nonprofit, or government agency environment. The quantitative track supplements the general track with extensive training in mathematical and statistical techniques required for graduate course work.

This track is also recommended for those students who prefer a more quantitative approach to problem solving. Completion of this track fully prepares the student for entrance into the department's Master of Arts in Economics program at IUPUI as well as graduate programs at other universities.

All majors must complete 18 credit hours in economics to include E201, E202, E270, E321, E322, and E406. Except for E406, the senior seminar, these courses should be completed by the end of the junior year. Note that E201 is a prerequisite for E202 and E321 and that E202 is a prerequisite for E322. E321 and E322 are prerequisites for E406.

General Track

The general track requires an additional six courses, consisting of the following:

- two courses (6 credit hours) in mathematics, including finite mathematics and calculus (typically M118 and M119). Additional work in mathematics, computer science, and accounting is recommended.
- three 300- or 400-level electives from economics.

The total number of credit hours is 33.

Quantitative Track

The quantitative track requires an additional six courses consisting of the following:

- MATH 16500 and MATH 16600 (8 credit hours);
- E470;
- one 300- or 400-level elective (excluding E470).

The total number of credit hours is 32.

To satisfy the department's residency requirement, at least 12 credit hours of economics must be taken at IUPUI. A grade of C (2.0) or higher must be received in each course required for the major (a C– does not count).

Residency Requirement: 12 credits in Economics (E406 required to be taken at IUPUI)

Women's Studies

It is possible to major in women's studies through the Individualized Major Program (listed under the School of

Liberal Arts). Interested students should consult with both the director of the Individualized Major Program and the director of the Women's Studies Program.

English

The English major requires completion of one of the following six concentrations: Creative Writing, Film Studies, Language and Linguistics, Literature, Writing and Literacy, or English Studies. Each concentration requires 33 credit hours in English with a minimum grade of C in each course. All English majors must complete at least 15 hours in English at the 300-400 level. Any course, unless specified as repeatable for credit, may be used only once to fill requirements within a concentration.

CONCENTRATION IN CREATIVE WRITING

Gateway Course (6 cr.) Choose two:

- ENG W206 Introduction to Creative Writing
- ENG W207 Introduction to Fiction Writing
- ENG W208 Introduction to Poetry Writing

(12 cr.)
Four courses in at least two genres, including at least one at the 400 level. One course may be repeated for credit. Students should take courses in sequence: first the 200-level gateway courses, then 300-level courses followed by 400-level courses. Choose from the following:

- ENG W301 Writing Fiction
- ENG W302 Screenwriting
- ENG W303 Writing Poetry
- ENG W305 Writing Creative Nonfiction
- ENG W401 Advanced Fiction Writing
- ENG W403 Advanced Poetry Writing
- ENG W407 Advanced Creative Nonfiction Writing
- ENG W411 Directed Writing (only with permission)

(12 cr.)
Literature (9 cr.): Three courses at the 200-level or above; one at the 300-level or above

Language, Pedagogy, and Editing (3 cr.) Choose from:

- ENG W280 Literary Editing and Publishing
- ENG W310 Language and the Study of Writing
- ENG W365 Theory and Practice of Editing
- ENG W426 Writing Nonfiction: Popular and Professional Publication
- ENG W408 Creative Writing for Teachers
- ENG Z206 Introduction to Language Use
- ENG Z301 History of the English Language
- ENG Z302 Understanding Language Structure: Syntax
- ENG Z310 Language in Context: Sociolinguistics

Other courses may also satisfy this requirement Please see your advisor to have your program of study approved.

(3 cr.): ENG E450, ENG W411 Directed Writing, or Designated Senior Seminar

(3 cr.): FILM C292 Introduction to Film Studies

Concentration Core (18 cr.)

(3 cr.): FILM C391 Film Theory and Aesthetics

Culture and Film History Courses (6 cr.) Choose two of the following:

- FILM C380 French Cinema
- FILM C390 Topics in Film (may be repeated once with different topic)
- American Film Decades (Others are taught as variable C390 titles)
- FILM C361 Hollywood Studio Era 1930-1949
- FILM C362 Hollywood in the 1950's
- FILM C393 World Film History I
- FILM C394 World Film History II

Genres and Authorship Courses (6 cr.) Choose from the following:

- FILM C350 Film Noir
- FILM C351 Musicals
- FILM C352 Biopics
- FILM C392 Genres: Variable Titles (may be repeated once with different topic)
- FILM C491 Authorship: Variable Titles (may be repeated once with different topic)

Film, Writing, and Literature Courses (3 cr) Choose from the following:

- ENG W260 Film Criticism
- ENG W302 Screenwriting
- FILM C493 Film Adaptations of Literature

English Experience (9 cr.)
One 3-credit course each, at the 200 level or above, in linguistics (including ENG W310 Language and Study of Writing), literature, and writing or creative writing (excluding ENG W260 Film Criticism, ENG W302 Screenwriting, ENG W396 Writing Fellows Training Seminar, and ENG E398 Internship in English).

Capstone Seminar (3 cr.): ENG E450

Gateway Courses (6 cr.)

- ENG Z205 Introduction to the English Language
- ENG Z206 Introduction to Language Use

Core (12 cr.) Choose from these courses:

- ENG Z301 History of the English Language
- ENG Z302 Understanding Language Structure: Syntax
- ENG Z303 Understanding Language Meaning: Semantics
- ENG Z310 Language in Context: Sociolinguistics
- ENG Z432 Second Language Acquisition
- ENG W310 Language and the Study of Writing
- ASL L340 Discourse Analysis: English
- ANTH L401 Language, Power & Gender
- ANTH L300 Language and Culture

(12 cr.)
In consultation with your advisor, choose four English courses at the 200-level or above, with at least two at the 300- or 400-level. At least three courses must be outside of the language and linguistics concentration and at least one course must be a literature course.

Other courses may also satisfy this requirement Please see your advisor to have your program of study approved.

(3 cr.): ENG E450 or ENG Z405 Topics in the Study of Language

Gateway Course (3 cr.): ENG L202 Literary Interpretation

(18 cr.)

Critical and Historical Foundations—Britain (6 cr.)

ENG L301 English Literature I

and either:

ENG L302 English Literature II, or ENG L348 Nineteenth-Century British Fiction

Critical and Historical Foundations—US (6 cr.) Choose two:

- ENG L351 American Literature I
- ENG L352 American Literature II
- ENG L354 American Literature III

(ENG L357 Twentieth Century American Poetry or ENG L358 Twentieth-Century American Fiction may be substituted for ENG L354)

Shakespeare (3 cr.) Choose one:

- ENG L220 Introduction to Shakespeare
- ENG L315 Major Plays of Shakespeare

Diversity (3 cr.) Choose one:

- ENG L207 Women and Literature
- ENG L364 Native American Literature
- ENG L370 Black American Writing
- ENG L378 Studies in Women and Literature
- ENG L379 American Ethnic and Minority Literature
- ENG L382 Fiction of the Non-Western World
- ENG L406 Topics in African American Literature
- ENG L411 South African Literature and Society

(9 cr.)

Language & Linguistics (3 cr.) Choose one:

- ENG Z206 Introduction to Language Use
- ENG Z301 History of the English Language
- ENG Z302 Understanding Language Structure: Syntax
- ENG Z310 Language in Context: Sociolinguistics

Editing (3 cr.) Choose one:

- ENG W280 Literary Editing and Publishing
- ENG W365 Theory and Practice of Editing

English Elective (3 cr.): In consultation with your advisor, choose one English course at the 200-level or above from classes outside of Literature.

Other courses may also satisfy this requirement Please see your advisor to have your program of study approved.

(3 cr.) Choose one:

- ENG E450 English Capstone
- ENG L440 Senior Seminar
- ENG L433 Conversations with Shakespeare

Gateway Course (3 cr.): ENG W210 Literacy and Public Life

Understanding Literacy and Language (6 cr.) Choose two: (At least one must be a W course)

- ENG W310 Language and the Study of Writing
- ENG W366 Written Englishes: Living Cultural Realities
- ENG W390 Topics in Writing
- ENG W412 Technology and Literacy
- ENG Z204 Rhetorical Issues in Grammar
- ENG Z301 History of the English Language
- ANTH L401 Language, Power, & Gender

The Practice of Writing (12 cr.; no more than 6 TCM credits)

Choose at least one course from each group:

(at least 3 cr.)

- ENG W313 The Art of Fact: Writing Nonfiction Prose
- ENG W320 Advanced Writing in the Arts and Sciences
- ENG W331 Business & Administrative Writing
- ENG W390 Writing for Social Change
- TCM 320 Written Communication in Science and Industry
- TCM 340 Correspondence in Business & Industry
- TCM 350 Visual Elements of Technical Documents
- TCM 450 Research Approaches

(at least 3 cr.)

- ENG W280 Literary Editing and Publishing
- ENG W315 Writing for the Web
- ENG W365 Theory and Practice of Editing
- ENG W390 Finding Your E-Voice
- ENG W396 Writing Fellows Training Seminar
- ENG W400 Issues in Teaching Writing
- ENG W426 Writing Nonfiction: Popular and Professional Publication
- ENG W496 Issues in Writing Center Work
- TCM 425 Managing Document Quality

English Experience (9 cr.)

Film Studies or Literature (3 cr.)
Linguistics (3 cr., or elective if linguistics taken in core)
Elective other than Writing and Literacy courses (3 cr.)
Other courses may also satisfy this requirement. Please see your advisor to have your program of study approved.
Concentration Capstone (3 cr.): ENG E450 (English Capstone) or ENG W490 (Senior Seminar)

CONCENTRATION IN ENGLISH STUDIES

Gateway Courses (6 cr.) Choose ONE course from TWO of the following areas:

(a) L202 Literary Interpretation
(b) Z205 Introduction to English Language, or Z206 Introduction to Language Use
(c) W206 Introduction to Creative Writing, or W207 Introduction to Fiction Writing, or W208 Introduction to Poetry Writing
(d) W210 Literacy and Public Life
(e) FILM C292 Introduction to Film
English Studies Core (24 cr.)

In consultation with an English advisor, choose 24 credits of English department classes at the 200-level or above, including:

- at least three credit hours in at least four of the five different areas of English: creative writing, film studies, language & linguistics, literature, writing & literacy
- at least 15 credit hours at the 300-level or above

Capstone Course (3 cr.): ENG E450 (English Capstone)

Concentration Core (18 cr.)

Geography

The Bachelor of Arts in Geography provides a general introduction to the philosophy, content, and methods of the discipline. The program also developes applied skills through courses in field and research methods, quantitative analysis, and geographic technologies.

Students must complete the School of Liberal Arts graduation requirements and a minimum of 31 credit hours in geography, as detailed below. The core courses are intended to provide a foundation for more specialized upper-division courses, and thus should be taken at the beginning of the major program. Geography GEOG G309 is normally offered every fall semester and GEOG G311 every spring. The capstone experience, normally taken during the senior year, is intended to help students integrate and reflect on their undergraduate training.

Four core courses:

- GEOG G107 Physical Systems of the Environment (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- GEOG G309 Frontiers in Geographic Thought (3 cr.)
- GEOG G311 Introduction to Research Methods in Geography (3 cr.)

Two geographic techniques courses:

- GEOG G300 The World of Maps (3 cr.)
- GEOG G337 Cartography and Graphics (3 cr.)
- GEOG G338 Introduction to Geographic Information Systems (3 cr.)
- GEOG G436 Advanced Remote Sensing(3 cr.)
- GEOG G438 Advanced Geographic Information Systems (3 cr.)
- GEOG G439 Seminar in Geographic Information Science (3 cr.)
- GEOG G488 Applied Spatial Statistics (3 cr.)

A total of three courses in environmental and human geography, to include at least one course from each area:

Environmental geography:

- GEOG G303 Weather and Climate (3 cr.)
- GEOG G305 Environmental Change: Nature and Impact
- GEOG G307 Biogeography (3 cr.)
- GEOG G310 Human Impact on Environment (3 cr.)
- GEOG G315 Environmental Conservation (3 cr.)
- GEOG G390 Topics: Environmental Focus (3 cr.)
- GEOG G404 Soils Geography (3 cr.)
- GEOG G446 Cultural Biogeography (3 cr.)
- GEOG G475 Climate Change (3 cr.)

Human geography:

- GEOG G302 Introduction to Transportation Analysis (3 cr.)
- GEOG G314 Urban Geography (3 cr.)
- GEOG G331 Economic Geography (3 cr.)
- GEOG G355 Political Geography (3 cr.)
- GEOG G360 Geography of Wine (3 cr.)
- GEOG G390 Topics: Human Geography Focus (3 cr.)
- GEOG G418 Historical Geography (3 cr.)

One of the following regional geography courses:

- GEOG G321 Geography of Europe (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G326 Geography of North America (3 cr.)
- GEOG G327 Geography of Indiana (3 cr.)
- GEOG G328 Rural Landscapes of North America (3 cr.)
- GEOG G330 North American House Types (3 cr.)
- GEOG G334 Field Geography of North America (1-3 cr.)
- GEOG G363 Landscapes and Cultures of the Caribbean (3 cr.)
- GEOG G390 Topics: Variable Regional Focus (3 cr.)
- GEOG G421 Environments of Tropical Lands (3 cr.)
- GEOG G424 Geography of Africa (3 cr.)

Capstone Courses:

- GEOG G491 Capstone Experience in Geography (1 cr.) or
- GEOG G439 Seminar in Geographic Information Science (3 cr.)

Environmental Science Program

The Bachelor of Science in Environmental Science (BSES) is an interdisciplinary degree within the School of Science that is offered in partnership with the School of Public and Environmental Affairs and the School of Liberal Arts. The Department of Geography is engaged with the BSES program through the Environmental Remote Sensing and Spatial Analysis concentration. Spatial information technologies provide important tools for measurement, analysis, and modeling of environmental systems. The Environmental Remote Sensing and Spatial Analysis concentration within the BSES builds theoretical background and advanced knowledge in spatial analytical techniques using remote sensing (satellite and airborne sensors),

geographic information systems (GIS), and global positioning system (GPS) technologies. The concentration emphasizes integration of these technologies and their applications to problems of environmental modeling and analysis. For more information about the BSES degree, please refer to http://www.geology.iupui.edu/bses/.

History

Programs leading to the major in history should be carefully planned; department advisors are available, and each faculty member in the department can assist in answering student queries. Before submitting their requests for a senior audit (after 86 accumulated credit hours) to the recorder in the Office of the Dean of Student Affairs (CA 401), students must consult with one of the faculty advisors in the Department of History.

Requirements

Thirty-three credit hours of courses must be completed with a minimum grade of C in each course. Nine of the 33 credit hours of required courses must be taken in residence on the Indianapolis campus during two consecutive semesters (but not two consecutive summer sessions). Two semesters of History H108, H109, H113, H114, must be completed to satisfy School of Liberal Arts distribution requirements, and are consequently omitted from the following department requirements:

6 credit hours: H105 and H106, United States History I and II

24 credit hours: concentration and subconcentration courses (all courses here must be 200 level or higher). Select any one of the following:

1. United States History Concentration
   - 12 credit hours U.S. History (A-prefix courses)
   - 6 credit hours European History (B-C-D-prefix courses)
   - 6 credit hours African/Asian/Latin American History (E-F-G-prefix courses) (Note: H-prefix courses are special topics, and their application to categories must be approved by advisors.)

2. European History Concentration
   - 12 credit hours European History
   - 6 credit hours U.S. History
   - 6 credit hours African/Asian/Latin American History

3. African/Asian/Latin American History Concentration
   - 12 credit hours African/Asian/Latin American History
   - 6 credit hours U.S. History
   - 6 credit hours European History

4. Thematic concentration
   - Thematic concentrations require 12 credit hours of courses in fields such as urban, family, or science/technology/medical history and two 6 credit hour support areas as specified in the theme description. Consult history advisors and the department office for lists of thematic concentrations currently available to majors.
   - 3 credit hours: J495 Proseminar for History Majors
   - Seminar topics vary from semester to semester. Majors should plan to take the seminar during their senior year and, if possible, sign up for a section that has the same focus as their concentration area.

Secondary History Teachers

The student who seeks to teach history at the secondary level may (1) major in history and obtain the necessary certification in addition, or (2) major in social studies education through the School of Education. In either instance, the student must arrange with the School of Education for a complete program. In the first instance, history majors should consult Department of History counselors about the major and School of Education counselors concerning certification.

H108 Perspectives on the World to 1800 and H109 Perspectives on the World since 1800 are recommended for students seeking state certification in social studies.

International Studies

The international studies major is a 33 credit interdisciplinary major that draws courses from all School of Liberal Arts departments, as well as from the School of Public and Environmental Affairs, the Kelley School of Business, the Herron School of Art and Design, and others.

Requirements

- Students must take courses from at least four different departments or schools.
- Required introductory course: I100 Introduction to International Studies (3 cr.).
- “Windows on the World” requirement from one of the following four courses:
- ANTH A104/A304 Introduction to Cultural Anthropology (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H109 Perspectives on the World Since 1800 (3 cr.)
- POLS Y219 Introduction to International Relations (3 cr.)

- **Foreign language requirement:** Completion of the 200-level course cycle in a modern foreign language with at least one class taken at IUPUI. Three-four credits here count toward the international studies major.

- **Area concentration requirement** in one of the following geographical regions (9 cr.): Africa; Asia; Latin America and the Caribbean; Europe; the Middle East. The area concentration must include courses from at least two different departments or schools and at least two courses at the 300 level or higher.

- **Thematic concentration requirement** from one of the following thematic concentrations (9 cr.): Comparative Systems; Development; Global Civil Society; Global and Cross-Cultural Interactions; Global Environment; International Business and Economics; International Relations. The thematic concentration must include courses from at least two different departments or schools and at least two courses at the 300 level or higher.

- **International experience requirement:** 3 credits of academic work earned abroad or relating to an international experience or research project conducted outside of the United States.

- **Senior seminar capstone requirement:** I400 International Studies Capstone Seminar (3 cr.)

There is no double counting within the major. Courses that can potentially count in two or more areas can only fulfill one requirement within the major. Students cannot take more than 6 hours of I415 independent study credit.

Philosophy

Requirements

To assure a properly balanced program of study, courses are to be selected in consultation with a departmental advisor.

A minimum of 30 credit hours in philosophy, including:

1. A basic survey of philosophy (either P110, Intro. to Philosophy; or S110, Intro. to Philosophy - Honors).
2. A basic course in ethics (either P120, Ethics; or S120, Ethics - Honors).
3. A basic course in logic (either P162, Logic; or P265, Introduction to Symbolic Logic).
4. A minimum of 15 credit hours at the 300 level or above.
5. A minimum grade of "C" (2.0) in each philosophy course.

Double Majors

Students planning to major in a discipline other than philosophy are encouraged to consider philosophy as a second major. Students planning such a double major should consult the Department of Philosophy about philosophy courses most suitable to their academic interests and career goals.

Medical Humanities and Health Studies

The School of Liberal Arts at IUPUI offers students the special option to design programs of study that are outside the scope of existing major programs. Students have utilized this option to design interdisciplinary majors in medical humanities and health studies-oriented fields of study such as international health and culture studies.

For more information, please contact the MHHS Program or the Individualized Major Program, (317) 274-3976, impsla@iupui.edu, liberalarts.iupui.edu/student affairs/individualmajor.html.

Political Science

In addition to the basic School of Liberal Arts requirements (listed elsewhere in this bulletin), the political science major must do the following:

1. Complete 33 credit hours in political science with at least a grade of C in each course. Those 33 credit hours are part of the 122 credit hours needed for the Bachelor of Arts degree.
2. Complete the following specific requirements:

- 9 credit hours: POLS Y103, POLS Y205, and POLS Y215
- 3 credit hours chosen from POLS Y217 or POLS Y219
- 18 credit hours, of which 15 must be from the 300 level and above (no more than six of these hours from POLS Y480, POLS Y481, and POLS Y498)
- 3 credit hours: POLS Y490

Transfer students only: Transfer students from either another Indiana University campus or from another institution must take a minimum of 9 credit hours of 300- to 400-level (junior-senior) political science courses at IUPUI. These courses must be of regular classroom format (not readings or research); they may include a seminar, if needed.

Religious Studies

Requirements

Beyond the general distribution and credit hour requirements for the Bachelor of Arts degree, students who choose to major in religious studies will be asked to complete 30 credit hours of course work designated by the faculty as follows:

- 15 credit hours will be selected from the category of Religious Traditions
- 12 credit hours from Comparative and Thematic Studies
- 3 credit hours in the departmental senior seminar (R433)
- at least 18 credit hours to be taken at the 300 level or above.

For details concerning the designated courses and the junior-level courses, students should contact the departmental advisor. Any religious studies course in which a student receives a grade below C (2.0) may not be used to fulfill major or minor requirements. (A C– does not qualify.)

Double Majors

Students wishing to acquire double majors in religious studies and a second subject area will need to fulfill all of the above requirements, as well as those of the second subject area; will need an academic advisor for each major; and will need to file their plans for a double major with the recorder of the School of Liberal Arts.

Sociology

Requirements

The major requires 30 credit hours of sociology course work (12 of which must be completed at IUPUI), with a grade of C (2.0) or higher. This includes the following required courses:

- R100 Introduction to Sociology (3 cr.)
- R351 Social Science Research Methods (3 cr.)
- R359 Introduction to Sociological Statistics (3 cr.)

Theory course selected from one of the following:

- R355 Social Theory (3 cr.)
- R356 Foundations of Social Theory (3 cr.)
- R357 Contemporary Sociological Theory (3 cr.)

Capstone course selected from one of the following:

- R494 Internship Program in Sociology (3 cr.)
- R497 Individual Readings in Sociology (3 cr.)
- R498 Capstone Seminar (3 cr.)

15 additional credit hours of other sociology courses

Classical Studies

Students may design a major in classical studies through the School of Liberal Arts Individualized Major Program. Such a major, if properly designed, should allow good students to gain admission to graduate programs in classical studies or classical archaeology and to pursue careers in the field.

Students interested in planning an individualized major in classical studies should consult the director of the Classical Studies Program and the director of the Individualized Major Program as early as possible in their academic careers.

French

In addition to fulfilling the general education requirements for a B.A. degree in the School of Liberal Arts, the major in French requires the following:

30 credit hours above the 100 level (12 of which must be completed at IUPUI), including 15 hours of required courses: F203 (4 cr.), F204 (4 cr.), F328 (3 cr.), F300 (3 cr.), and F497 (1 cr.). Among the 15 hours of elective credits, at least 6 credits must be at the 400 level, and they must include:

1. One 300-level or 400-level grammar or translation course (3 cr.):
- F330 Introduction to Translating French and English (3 cr.)
- F402 Introduction to French Linguistics (3 cr.)
- F421 Fourth-Year French (3 cr.)
- F423 Craft of Translation (3 cr.)

2. One 300-level or 400-level oral skills course (3 cr.):
- F331 French Pronunciation and Diction (3 cr.)
- F380 French Conversation (3 cr.)
- F480 French Conversation (3 cr.)

3. One 300-level or 400-level course in French or Francophone culture (3 cr.):
- F307 Masterpieces of French Literature (3 cr.)
- F326 French in the Business World (3 cr.)
- F360 Introduction socio-culturelle à la France (3 cr.)
- F430 Modern Short Narratives (3 cr.)
- F450 Colloquium in French Studies (3 cr.)
- F451 Le Français des affaires (3 cr.)
- F452 La civilisation et litérature québécoises (3 cr.)
- F460 French Fiction in Film (3 cr.)
- F461 La France contemporaine (3 cr.)

4. Two elective courses, including no more than 3 credit hours of F495, Individual Readings in French (1-3 cr.), for a total of 6 credits.
5. Up to six (6) hours of F396 and/or F496, Study of French Abroad may count as electives for the French major.

Teacher Certification in French Teaching Major Requirements

The teaching major in French requires the completion of a minimum of 36 credit hours beyond the 100 level, including 30 credit hours in 300 and 400 level courses. F300, F307, F328, F331, F360, and F402 are required. A year of a second foreign language is advisable. See also the requirements of the School of Education. Students working toward certification are urged to work with the School of Education's advisor as well as their department advisor.

German

In addition to the area distribution requirements for the School of Liberal Arts, the major in German requires the following:

- 29 credit hours above the 100 level,
- including at least one 400-level language course (G423, G431, G445, G465),
- one contemporary culture course (G365),
- at least one 400-level historical culture and literature course (G407, G408, G409, G410) and
- a capstone portfolio (G498).

Other courses may also be selected on the basis of placement level by test or course work and/or focus of interest. They include ALL 200-, 300-, and 400-level courses, except courses taught in English.

Major Course Requirements

1. A minimum of one 400-level language course:
- G423 The Craft of Translation (3 cr.)
- G431 Advanced Business German (3 cr.)
- G445 Oberstufe: Grammatik (3 cr.)
- G465 Structure of German (3 cr.)

2. One contemporary culture course:
- G365 Deutsche Kultur Heute (3 cr.)

3. A minimum of one 400-level historical culture and literature course:
- G407 Knights, God, and the Devil (3 cr.)
- G408 Love and Nature in the Age of Romanticism (3 cr.)
- G409 German Myths, Fairy Tales and Social Transformation (3 cr.)
- G410 20. Jahrhundert: Kultur und Literatur (3 cr.)

4. Capstone: Portfolio
- G498 Individual Studies in German (1 cr.)

To help assess and showcase academic progress in German while at IUPUI, graduating majors will assemble and present a capstone portfolio that includes a minimum of one written project completed for each of the major courses above the 100 level taken in residence at IUPUI.

International Study or Work Internship Option

- G493 Internship in German (1-6 cr.)
- G498 Individual Studies in German (1-6 cr.)

1-6 credit hours toward the major in German may be earned through individual study or international work internship abroad or locally. There is a 3 credit limit for one individual study or work project.

Program for International Engineering

Students majoring in biomedical, mechanical, electrical, or computer engineering can also earn an applied German major. German language requirements and some School of Liberal Arts requirements are modified for this major. The dual degree program takes five years to complete and includes a one-semester internship in Germany during the

fourth year of study. Students may formally enter into the program after completion of the Freshmen Engineering program. For further information, contact the director of the Program in German and refer to the Purdue School of Engineering and Technology section of this bulletin.

Teacher Certification for Secondary School

Teaching certification can be required after completion of the B.A. degree with a major in German through successful completion of the Transition-to-Teaching Program in the School of Education. Please contact the School of Education regarding details and the application process.

Japanese Studies

This program provides an opportunity for students who wish to major in Japanese studies. They will construct individually a program to fit their academic interests. The program is overseen by a faculty director and monitored by the committee for the individualized major.

Spanish

In addition to fulfilling the general distribution requirements for a Bachelor of Arts degree established by the School of Liberal Arts, the Spanish major must complete 30 credit hours in courses at the 300 and 400 levels (12 of which must be completed on the IUPUI campus) with a grade of C (2.0) or higher.

- 300-level required courses: S313, S323, S326, S360, and S363
- One 400-level literature course: S407, S408, S431, S432, S445, S450, S455, S457, S461, S470, S471, S472, S477, or S495
- One course in culture and civilization: S411 or S412
- One course in linguistics: S425, S427, S428, S440, or S441
- One elective
- Senior Capstone: S487 or S498

Senior Capstone

Only majors with senior standing may register for S487 Capstone Internship or S498 Capstone Seminar in Spanish with authorization. Working with a project director, students will prepare a learning portfolio that integrates their undergraduate study through writing and reading projects, discussions with their capstone director, a research or internship project, and a final oral presentation.

Teacher Certification

Teacher certification is obtained through the School of Education. Students who wish to pursue certification at the secondary level must complete all professional courses required by the School of Education and should work with a School of Education advisor in consultation with a Spanish advisor.

Teaching Major Requirements

The teaching major in Spanish requires the completion of a minimum of 39-41 credit hours beyond the 100 level, including 33 credit hours in 300- and 400-level courses. The following courses are specifically required:

- S313, S323, S326, S360, S363, S428
- One course in literature: S407, S408, S431, S432, S445, S450, S455, S457, S461, S470, S471, S472, S477, S495
- One course in culture and civilization: S411 or S412
- One course in linguistics: S425, S427, S428, S440, or S441
- Senior Capstone: S487 or S498

Note for native speakers of Spanish: since S317 is not open to native speakers, another course at the 300 or 400 level must be substituted. Please consult the director of the Program in Spanish.

Chinese Studies

Students may also create an individualized major in Chinese. Students who are interested in designing their own Chinese major must first consult with the Chinese Program Director and Professor Susan Shepherd, Director of the Individualized Major Program.

Medical Humanities and Health Studies

Bachelor of Arts in Philanthropic Studies

Philanthropic Studies provides a theoretical framework and practical knowledge about the "whys" of giving and volunteering as well as the "how to" of working within nonprofit organizations and civil society to create change. The Bachelor of Arts in Philanthropic Studies degree program offers students an opportunity to understand the cultural traditions of voluntary action and to practice working with others towards the common good. The curriculum explores the economic, historical, and philosophical rationales for voluntary action. Students acquire the ability to discern and pursue ethical and value-based actions and ideas and effectively communicate ideas to others. The major prepares students for entry-level positions in philanthropy and nonprofit organizations and careers in a wide-range of organizations. Philanthropic Studies is a major designed to educate the socially conscious student in the emerging field of philanthropy and nonprofit organizations in the local, national, and international arena.

Admission

All students entering the Bachelor of Arts in Philanthropic Studies program must be admitted officially to IUPUI as a degree-seeking student by the Office of Admissions or by another Indiana University campus as a degree-seeking student. For more information, visit the Office of Undergraduate Admissions at www.enroll.iupui.edu. For program related questions, please contact the Director of Student Services, The Center on Philanthropy, 317-278-8900.

Academics

The B.A. major in Philanthropic Studies requires satisfactory completion of the following requirements:

Completion of properly distributed credit hour requirements for the Bachelor of Arts degree, as indicated in the Bulletin of the IUPUI School of Liberal Arts that was current when the student declared a major in Philanthropic Studies.

Completion of 33 credit hours, with a minimum grade of C in each course, from among the following distribution of

Philanthropic Studies and related courses (or from approved substitutions):

- 21 Credit Hours in Core Courses
- 12 Credit Hours in Advanced Courses (300 or above)

Philanthropic Studies Core Courses (21 credits): (do we need to add PHST?)

- PHST P201 - Introduction to Philanthropic Studies (3 cr.)
- OR PHST P105 – Giving and Volunteering in America (3 cr.)
- PHST P210 - Philanthropy and the Social Sciences (3 cr.)

OR

- PHST P211 - Philanthropy and the Humanities (3 cr.)

OR

- PHST P212 - Philanthropy and Civic Engagement (3 cr.)
- PHST P301 – The History of and Contemporary Approaches to Philanthropy (3 cr.)
- PHST P401 - Ethics and Values of Philanthropy (3 cr.)
- PHST P450 - Capstone Seminar in Philanthropic Studies (3 cr.)
- SPEA V458 - Fund Development for Nonprofit Organizations (3 cr.)
- PHST P490 - Internship in Philanthropic Studies (3 cr.)

Advanced Courses (12 credits):

- PHST P330 - Topics in Philanthropic Studies (3 cr.)
- PHST P375 - Philanthropy, Calling, and Community (3 cr.)
- PHST P430 - Topics in Philanthropic Studies (3 cr.)
- ANTH E411 - Wealth, Exchange, and Power in Anthropological Perspectives (3 cr.)
- ECON E414 - Economics of the Nonprofit Sector (3).
- ENG L373 - Philanthropy and Literature: Philanthropy and Literature (3 cr.)
- HIST H415 - The History of Philanthropy in the West (3 cr.)
- JOUR-J429 – Public Relations Campaigns
- PHIL P326 - Ethical Theory (3cr.)
- RELS R379 - Religion and Philanthropy (3 cr.)
- RELS R393 - Comparative Religious Ethics (3cr.)
- SPEA V362 - Nonprofit Management and Leadership (3 cr.)
- SPEA V462 - Community Development (3 cr.)

Africana Studies

Major in Africana Studies

The major in Africana Studies has four objectives. First, it grounds students in the essential theory and basic information about people of African descent. Second, it provides students with transnational perspectives on the life, history and culture of people of African descent and the global societies of which they are a part. Third, it offers IUPUI undergraduates a wide range of community research, internship and service learning opportunities with local private and public organizations. Finally, recognizing the educational and experiential value of international exposure, it offers students the opportunity for those who wish to do so to study abroad. The degree is designed to empower students to recognize their own cultural traditions both nationally and internationally, use information and concepts from multiple disciplines, examine and organize ways of knowing and apply them to specific issues and problems, and promote critical thinking as well as intellectual depth and understanding.

Requirements

The major in Africana Studies requires 33 credit hours, distributed as follows:

Courses

Required Courses (12 cr.)

- AFRO A140 Introduction to African and African American Studies (3 cr.)
- AFRO A200 Research Methods in African and African American Studies (3 cr.)
- AFRO A306 Globalization, Struggle and Empowerment in African and African American Studies (3 cr.)
- AFRO A414 Seminar in African and African American Studies (3 cr.)

Additionally, students must select a 9 credit required area concentration in either Africa, Latin America & the Caribbean or North America. The area concentration must include courses from at least 2 different SLA departments and at least 3 courses at the 300 level or higher. The chosen area concentration will appear on the student's transcript.

Program Electives

- AFRO A106 Perspectives on the African Diaspora (1-3 cr.)
- AFRO A152 Introduction to African Studies (3 cr.)
- AFRO A202 The West & the African Diaspora (3 cr.)
- AFRO A255 The Black Church in America (3cr.)
- AFRO A303 Topics in African American Studies (3 cr.)
- AFRO A440 History of the Education of Black Americans (3 cr.)
- AFRO A353 African Development and the African Diaspora (3 cr.)
- AFRO A495 Independent Readings in Afro-American Studies (3 cr.)
- AFRO A499 Community Experience Internship (3 cr.)

Department Electives

- HIST H227 African Civilizations (3 cr.)
- ENG L245 Introduction to Caribbean Literature (3 cr.)
- ANTH E310 Cultures of Africa (3 cr.)
- REL R314 Religion and Racism (3 cr.)
- REL R328 Religions of the African Diaspora (3 cr.)
- POLS Y337 Latin American Politics (3 cr.)
- POLS Y338 African Politics (3 cr.)
- HIST F341 Latin America: Conquest and Empire (3 cr.)
- HIST F342 Latin America: Evolution and Revolution since Independence (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)

- HER H300 Black Visual Artists (3 cr.)
- HER H351 African Art I (3 cr.)
- HER H352 African Art II (3 cr.)
- FOLK F354 African American Folklore/Folk-Life/Folk Music (3 cr.)
- HIST A355 African American History I (3 cr.)
- HIST A356 African American History II (3 cr.)
- REL R363 African American Religions (3 cr.)
- ENG L370 Black American Writing (3 cr.)
- REL R370 Islam in America (3 cr.)
- REL L382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- ANTH E384 The African Diaspora (3 cr.)
- MUS M393 History of Jazz (3 cr.)
- MUS M394 Black Music in America (3 cr.)
- ENG L406 Topics in African American Writing (3 cr.)
- ENG L411 Literature and Society: South African Literature and Society (3 cr.)
- HIST H421 Topics: Peoples and Cultures of Africa (3 cr.)
- HIST H421 Topics: Modern Africa (3 cr.)
- SOC R461 Race and Ethnic Relations (3 cr.)

Arabic & Islamic Studies

Major in Arabic and Islamic Studies

Students may design a major in Arabic & Aslamic tudies through the Individualized Major Program in the IU School of Liberal Arts at IUPUI. Students interested in planning an individualized major should consult the Director Arabic Studies Program and the Director of the Individualized Major Program as early as possible in their academic careers.

Bachelors Requirements

All students admitted to the IU School of Liberal Arts after June 1, 2012, must fulfill the requirements described below. Students admitted before that date may elect these requirements by informing their advisor and the Miriam Z. Langsam Office of Student Affairs or may obtain their degree under the requirements in effect at the date they were admitted to the IU School of Liberal Arts.

All students must meet three types of requirements: general-education requirements, distribution requirements, and major requirements. Questions about general-education and distribution requirements can be answered by the IU School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976. Questions having to do with major requirements should be directed to a faculty advisor or the chairperson of the major department.

General Education Requirements

- A minimum of 122 credit hours is required for either a B.A. or a B.S. degree in the IU School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 30 credit hours must be at the 300-400 level.
- A minimum of 26 credit hours must be completed after formal admission to the IU School of Liberal Arts. This requirement may be waived by petitioning the Academic Affairs Committee. Petitions are available in Cavanaugh Hall 401.
- Students must complete a minimum of 12 credit hours of their major course work in residence in the appropriate department in the IU School of Liberal Arts. Some departments have more restrictive residency requirements. Students should check with their major advisor.
- Courses taken using the Pass/Fail option can be applied only as electives or toward the 300- to 400-level requirements (Area III of the distribution requirements for the bachelor's degree). A maximum of eight courses, with no more than two per year, may be taken as Pass/Fail.
- With permission from the departmental advisor and the Miriam Z. Langsam Office of Student Affairs, a maximum of 12 credit hours may be taken by correspondence through the IUPUI Division of Continuing Studies.
- All candidates for degrees in May and August must file an application for the degree by December 1 of that year. All candidates for December degrees must file an application for the degree by September 1 of that year. Candidates for degrees in December, May, or August may participate in the May commencement.
- Credit hours from the following courses will not count toward the 122 hours needed for graduation: English G009, G010, G011, G012, G013, G015, and W001; Mathematics M13000, M13100, M13200, M13600, and any mathematics course lower than M118 (e.g., MATH 00100, 11000; 111000).
- Once a course has been applied toward one requirement, it cannot be used to satisfy a second requirement, except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special courses, no course will be counted more than once toward graduation.
- A maximum of 15 credit hours in unapproved electives can be counted toward the degree.

Distribution Requirements

The requirements for IU School of Liberal Arts baccalaureate degree programs include the common general-education core approved by the faculties of both the IU School of Liberal Arts and the Purdue School of Science at IUPUI, and are a curriculum based on the IUPUI Principles of Undergraduate Learning.

Candidates for the B.A. and B.S. degrees must complete the following requirements:

Core Course Requirements

A. First-Year Experience (1-3 cr.)
This course introduces students to IUPUI's culture and values; familiarizes them with campus resources, especially academic uses of technology; provides them with skills in dealing with life at IUPUI; and introduces them to an overview of the humanities and the social and natural sciences. Transfer students with 18 or more credit hours are not required to take this course. First year students entering or intending to enter the IU School of Liberal Arts should enroll in: SLA S100 (2 cr.)
Students transferring from another IUPUI school may use University College: UCOL U110 (1-2 cr.)

B. Junior/Senior Integrator (3 cr.)
This course shows how the humanities and social and natural sciences are interrelated and interdependent. Before taking this course, students must complete the following: one course in their major, English W131 and W132, History H114, one science course, one mathematics course (M118 or above), and one course from two of the following areas: humanities, social science, or comparative world cultures. Ideally, students should complete one course from each of the three lists before taking the integrator course. This course may be used in Area III.
Lists of approved courses will be available in the Schedule of Classes in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401) or may be accessed by using the school's Course Offerings tool.

C. Capstone Experience (1-3 cr.)
The capstone course is generally taken in a student's major as a cumulative integrating experience that addresses the Principles of Undergraduate Learning as well as values and ethics as they relate to a student's major. The capstone may be an independent research project or study, a practicum, or a seminar or field experience building on students' previous work. Special interdisciplinary capstones may also satisfy this requirement. Students should check with their advisors about which courses satisfy this requirement.

Area I. Communications Core (19 cr.)
The courses in the communications core provide work in English and foreign language to help students organize and present their thoughts in an effective manner. Students should enroll in these courses as early in their college careers as possible.

English Composition (6 cr.) Competency in English composition is required. This requirement may be satisfied in the following ways:

1. By completing W131 (or W140) and W132 (or W150) with a grade of C (2.0) or higher; W231 will also be accepted as the second English course; (students may also self-place into the W130-W131 "stretch" program to meet the W131 portion of the writing requirement).
2. By becoming eligible for the W131 exemption portfolio through the English Placement Exam and receiving special credit for W131 after submitting a portfolio, and completing W132 (or W150) with a grade of C (2.0) or higher; or
3. For transfer students, by completing course work equivalent to W131 (or W140) and W132 (or W150) with a grade of C (2.0) or higher at another campus or institution.
4. For transfer students with 80 or more transfer credits, by completing a petition for exemption from W132 available in the Miriam Z. Langsam Office of Student Affairs, CA 401.

The IU School of Liberal Arts strongly recommends that students complete English W131 (or W140) during their first semester or as soon afterward as placement test scores and course availability allow. Students should also take W132 as quickly as possible after becoming liberal arts majors.

Note: Special English for Academic Purposes(EAP) sections of W001 and W131 have been designated for students whose first language is not English.

Speech Communication R110 (3 cr.): Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the chairperson of the Department of Communication Studies, Cavanaugh Hall 309, (317) 274-0566.

World Languages Requirement: First-year competency is required and second-year competency is strongly recommended. Students may earn additional language credit by taking a placement test and completing an advanced course. This requirement may be satisfied in one of the following ways:

- By passing first-year (10 credit hours) courses in a single language with passing grades;
- By completing a second- or third-year course[1];
- By taking a placement test and placing into the 200 level or higher; this waives the 100-level requirement but does not carry with it credit toward graduation.

This requirement may be met with first-year proficiency in American Sign Language.

Placement Test Students with previous experience in French, German, or Spanish should take the World Language Placement Test at the Testing Center to assess their level of language proficiency.

Students who complete the course into which they were placed with a grade of C or higher are eligible for special credit at a reduced fee for the appropriate lower-division course(s) that precede the course taken. Language special credits can only be awarded for languages taught in the World Languages and Cultures department at IUPUI. Special credits count toward graduation and toward the world language requirements.

117 Course: Courses numbered 117 are reserved for students who have studied no more than one year of the language. Students who have had two or more years of formal study in the language should take either the 131 course in that language for a letter grade or they may take the 117 course for a Satisfactory/Fair (S/F) grade. Students must earn a minimum grade of C to receive an S grade.

Non-native English Speakers: Students for whom English is not a first language may be exempted from the language requirement, without credit, by completion of English W131 and W132 with the required grade of C or higher.

Students whose native language is not English may demonstrate proficiency in their native language and earn 3 to 6 hours of 298/299 special credits by successfully completing a specific 300-level course. They may not, however, receive credit for taking first- and second-year courses in their native language. Students are also considered "native speakers of another language" if they have completed secondary (high) school in that language. For additional questions, consult the Department of World Languages and Cultures (WLAC).

Area II. Basic Courses

Analytic Skills (6 cr.): These courses provide the student with insight into the process of logical reasoning. Each student must complete 3 credit hours in mathematics (Math M118 or above) plus 3 credit hours in one of the following:

- A second mathematics course (beyond M118)[2],
- A statistics course: Economics; ECON E270, Geography; GEOG G488, Psychology; PSY B305, Sociology; SOC R359, Statistics; STAT 30100
- A computer programming course: Business; BUS K201, Computer Science CSCI N201, CSCI N211
- A course in logic: Philosophy; PHIL P162 or PHIL P265, Sociology; SOC R251, Political Science; POLS Y205, or Computer Science; CSCI N207.

A logic or statistics course in a student's major can be applied toward the second requirement.

Computer science and computer technology courses that develop the student's problem-solving ability and promote the understanding and use of logical structures of thought are appropriate for the analytical skills requirement. Computer courses must focus on programming or data manipulation.

Natural Science (9-11 cr.): This area allows for a choice of courses treating the natural phenomena of the world according to models of scientific thought. The credit hours are to be selected from at least two of the following areas, and at least one of the courses must be a laboratory course:

- Anthropology (ANTH) A103
- Astronomy (AST) A100, A105, A130
- Biology (BIOL) K101, K103, N100, N107, N200, N212, N213 (lab), N214, N215 (lab), N217, N251, N261, N322
- Chemistry (CHEM) C100, C101, C110, C115 (lab), C121 (lab), C105, C125 (lab), C106, C126 (lab)
- Geography (GEOG) G107, G108 (lab), G303, G307
- Geology (GEOL) G107, G117 (lab), G109, G110, G115, G119 (lab), G120 (lab), G130, G132, G180, G206 (lab)
- Physics (PHYS)P10000, P15200, P20000, P21800, P21900, P25100, P201, P202
- Psychology (PSY)B105

Up to 5 credit hours in geography (G107, G108, G303, or G307) may be counted toward this requirement, but they cannot be counted toward the major as well. G108 may be counted as the laboratory component for this requirement.

History (6 cr.): These courses explore patterns and processes of history essential for making decisions in the present and give the background necessary for students to assume their responsibility as citizens. This requirement is fulfilled by taking HIST H114 or HIST H109, and HIST H113 or HIST H108.

Arts and Humanities (6 cr.): This area presents insights into aesthetics, ideas, and systems of values.

The 6 credit hours must come from two of the areas below. Courses in one's major cannot be used to fulfill this requirement; however, one course taken as part of a minor may be used. Creative writing, drawing, performance, or studio courses will not satisfy the arts and humanities requirement.

- Africana Studies: (AFRO) A150*
- American Studies (AMST) A103
- Classics: (CLAS) C205*
- English Literature: (ENG) L105, L115
- Fine Arts: Communication Studies (COMM) T130[theater]; English (FILM) C292; Herron (HERR) H100, H101, H102; Music (MUS) M174
- Folklore: (FOLK) F101*
- History: (HIST) H105, H106, H108*,H109*, H113*, H114*, H217
- Philanthropic Studies: (PHST) P105
- Philosophy: (PHIL) P110, P120
- Religious Studies: (REL) R111, R120, R133*, R173, R180, R212*
- Women's Studies: (WOST) W105*
- World Languages and Cultures: French (FREN) F200, German (GER) G265, Japanese (EALC) E231

Social Sciences (6 cr.): This area uses procedures and information developed in the social sciences to examine the complexities of societies and human interaction. The 6 credit hours must come from two of the following areas. Courses in one's major cannot be used to fulfill this requirement; however, courses taken as part of a structured minor may be used to fulfill this requirement.

- Africana Studies: (AFRO) A150*
- Anthropology: (ANTH) A104
- Communication Studies: (COMM) C180, M150
- Economics: (ECON)E101, E201, E202
- Englis: (ENG) Z104
- Folklore: (FOLK) F101*
- Geography: (GEOG) G110*, G130
- History: (HIST) H117
- International Studies: (INTL) I100
- Medical Humanities and Health Studies: (MHHS) M201
- Political Science: (POLS)Y101, Y103, Y213, Y219
- Psychology: (PSY) B104, B310
- Public and Environmental Affairs: (SPEA) V170
- Sociology: (SOC) R100, R121
- Women's Studies: (WOST) W105*

*Comparative World Cultures (3 cr.)**:* This area presents culture in a comparative and conceptual manner and includes material from several cultures. Students must take one course from one of the areas below:

- Anthropology: (ANTH) A104
- Classics: (CLAS) C205
- Geography: (GEOG)G110
- History: (HIST) H108
- International Studies: (INTL) I100
- Political Science: (POLS) Y217
- Religious Studies: (REL) R133, R212
- World Languages and Cultures: French (FREN) F200

Transfer Credits Students with transfer work from other universities may have some of their work counted toward the distribution requirements even if their courses, when transferred in, were not designated as matching the courses listed previously. The Associate Dean for Student Affairs and the departments, when appropriate, will determine whether transfer courses satisfy the distribution requirements.

Area III. Advanced Courses (15 cr. at 300-400 level)

Students are required to have 15 credit hours in 300-400 level courses outside their major. At least three courses must come from different departments within the IU School of Liberal Arts and/or Purdue School of Science unless the student is pursuing a minor, certificate, or second major or degree. The Junior/Senior Integrator course is generally used to satisfy one of the Area III requirements.

Two courses may come from outside liberal arts and science. If a student is pursuing a second major or degree, the student may use four courses at the 300-400 level from his or her secondary program to count for the Area III requirement. A student may use three 300–400-level courses from an approved minor to count toward the Area III requirement. For exceptions to these rules, students must petition the Academic Affairs Committee.

Major Requirements
The requirements for each major in the IU School of Liberal Arts are described, along with course descriptions, in the Liberal Arts section of the bulletin entitled ''Departments, Programs and Centers.'' A minimum of 30 credit hours must be taken in the major subject area. Any course in which the student receives a grade below C (2.0) may not be used to fulfill the major area requirement (thus a C– does not qualify). However, courses in which the student receives below C, but above an F, will count toward the 122 credit hour total provided that the student does not repeat the course.

Electives
Candidates for a degree in the IU School of Liberal Arts must complete their general-education requirements and the requirements of their major department. Usually, students will still need to complete additional hours in order to reach the graduation requirement of 122 credit hours. These remaining credit hours are known as electives; up to 15 credit hours of course work (electives) may be accepted from any degree-granting university. The remaining electives must come from courses within the IU School of Liberal Arts, the IU Herron School of Art and Design, the School of Journalism, the Purdue School of Science at IUPUI, or from a list of courses approved by the faculty of the IU School of Liberal Arts.

Second Bachelor's Degree
Normally, holders of bachelor's degrees seeking further education are encouraged to enter graduate programs; in certain cases, however, students may prefer to work toward a second bachelor's degree. If admitted by the Dean to candidacy for a second degree, students must earn at least 26 additional credit hours in residence and meet the requirements of the IU School of Liberal Arts and of the department in which they are candidates.

Minors and Certificate Programs
IU School of Liberal Arts students may complete one or more minors and/or certificate programs. Minors will not appear on the student's transcript until graduation. Students in other schools of IUPUI may complete minors in the IU School of Liberal Arts.

Only courses in which students receive a C (2.0) or higher can be applied to the minors and certificates. Specific requirements are described in the section of this bulletin entitled ''Departments, Programs and Centers.'' Courses required for minors and certificates may also be used in fulfilling other requirements, including distribution requirements.

IU School of Liberal Arts minors are presently offered in the following areas (as additional minors, such as Motorsports Studies and Latino Studies, are being developed and approved they will be added to the electronic version of the Bulletin):

- Africana Studies
- American Studies
- Ancient Greek and Latin
- Anthropology
- Arabic and Islamic Studies
- Business and Professional Writing
- Chinese Studies
- Classical Studies
- Communication Studies
- Creative Writing
- Cultural Diversity
- Economics
- European Studies
- Film Studies
- French
- Geography
- German
- History
- International Studies
- Japanese Studies
- Legal Studies
- Linguistics
- Literature
- Media Studies
- Medical Humanities and Health Studies
- Medical Sociology
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Sociology
- Spanish
- General Theatre
- Urban Studies
- Women's Studies

The following IU School of Liberal Arts undergraduate certificate programs are also available (as additional certificates, such as in Latino Studies, are developed and approved, they will be added to the bulletin):

- African Studies
- American Sign Language/English Interpreting
- Chinese Studies
- Geographic Information Science
- Human Communication in a Mediated World
- International Studies
- Motorsports Studies
- Museum Studies
- Paralegal Studies
- Theatre and Performance
- Translation Studies

Students must receive departmental or program approval for the courses to be used for minors as well as approval for courses not taken at IUPUI that they wish to count in a minor. Special credit may be applied to minor requirements with departmental approval.

Other Options
The IU School of Liberal Arts allows students to complete double majors and double degrees. Students seeking a double major must consult advisors from each of the departments in which they propose to study. Students must complete the requirements for each of the two majors as well as all other school requirements for a degree.

While most students work on a single degree at a time, a student may work on what is essentially two degrees in two different schools at IUPUI simultaneously (e.g., a B.A. from Indiana University in English and a B.S. from Purdue University in Psychology). Proposed dual degrees programs must be approved by the appropriate advisors and deans in both schools. Students must complete all requirements in the two schools for the two different degrees.

[1] Students interested in receiving credit for lower-division language courses, see the section ''Special Credit for Foreign Language Study.''

[2] Additional mathematics courses for this requirement must be above M118 and may not include 13000, 13100, 13200 or 13600.
* This course appears on more than one list or in more than one section. However, this course may be used to satisfy only one requirement unless specifically stated.
**These courses may be used for comparative World Cultures and one other requirement if it appears on the Arts and Humanities, the Social Science, or history lists.

Certificates

- American Humanics
- American Sign Language/English Interpreting
- Chinese Studies
- Geographic Information Science
- Museum Studies
- Paralegal Studies
- Technical Communication
- Theatre and Performance
- Translation Studies

American Sign Language/English Interpreting

The certificate is intended for students who already have a baccalaureate degree and would like to go beyond their original undergraduate major by completing the course work for the major in ASL/English interpreting.

The certificate program includes 24 credit hours of course work. To earn the certificate, students are required to complete the following courses with a grade of C or higher:

Required Courses
ASL A219 History and Culture of the American Deaf Community (3 cr.)
ASL A 321 Linguistics of American Sign Language (3 cr.)
ASL I301 Introduction to Interpreting (3 cr.)
ASL I303 ASL for Interpreters (3 cr.)
ASL I361 Basic Interpreting Skills (3 cr.)
ASL I363 Interpreting Community Texts: Consecutive (3 cr.)
ASL I365 Interpreting Community Texts: Simultaneous (3 cr.)
ASL I405 Practicum (3 cr.)
ASL I407 Professional Seminar (2 cr.)
ASL L340 Discourse Analysis: English (3 cr.)
ASL L342 Discourse Analysis: ASL (3 cr.)
A General Linguistics Class (3 cr.)

Theatre and Performance

The Undergraduate Program in Theatre and Performance consists of 18 credit hours of coursework, including a required Communication Studies Core of three core courses. All these courses must be passed with a grade of C or above in order to count for the Certificate.

Required core courses (9 credits):

- COMM T130 Introduction to Theatre (3 cr.)
- COMM T437 Creative Dramatics (3 cr.)
- COMM G300/G400 Independent Creative Project (3 cr.)

Select three of the following elective courses. (9 cr.):* Students will select the remaining 9 hours of electives in consultation with the department faculty advisor to narrowly tailor the program to individual student interest based upon the Independent Creative Project Proposal.

Theatre Emphasis

- COMM C 104 Voice and Diction (3 cr.)
- COMM T 133 Acting I (3 cr.)
- COMM T 205 Oral Interpretation (3 cr.)
- COMM G 300 Practicum in Debate and Forensics (3 cr.)
- COMM T 305 Advanced Oral Interpretation (3 cr.)
- COMM T 333 Acting II (3 cr.)
- COMM T 337 Theatre History I (3 cr.)
- COMM T 338 Theatre History II (3 cr.)
- COMM T 339 Directing (3 cr.)
- COMM T 431 Playwriting (3 cr.)

Drama/English Emphasis

- ENG L205 Introduction to Poetry (3 cr.)
- ENG L207 Women and Literature (3 cr.)
- ENG L245 Introduction to Caribbean Literature (3 cr.)
- ENG W302 Screenwriting (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)
- ENG L365 Modern Drama: Continental (3 cr.)
- ENG L366 Modern Drama: English, Irish, and America (3 cr.)
- ENG L370 Recent Black American Writing (3 cr.)
- ENG L379 Ethnic and Minority Literature of the United States (3 cr.)
- ENG L390 Children's Literature (3 cr.)
- ENG L433 Conversations With Shakespeare (3 cr.)
- CLAS C310 Classical Drama (3 cr.)

Anthropology/Women/Cultural Diversity Emphasis

- WOST W105 Introduction to Women's Studies (3 cr.)
- WOST W300 Topics in Women's Studies (3 cr.)
- HIST A355 African-American History (3 cr.)

- ANT E404 Field Methods in Ethnography (3 cr.)
- ENG L406 Topics in African-American Lit (3 cr.)
- MSTD A460 Museum Theatre (3 cr.)

*This is a sample list of elective courses.

To enroll in the Undergraduate Certificate in Theatre and Performance program, IUPUI students should do two things 1) complete an Application form in the School of Liberal Arts Student Affairs office (Cavanaugh Hall 401) and 2) fill out and mail this application form to the Communication Studies office (Cavanaugh Hall 309). Students who have less than 55 credit hours should consult with the Coordinator of the Undergraduate Certificate in Theatre and Performance Program.

Students who are currently enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Have earned 55 credit hours towards their degree at IUPUI
- Have at least a cumulative 2.0 GPA

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Apply for Undergraduate Admission to IUPUI and specify the Theatre and Performance Certificate as their objective.
- Have 55 credit hours of transferable work.
- Have at least a cumulative 2.0 GPA

Technical Communication

The Certificate in Technical Communication is offered by the School of Engineering and Technology in cooperation with the Department of English, the Department of Communication Studies, and the Society for Technical Communication. Students who earn the Certificate in Technical Communication will have demonstrated that they have the core competencies necessary for entry-level positions as technical communicators. They will have demonstrated their ability to gather and translate technical information for a variety of audiences. They will have designed, developed, and edited effective documents using rhetorical principles and current technology.

Any student formally admitted to IUPUI may be a candidate for the certificate. To receive the certificate, students must have a technical specialty (major, minor, or 9 credit hours of course work), successfully complete 18 credit hours of required and selected courses, and present a portfolio of work that is judged professionally competent by representatives of the local chapter of the Society for Technical Communication. Courses taken at other universities may be recognized as the equivalent of the required or selected courses. The technical communication coordinator in the School of Engineering and Technology must approve candidates' selections of courses.

Geographic Information Science

Admissions Requirements

Undergraduate students who are currently enrolled at IUPUI may apply for the undergraduate certificate if they meet the following criteria:

- have earned 55 credit hours towards their degree at IUPUI
- have earned a cumulative GPA of 2.5
- have successfully passed MATH 118

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- apply for Undergraduate Admission to IUPUI and specify the Undergraduate Geographic Information Science Certificate as their objective (Admissions Office: (317) 274-4591 or apply@iupui.edu).
- have 55 credit hours of transferable work
- have earned a cumulative GPA of 2.5

Students who have already completed undergraduate degrees can apply for the undergraduate certificate or apply to the IU Graduate School for admission to the graduate certificate program (see below).

Course Requirements

Total requirements: 21 credit hours. The minimum grade that will be accepted in any single course is C.

Required courses (15 credits):

- GEOG G335 Introduction to Remote Sensing (3 cr.)
- GEOG G338 Introduction to Geographic Information Systems (3 cr.)
- GEOG G337 Computer Cartography and Graphics (3 cr.)
- GEOG G336 Advanced Remote Sensing (3 cr.)
- GEOG G438 Advanced Geographic Information Systems (3 cr.)

Electives in GIS or complementary field (6 credits):
In addition to the required courses listed above, students must take six credit hours of electives at the 300 level or above that will enhance their background in GIS-related issues or apply their expertise to a specific area. Such areas include, but are not limited to:

- Computer Aided Design
- Surveying
- Computer Science and Technology
- Graphics and Visualization
- Applications of GIS

Museum Studies

The Museum Studies Program offers an 18 credit hour undergraduate certificate in museum studies designed to complement a bachelor's degree and to prepare students for a career in museums or for graduate study. Many of the courses take advantage of the excellent museum community in Indianapolis with behind-the-scenes tours of museums and guest lectures by experts in the field. The Museum Studies Program is interdisciplinary and draws students from the arts, humanities, and social sciences, as well as from the hard sciences.

The undergraduate core courses provide a firm introduction to the theory, methodology, and practice of museum work. An internship in a museum provides the opportunity to apply skills, gain experience, and develop professional relationships. A range of electives is recommended to allow exploration of areas of interest or to develop deeper knowledge in a more specialized aspect of museum work.

The Undergraduate Museum Studies Certificate consists of a core of four courses (12 cr.) and a choice of two additional courses (6 cr.) from a list of museum studies courses. All of these courses must be passed with a grade of C or higher in order to count for the certificate. Electives not on the list of approved electives must be approved by the museum studies director prior to registration. Before enrolling in the Undergraduate Museum Studies Certificate Program, IUPUI students must have completed 55 credit hours of university study with a minimum GPA of 2.0 and must have declared a major field of study.

IUPUI students meeting these requirements and wishing to enroll in the undergraduate certificate should complete a change of record form in the Liberal Arts Office of Student Affairs and should complete an intake form (which may be downloaded on the museum studies Web site). Once enrolled in the undergraduate certificate program, students should meet with their museum studies advisor to develop a curriculum plan.

The following 18 credit hours of course work are designed to provide a firm introduction to the theory, methodology, and practice of museum work.

- Museum theory (6 cr.): MSTD A403, HIST H217
- Museum methods (9 cr.): MSTD A405 and two electives, at least one of which must be a museum studies course; the other may be an approved elective from another department.
- Practical museum work: (3 cr.): 3 credits required in a museum internship (MSTD A408 or a discipline-based internship such as ANTH 412 done in a museum and with a museum studies faculty advisor.

Undergraduate Certificate Requirements

Core courses (12 cr.)

- MSTD A403 Introduction to Museum Studies (3 cr.)
- MSTD A405 Museum Methods (3 cr.)
- HIST H217 Nature of History (3 cr.)
- MSTD A408 Museum Internship (3 cr.)

Electives (6 cr.)

Choice of two additional courses. One or more must be from the museum studies curriculum. One elective may be from an approved list of courses offered in other departments (see the museum studies Web site for a current listing).

Paralegal Studies

- **Director** David Weiden, Assistant Professor, Department of Political Science
- **Academic Advising** Cavanaugh Hall 504A, (317) 274-7387

Paralegals play an increasingly important part in the legal profession, undertaking critical research and support work for attorneys. The Certificate in Paralegal Studies offered by the Department of Political Science is increasingly recognized as important preparation for anyone considering a career in law, and provides students with grounding in all the critical elements of the legal profession, from litigation to property law, contract law, bankruptcy law, and family law. Adding an important real-world element to the certificate, almost all the classes are taught by practicing attorneys or paralegals. Students can combine the certificate with any other degree programs or major, or take it by itself. The credit certificate program parallels the noncredit program available through the Division of Continuing Studies, and represents a partnership between the two schools.

The 27 credit hour certificate includes 9 credit hours of required course work and 18 credit hours chosen by the student from a set of elective courses listed below. Students must receive a grade of C or higher in each course they intend to apply toward the certificate.

Because of the demands of the required courses for the certificate, there are prerequisites that students must satisfy prior to undertaking the course work for the certificate: they should have college-level writing proficiency, computing proficiency, and should have completed POLS Y211 Introduction to Law, with a grade of C or higher.

Required Courses (9 credit hours):

- POLS Y221 Legal Research and Writing for Paralegal Studies (3 cr.)
- POLS Y222 Litigation for Paralegal Studies I (3 cr.)
- POLS Y232 Professional Responsibility for Paralegals (3 cr.)

Elective Courses

(18 credit hours from the following):

- POLS Y223 Litigation for Paralegal Studies II (3 cr.)
- POLS Y224 Property Law for Paralegal Studies (3 cr.)
- POLS Y225 Contract Law for Paralegal Studies (3 cr.)
- POLS Y226 Tort Law for Paralegal Studies (3 cr.)
- POLS Y227 Criminal Law for Paralegal Studies (3 cr.)
- POLS Y228 Family Law for Paralegal Studies (3 cr.)
- POLS Y229 Estate Law for Paralegal Studies (3 cr.)
- POLS Y230 Bankruptcy Law for Paralegal Studies (3 cr.)
- POLS Y231 Advanced Legal Writing for Paralegal Studies (3 cr.)
- POLS Y233 Business Associations for Paralegals (3 cr.)
- POLS Y485 Field Experience in Paralegal Studies (1-5 cr.)

Students who have questions about the Certificate in Paralegal Studies, or who wish to declare and pursue the certificate, should contact the director of paralegal studies, Professor David Weiden, Cavanaugh Hall 504J, (317) 274-7387.

American Humanics

The American Humanics (AH) Certificate prepares undergraduate students to become skilled professionals and leaders in human service (nonprofit) organizations. Students develop a network of professional contacts, obtain on-the-job experience through an extensive internship and site visits, and acquire leadership skills through the AH student association. In addition, they have opportunities to explore careers, participate in community service projects, and engage in social activities. This certificate program is open to students pursuing a bachelor's degree in any major. For more information, contact the School of Public and Environmental Affairs at (317) 274-4656.

Translation Studies

- **Director and Advising** Professor Enrica J. Ardemagni CA539D, 274-8957, eardema@iupui.edu
- **Assistant Professor** Benjamin Van Wyke

Program Description

The Department of World Languages and Cultures offers an undergraduate Certificate in Translation Studies with an emphasis in French, German, or Spanish. The certificate requires completion of 27 credit hours focusing on grammar, professional writing skills, culture, translation history and theory, nonliterary translation from English to French/German/Spanish and French/German/Spanish to English, terminology management, and knowledge of computer applications to translation. A minimum of 15 credit hours toward the certificate must be completed at IUPUI, and no courses may be taken with the Pass/Fail option.

The Certificate program is intended for advanced undergraduates or students holding or completing a bachelor's degree who would like to enhance their language expertise. As an undergraduate certificate program, the course work prepares students for further study in translation at the graduate level or for practical work, as well as develops basic competence for further work as professional translators. However, successful completion of the program does not indicate that a student is a "certified" translator.

It is highly recommended that students who wish to be accredited as a certified translator complete advanced-level course work in translation and seek certification through the American Translators Association. The Certificate will be awarded after a student has completed the minimum of a B.A. or B.S. degree; however, students who are not enrolled in the Certificate program may take the course work. It is recommended to make an appointment with the director of the Certificate program as soon as possible to see if prior course work can be counted towards credit as well as receive information about courses taught on a rotational basis.

Admission Requirements

Certificate candidates must possess fluency in their language pair. To be admitted to the Certificate program, students must have sophomore standing and meet the following three criteria:

1. Academic Readiness: Students must have a minimum GPA of 3.0 overall and 3.3 in their major.
2. Writing Proficiency: Students must have completed W131 and W132 or their equivalents with a grade of B or higher prior to admission, as well as a 300-level composition class in French, German, or Spanish with a grade of B or higher.
3. Translation Readiness: Prior to admission into the Certificate program, students are required to demonstrate a minimum level of bilingual ability to be successful in the course work required for the certificate. Students will be admitted to the certificate after receiving a B or higher in their first translation course.

Completion Requirements

Students must complete certificate-related courses with an overall GPA of 3.0 or higher before qualifying for the internship or directed study. A grade of C in more than one course will make candidates ineligible for completion of the certificate.

Translation Competence

Upon completion of the course work for the certificate, students must demonstrate translation competence through one of two options: (1) completion of an internship in the target language, which includes a minimum of 20 pages of translated text. The student's academic language advisor will be responsible for recommending placement and mentoring in the internship program; or (2) completion of an independent translation project in the target language, which includes a minimum of 20 pages of translated text. The student's academic language advisor will be responsible for mentoring the student through this translation project. Mentors use a set of rubrics for scoring the final translation or internship project.

Course Requirements

Because sequencing of courses is important, students should consult with the director prior to admission into the program.

1. **Core Courses (9 cr.) a. Advanced Professional Writing (English) (3 cr.)**

- W331 Business and Administrative Writing
- W365 Theories and Practices of Editing

b. Advanced Grammar (3 cr.)

- F402 Introduction to Linguistics or F421 Fourth-Year French
- G445 Advanced Grammar
- S421 Advanced Spanish Grammar or S426 Introduction to Linguistics

c. Culture Course (3 cr.)

- F461 La France contemporaine
- G365 Deutsche Kultur Heute
- S411 Culture and Civilization of Spain or S412 Culture and Civilization of Latin America

2. Courses in Translation (15 cr.)

a. History and Theory of Translation (3 cr.)

- FLAC F350 Introduction to Translation Studies and Interpreting

b. Translation Practice (6 cr.)

- F330 Introduction to Translating French and English
- F423 The Craft of Translation
- G333 German Translation Practice
- G423 The Craft of Translation
- S323 Introduction to Translating Spanish and English
- S423 The Craft of Translation

c. Computers in Translation (3 cr.)

- FLAC F450 Computers in Translation

d. Terminology Studies (3 cr.)

- F326 French in the Business World
- G331 Business German I or G431 Advanced Business German

- S315 Spanish in the Business World or S319 Spanish for Health Care Personnel or S419 Spanish for Law Enforcement or S429 Medical Interpreting or
- S430 Legal Spanish

3. Internship or Directed Study (3 cr.)
a. Internship

- F493 Internship Program in French
- G493 Internship Program in German
- S493 Internship Program in Spanish

b. Directed Study

- F495 Individual Readings in French
- G498 Individual Studies in German
- S494 Individual Readings in Hispanic Studies

For complete information and application, go to liberalarts.iupui.edu/wlac/undergraduate/translation_studies.

Motorsports Studies

The Certificate in Motorsports Studies will serves student interests and community needs. The recently developed BS in Motorsports Engineering and the Motorsports Technology Certificate demonstrate high interest among IUPUI students in the motorsports industry. Indianapolis, "Racing Capital of the World," is the home of several major motorsports events, including the Indianapolis 500, the Brickyard 400, the NHRA Nationals and the MotoGP. The Indianapolis Motor Speedway has also hosted the US Grand Prix. The nearby cities of Evansville and Madison, Indiana, host important events on the American Boat Racing Association schedule, the Madison Regatta and "Thunder on the Ohio", respectively. A very large number of facilities throughout central Indiana and the mid-west in general host racing events on a regular basis. The motorsports industry has a significant influence on the social and economic fabric of central Indiana, the mid-west, the United States and, indeed, the world.

Students usually will enter the program fall semester, but may apply for spring semester under special circumstances. Admission to the program requires junior standing.

Motorsports Studies will make the decision on admission to the program.

Students currently enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Have earned 55 credit hours towards their degree at IUPUI
2. Have at least a cumulative 2.5 GPA

Students who have not enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Apply for Undergraduate Admission to IUPUI and specify the Motorsports Studies Certificate as their objective.
2. Have 55 credit hours of transferable work.
3. Have at least a cumulative 2.5 GPA

These four areas of emphasis will be available within the program:

- Motorsports Studies
- Communication and Public Relations
- Business, Finance, and Management
- Tourism and Event Management

The Certificate will be awarded after the student has completed 21 hours of coursework, which includes 9 hours of core courses in Motorsports Studies, 9 hours of focused electives, and a 3 credit capstone course. Each of these courses must be passed with a grade of C or above in order to count for the Certificate. Electives must be approved by the Motorsports Studies Director prior to registration.

Required Courses

MSPT Z100 Motorsports Studies (3cr)
MSTE 27200 Introduction to Motorsports (3cr)
One of the following (3cr):

- COMM C380 Organizational Communication
- ENG W231 Professional Writing Skills
- COMM G310 Introduction to Communication Research
- SOC R351 Social Science Research Methods
- a*nd* LIBA MSPT Z444Motorsports Studies Capstone **or** LIBA MSPT Z445 Motorsports Studies Internship

Note 1: Students may not "double count" required courses and courses in the different areas described below. For example, R351, Social Science Research Methods, will not be counted as both a required motorsports course and a course in the Motorsports Studies Emphasis. Note 2: The instructors of MSPT 100 and MSTE 27200 will collaborate to insure that these courses are complementary.
Electives

In order to complete one of the four areas of emphasis listed above, students will select 9 hours of electives in consultation with the Director of the Motorsports Studies.

The Motorsports Studies Capstone will be designed by the student in consultation with the Director of Motorsports Studies. The capstone will help students synthesize and demonstrate what they have learned while readying them for opportunities in the motorsports industry. The capstone may consist of either an internship with a motorsports related organization or significant research project.

The student's chosen emphasis will appear on the transcript.

*The following is a sample list of elective courses for each track **[1]***

Motorsports Studies Emphasis (3 courses/9 credits from the list below):

- HIST A421 Topics in United States History: History of Sports, Recreation, and Leisure (3cr)
- GEOG G310 Introduction to Communication Research ***or*** SOC R351 Social Science Research Methods (3cr)
- COMM C380 Organizational Communication (3cr)
- ENG W231 Professional Writing Skills (3cr)
- ECON E307 Economics of Sport (3cr)
- AFRO A303 Topics in African American and African Diaspora Studies (such as, Sport, Culture, and African Americans) (1-3cr)

- AMST A303 Topics in American Studies (1-3cr)
- WOST W300 Topics in Women's Studies (1-3cr)

Note: Although variable credits are available in some of the above listed courses, 9 total credits are required.

Communication and Public Relations Emphasis (3 courses from the list below):

- ENG W231 Professional Writing Skills (3cr)
- COMM C380 Organizational Communication (3cr)
- TCEM 231 Tourism and Hospitality Marketing (3cr)
- JOUR J219 Introduction to Public Relations (3cr)
- JOUR J340 PR Tactics and Techniques (3cr)
- JOUR J360 Understanding Sports Media (3cr)

Note: JOUR J360 is a temporary number.
[1] *Several of the courses listed have pre-requisites or require consent of the instructor. For example, W231, Professional Writing Skills, has a pre-requisite of W131, Elementary Composition 1 (and a grade of C or better), and E307, Economics of Sport, has a pre-requisite of E201 (Introduction to Microeconomics), sophomore standing, or consent of the instructor. 200 level Business courses have no pre-requisites; the 300 level Business courses have several pre-requisites. Students are encouraged to examine the IUPUI Campus Bulletin, to consult with their advisor, and to consult with the Director of Motorsports Studies prior to embarking on a course of studies that leads to a Motorsports Studies Certificate.*

Business, Finance, and Management Emphasis (3 courses from the list below):

- MSTE 31000 Business of Motorsports I (3cr)
- MSTE 31100 Business of Motorsports II (3cr)
- ENG W231 Professional Writing Skills (3cr)
- JOUR J360 Sports Marketing and Advertising (3cr)
- BUS M200 Marketing and Society: A Look at Roles and Responsibilities ***or*** BUS M300 Introduction to Marketing (3cr)
- BUS W200 Introduction to Business and Management (3cr)
- BUS F200 Foundations of Financial Management ***or*** BUS F300 Introduction to Financial Management (3cr)
- BUS P200 Foundations of Operations and Supply Chain Management ***or*** BUS P300 Introduction to Operations Management (3cr)

N*ote: JOUR J360 is a temporary number.*

Tourism and Event Management Emphasis (3 courses from the list below)

- ENG W231 Professional Writing Skills (3cr)
- TCEM 219 Management of Sport Events (3cr)
- TCEM 231 Tourism and Hospitality Marketing (3cr)
- TCEM 329 Sport Marketing (3cr)
- TCEM 362 Tourism Economics (3cr)

Chinese Studies

The certificate in Chinese Studies consists of eighteen (18) credit hours in Chinese Studies or related courses approved by the Program Director. Courses at the 100-level do not count toward the certificate. Certificate requirements include a minimum of three (3) credits in Chinese language at the 200-level or above; a minimum of three (3) credits in Chinese culture at the 300-level or above (either EALC E334 or E335); and the remaining credits in Chinese language, culture, history, and/or society, chosen from the following:

- C201-202: Second-Year Chinese I-II (3-3 cr.)
- C301-302: Third-Year Chinese I-II (3-3 cr.)
- C320: Business Chinese (3 cr.)
- C401-402: Fourth-Year Chinese (3-3 cr.)
- OVST-C 490: Study Abroad in China (3 cr.)
- E331: Traditional Chinese Literature (3 cr.)
- E333: Studies in Chinese Cinema (3 cr.)
- E334: Contemporary Chinese Cinema (3 cr.)
- E335: Studies in Chinese Martial Arts Culture (3 cr.)
- E351: Studies in East Asian Culture (3 cr.)*
- G485: Modern China (3 cr.)
- HIST-H 421: Topics in African, Asian, or Latin American History (3 cr.)*
- SOC-R 495: Sociology Study of China (3 cr.)

*Please note: E351 (Studies in East Asian Culture must focus on Chinese culture and H421 (Topics in African, Asian, or Latin American History) must focus on Chinese history in order for these two courses to be counted toward the fifteen required credits.

Theatre and Performance

The Undergraduate Program in Theatre and Performance consists of 18 credit hours of coursework, including a required Communication Studies Core of three core courses. All these courses must be passed with a grade of C or above in order to count for the Certificate.

Required core courses (9 credits):

- COMM T130 Introduction to Theatre (3 cr.)
- COMM T437 Creative Dramatics (3 cr.)
- COMM G300/G400 Independent Creative Project (3 cr.)

Select three of the following elective courses. (9 cr.):* Students will select the remaining 9 hours of electives in consultation with the department faculty advisor to narrowly tailor the program to individual student interest based upon the Independent Creative Project Proposal.

Theatre Emphasis

- COMM C 104 Voice and Diction (3 cr.)
- COMM T 133 Acting I (3 cr.)
- COMM T 205 Oral Interpretation (3 cr.)
- COMM G 300 Practicum in Debate and Forensics (3 cr.)
- COMM T 305 Advanced Oral Interpretation (3 cr.)
- COMM T 333 Acting II (3 cr.)
- COMM T 337 Theatre History I (3 cr.)
- COMM T 338 Theatre History II (3 cr.)
- COMM T 339 Directing (3 cr.)
- COMM T 431 Playwriting (3 cr.)

Drama/English Emphasis

- ENG L205 Introduction to Poetry (3 cr.)
- ENG L207 Women and Literature (3 cr.)
- ENG L245 Introduction to Caribbean Literature (3 cr.)
- ENG W302 Screenwriting (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)
- ENG L365 Modern Drama: Continental (3 cr.)
- ENG L366 Modern Drama: English, Irish, and America (3 cr.)
- ENG L370 Recent Black American Writing (3 cr.)
- ENG L379 Ethnic and Minority Literature of the United States (3 cr.)
- ENG L390 Children's Literature (3 cr.)
- ENG L433 Conversations With Shakespeare (3 cr.)
- CLAS C310 Classical Drama (3 cr.)

Anthropology/Women/Cultural Diversity Emphasis

- WOST W105 Introduction to Women's Studies (3 cr.)
- WOST W300 Topics in Women's Studies (3 cr.)
- HIST A355 African-American History (3 cr.)
- ANT E404 Field Methods in Ethnography (3 cr.)
- ENG L406 Topics in African-American Lit (3 cr.)
- MSTD A460 Museum Theatre (3 cr.)

*This is a sample list of elective courses.

To enroll in the Undergraduate Certificate in Theatre and Performance program, IUPUI students should do two things 1) complete an Application form in the School of Liberal Arts Student Affairs office (Cavanaugh Hall 401) and 2) fill out and mail this application form to the Communication Studies office (Cavanaugh Hall 309). Students who have less than 55 credit hours should consult with the Coordinator of the Undergraduate Certificate in Theatre and Performance Program.

Students who are currently enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Have earned 55 credit hours towards their degree at IUPUI
- Have at least a cumulative 2.0 GPA

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Apply for Undergraduate Admission to IUPUI and specify the Theatre and Performance Certificate as their objective.
- Have 55 credit hours of transferable work.
- Have at least a cumulative 2.0 GPA

Certificate in Human Communication in a Mediated World:

This 18-hour undergraduate certificate in Communication Studies gives students an opportunity to explore the communication challenges and opportunities inherent in the process of moving back and forth between face-to-face and mediated settings (online). The certificate, consisting of 5 online electives and one online required course, enables students to learn about the advantages and disadvantages of communicating in mediated environments as they learn in that environment. The goal of the certificate is to help students become more competent in choosing and using the appropriate communication strategies for specific messages and situations.

The Human Communication in a Mediated World online certificate provides a wide range of electives and one core course designed for people who want to become more proficient in communicating or designing messages for specific audiences by using a combination of face-to-face and mediated communication strategies.

Students must consult with an academic advisor to begin the Certificate process.

Africana Studies

Undergraduate students who are enrolled at IUPUI may apply for an undergraduate certificate in African Studies if they meet the following criteria:

- have completed at least 55 credit hours toward their degree at IUPUI
- have earned a cumulative GPA of 2.5

Students who have not enrolled at IUPUI and specify the Undergraduate Certificate in African Studies may be considered for this certificate if they meet the following criteria:

- apply for Undergraduate Admission to IUPUI and specify the Undergraduate Certificate in African Studies as their objective (Admissions Office: [317] 274-4591 or apply@iupui.edu).
- have 55 credit hours of transferable work
- have earned a cumulative GPA of 2.5

Students who have already completed undergraduate degrees can apply for the undergraduate certificate.

Total requirement: 18 credit hours. The minimum grade that will be accepted in any single course is C.

- AFRO A152 Introduction to African Studies (3 cr.)
- AFRO A200 Research in African and African American Studies (3 cr.) or
- AFRO A495 Individual Readings in Afro-American Studies (1-3 cr.)
- HIST H227 African Civilizations (3 cr.)
- POLS Y338 African Politics (3 cr.)
- ANTH E310 Cultures of Africa (3 cr.)
- HIST H421 Topics: Peoples and Cultures of Africa (3 cr.)
- HIST H421 Topics: Modern Africa (3 cr.)

- ENG L411 South African Literature and Society (3 cr.)
- ENG L382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- HER H351 African Art I (3 cr.)
- HER H352 Aftican Art II (3cr.)
- REL R328 Afro-Diasporic Religions (3 cr.)
- SWK S300 Global Human Rights and Cultural Competency Skills (3 cr.)
-

Associate's Degree Program

The Associate of Arts (A.A.) is a 62 credit hour program that is essentially the first two years of the Bachelor of Arts program. Students are expected to meet the degree requirements in effect on the date of their admission to the IU School of Liberal Arts. However, should the requirements change after that date, students have the option of choosing the new requirements with the approval of the Miriam Z. Langsam Office of Student Affairs.

Students intending to use the A.A. degree as the first two years of a B.A. degree should work with the A.A. Advisor, in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401), to select courses that will also apply to the B.A. degree.

Requirements

Candidates for the Associate of Arts must satisfy three types of requirements: general education requirements, distribution requirements, and concentration requirements.

I. General Education Requirements (62 cr.)

- 62 credit hours of regular university courses,
- a minimum grade point average of 2.0 (C),
- completion of at least 30 credit hours in residence at any Indiana University campus with at least 15 credit hours of the concentration at IUPUI,
- courses taken under the Pass/Fail option may not be applied toward the A.A. degree,
- by special permission from the Miriam Z. Langsam Office of Student Affairs, a maximum of 6 credit hours may be taken by correspondence through the Independent Study Division.

II. Distribution Requirements (44 cr.)

All students must complete the following:

First-Year Experience (1-3 cr.)
See B.A. distribution requirements for acceptable courses. (Transfer students with 18 credit hours are not required to take this course.)

English Composition (6 cr.)
Competency in English composition is required. Each course for this requirement must be completed with a minimum grade of C (2.0). This requirement may be satisfied in the following ways:

- by completing ENG W131 (or Honors ENG W140) and ENG W132 (or Honors ENG W150 or ENG W231);
- by testing out of ENG W131 through the IUPUI English Placement Exam and completing ENG W132 or ENG W231;
- for transfer students, by completing course work equivalent to ENG W131 and ENG W132 (or ENG W231) at another campus or institution.

Speech Communication (COMM) R110 (3 cr.)
Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the Department of Communication Studies in Cavanaugh Hall 309 or call (317) 274-0566.

Language (10 cr.)
This requirement may be satisfied by completing first-year courses with passing grades or by completing a second- or third-year course. See B.A. distribution requirements for more detailed information.

Analytic Skills (3 cr.)
See B.A. distribution requirements for acceptable courses.

Natural Sciences (9 cr.)
See B.A. distribution requirements for acceptable courses. (One course should be a laboratory course and no more than 5 credit hours should be in geography if students plan to complete the B.A. degree.)

Arts and Humanities (6 cr.)
See B.A. distribution requirements for acceptable courses.

Social Sciences (6 cr.)
See B.A. distribution requirements for acceptable courses.

III. Concentration Requirements (18 cr.)

The purpose of the concentration is to provide students with a focus in a single discipline/area, which may or may not include course work that fulfills requirements for a particular major for the Bachelor of Arts degree. See the A.A. advisor in the Miriam Z. Langsam Office of Student Affairs if you need assistance selecting a concentration and if you plan to pursue a B.A. degree.

The student may concentrate in either Option I, the Arts and Humanities, or Option II, the Social Sciences, explained below. Courses counted toward the distribution requirements cannot be counted toward the 18 credits in the concentration area.

Option I: Arts and Humanities: Complete both A and B below.

A grade of C or higher is required in each course.

A. Students choose one discipline in the Arts and Humanities and take 12 credit hours in that discipline (see the disciplines listed under ‘‘Arts and Humanities’’ in the ‘‘B.A. Distribution Requirements’’—students cannot concentrate in fine arts for the A.A. degree).

B. Students complete 6 credit hours of course work in other disciplines listed under ‘‘Arts and Humanities.’’ These courses may be in a single discipline or in more than one discipline. However, any particular course cannot count toward both distribution requirements and the concentration requirements.

Option II: Social Sciences: Complete both A and B below.

A grade of C or higher is required in each course.

A. Students choose one discipline in the Social Sciences and take 12 credit hours in that discipline. (See the disciplines listed under ''Social Sciences'' in the ''B.A. Distribution Requirements''—students cannot concentrate in psychology or linguistics for the A.A. degree).

B. Students complete 6 credit hours of course work in other disciplines listed under ''Social Sciences.'' These courses may be in a single discipline or in more than one discipline. However, no specific course can be used to satisfy both distribution requirements and the concentration requirements.

Undergraduate Programs

The IU School of Liberal Arts offers a four-year Bachelor of Arts degree in a number of disciplines, a Bachelor of Science in American Sign Language degree, a two-year Associate of Arts degree, and a variety of structured minors and certificate programs for students pursuing Liberal Arts or other degrees. At the heart of the school's programs are the following:

Programs	BA/BS	AA	Certificate	Minor
Africana Studies	BA		Certificate	
American Sign Language	BS		Certificate	
American Studies				Minor
Ancient Greek & Latin				Minor
Anthropology	BA			Minor
Arabic, Islamic Studies				Minor
Arts & Humanities		AA		
Business & Professional Writing				Minor
Chinese Studies			Certificate	Minor
Classical Studies				Minor
Communication Studies	BA			Minor
Economics	BA			Minor
English	BA			
English, Creative Writing	BA			Minor
English, Film Studies	BA			Minor
English, Linguistics	BA			Minor
English, Literature	BA			Minor
European Studies				Minor
French	BA			Minor
French+Engineering	BA/BS			
Geographic Information Science			Certificate	
Geography	BA			Minor
German	BA			Minor
German+Engineering	BA/BS			
History	BA			Minor
History, European	BA			Minor
History, Non U.S. Non-European	BA			Minor
History, Thematic	BA			
History, U.S.	BA			Minor
Human Communication in a Mediated World			Certificate	
Individualized Major	BA			
International Studies	BA			Minor
Italian				Minor
Japanese Studies				Minor
Legal Studies				Minor
Medical Humanities and Health Studies				Minor
Motorsport Studies			Certificate	
Museum Studies			Certificate	
Paralegal Studies			Certificate	
Philanthropic Studies	BA			Minor
Philosophy	BA			Minor
Political Science	BA			
Pre-Law Political Science	BA			
Religious Studies	BA			Minor
Sociology	BA			Minor
Sociology, Medical				Minor
Spanish	BA			Minor
Spanish+Engineering	BA/BS			

Theatre and Performance	Certificate	
Translation Studies	Certificate	
Women's Studies		Minor
Writing and Literacy	BA	

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Statement of Goals
Graduates of the IU School of Liberal Arts should exemplify the ideals of a liberal arts education and the University's "Principles of Undergraduate Learning."

Students should be broadly educated across the disciplines and well trained in a particular major. They should have: (1) proficiency in reading, writing, and speaking skills; (2) competence in quantitative, language, and analytic skills; (3) a broad-based experience in the humanities, social sciences, and natural sciences; and (4) a major area of study. Although faculty and counselors are available to help students acquire these proficiencies and attitudes, learning must be self-motivated. To be taught, one must first be interested in learning. A liberal arts education, therefore, is the responsibility of the individual student.

By graduation, a liberal arts education should have provided the opportunity for a student to attain the IUPUI "Principles of Undergraduate Learning," which are:

- Core Communication and Quantitative Skills: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.
- Critical Thinking: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. Students who demonstrate critical thinking apply the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting their thinking, beliefs, and actions based on new information.
- 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.
- 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.
- 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.
- Values and Ethics: The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

Minors

- Africana Studies
- American Studies
- Anthropology
- Arabic and Islamic Studies
- Business
- Business and Professional Writing
- Chinese Studies
- Classical Studies
- Communication Studies
- Cultural Diversity
- Economics
- English
- French
- Geography
- German
- German Culture
- Germanic Language Skills
- Global Economics
- History
- International Studies
- Japanese Studies
- Latin
- Legal Studies
- Medical Humanities and Health Studies
- Medical Sociology
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Rhetorical Studies
- Sociology
- Spanish
- Urban Studies
- Women's Studies

Africana Studies

Minor in Africana Studies

The minor requires 15 credit hours in Africana Studies. All minors must take A140 Introduction to African and African Diaspora Studies. Additionally, they must take either A200 Research methods in African and African Diaspora Studies or A306 Globalization, Struggle and Empowerment in the African Diaspora. The remaining 9 credit hours may be selected from a list of Africana Studies program or Africana Studies related elective courses offered by various Liberal Arts departments. If students wish to do so, they can concentrate their 9 credits of coursework in one of three areas: Africa; Latin America & the Caribbean; or North America.

The minor in Africana Studies has four distinct, yet interrelated, objectives. First, Africana Studies offers instruction in a wide range of empirical research and scholarship related to the life and culture of peoples who comprise the African diaspora. Second, it provides an additional academic base of students who wish to pursue graduate or professional training in the arts and humanities, behavioral and social sciences, law, medicine, education, and public administration. Third, Africana Studies presents

important information that will be useful to both students and the larger public about the necessity and tools for acquiring political and economic power for successful community development. Finally, it provides students with a crucial global perspective that will prepare them to live successfully in a multiracial, multiethnic, and multicultural world.

Requirements The minor in Africana Studies requires 15 credit hours, distributed as follows:
Required Courses (9 cr.)
Elective Courses (6 cr.)
Students may select up to 6 credit hours from the following courses offered by the Africana Studies Program or SLA departments listed.

Department Electives

- ANTH E300 African American Culture
- NELC A131-A132 Beginning Arabic I and II
- ENG L370 Black American Writing
- ENG L406 Topics in African American Literature
- FOLK F394 Afro-American Folklore
- GEOG G424 Geography of Africa
- HIST E432 History of Africa II
- MUS M393 History of Jazz
- MUS M394 Black Music in America
- SOC R461 Race and Ethnic Relations
- SPAN S117-S118 Basic Spanish
- WOST W300 Black Women Writers

American Studies

The minor in American studies offers students the opportunity to understand the American experience in a broader context than is usually possible through the study of a single discipline. More specifically, it provides students with courses that focus on matters that have been traditionally at issue in the study of American civilization and culture.

Required are two general courses (A301 and A302) that treat the broad questions of American identity and American community. These will provide underpinnings for the remaining 9 credit hours of course work. A special feature of this program is the senior tutorial, which gives students the opportunity to engage in in-depth research under the guidance of an American studies faculty member.

Students enrolled in the American studies minor program will be required to complete 15 credit hours of upper-level course work, including the senior tutorial, which attempts to synthesize the other courses and the student's particular interests in the field of American studies.

As a prerequisite, students must complete History H105 and H106 or provide evidence of knowledge of a general outline of the history of the United States; however, these courses do not count toward minor credit. A student's minor program will be developed in consultation with American studies faculty members and the student's American studies advisor. The student will be required to complete the following program:

- A301 The Question of American Identity (3 cr.)
- A302 The Question of American Community (3 cr.)
- Two additional courses at the 300 or 400 level offered under the American studies rubric or cross-listed in American Studies (6 cr.)
- A499 Senior Tutorial (3 cr.)

Anthropology

A minor in anthropology provides basic training in three areas: an overview of anthropological inquiry, understanding of ethnic and cultural behavior, and understanding of a selected conceptual area in anthropology.

Requirements for a minor include a minimum grade of C in 15 credit hours of anthropology courses, selected in consultation with an anthropology faculty advisor from the following:

- 6 credit hours in introductory anthropology: A103 (or A303) Human Origins and Prehistory A104 (or A304) Cultural Anthropology
- Three other courses in anthropology at the 300-400 level, in consultation with an advisor.

Cultural Diversity

This minor is oriented toward two groups of students. First, it provides a comparative framework for liberal arts and science majors for whom the study of culture, race, ethnicity, or gender overlaps their own disciplines. Second, it serves students in such fields as education, nursing, social work, business, medicine, public affairs, and law who wish to build a multi-cultural perspective into their professional practice.

Courses for the minor explore the genesis and transformation of racial and ethnic categories; the relationship of culture and biology; processes of acculturation and pluralism; the evolution of scholarly thought on human diversity; and ultimately, how it is that any of us comprehends others.

Requirements for the minor are a minimum grade of C in 15 credit hours of course work as follows:

- 6 credits hours of introductory anthropology: A103 and A104.
- 6 credits hours of general courses on diversity, through two of the following courses: B370, E402, and E457.
- 3 credit hours of electives chosen in consultation with the minor advisor from a list of approved courses. This list is on file in the departmental office and includes courses from both anthropology and many other disciplines that concern diversity in general, or specific gender, ethnic, cultural, or other such groups.

Communication Studies

Note: Students selecting any of the minors below must consult with a department academic advisor. Minors require 15 credit hours, at least 6 of which must be taken at IUPUI.

1) Communication Arts

A generalist minor for anyone wishing an acquaintance with liberal arts from a communication perspective.

Required: COMM G100, plus 12 elected credit hours. The 12 credit hours should be elected in consultation with, or approved by, a departmental academic advisor; the credit hours must be from at least two areas within the department curriculum (areas prefixed C, M, R, T); and, at least 6 credit hours must be from the 300 level or above. COMM R110 may not count toward the minor.

2) Media Studies

Designed to accommodate students interested in media production and/or media aesthetics. In both options students will gain an understanding and appreciation of media as conveyors of meaning, cultural artifacts, and art forms.

Students wishing to minor in media studies will choose 15 credit hours from one of the two options outlined below. Both options require COMM M150, plus 12 credit hours from one of the two groups, of which 6 credit hours must be at the 300 level or above:

Media Production

- COMM M210 Media Message Design
- COMM M220 Electronic Graphic Production
- COMM M221 Electronic Media Production
- COMM M290 Video Production Workshop
- COMM M461 Production Problems in Communication Media
- COMM M463 Advanced Graphic Technique
- COMM M464 Advanced Audio Technique
- COMM M465 Advanced Video Technique
- COMM M466 Television Direction

Media Aesthetics

- COMM M215 Media Literacy
- COMM G391 Seminar (in media)
- COMM M370 History of Television
- COMM M373 Film and Video Documentary
- COMM M462 Television Aesthetics and Criticism

Up to 6 credit hours from other courses approved by the departmental curriculum committee.

3) Organizational Communication

Provides students with the opportunity to develop knowledge and communication competencies applicable in a wide variety of profit and nonprofit organizations.
Required (15 credit hours): COMM C380 and 12 credit hours elected from COMM C180, COMM M150, COMM C228, COMM R320, COMM R321, COMM C325, COMM C328, COMM C392,COMM C394, and COMM G499. Of these 12 hours, at least 3 must be at the 300 level or above.

4) Rhetorical Studies

Students who minor in rhetorical studies will develop an understanding of symbols and symbolic form and how they influence human behavior. Students will consider the classical foundations of the study of rhetoric and have the opportunity to critically and carefully evaluate persuasive messages from a variety of perspectives. Emphasis is on becoming a more critical consumer and effective, ethical producer of communication in its oral and written forms.

Required: COMM R310 Rhetoric, Society and Culture. 12 credit hours of R classes, not including COMM R110. Students may also select COMM G391 Seminar or COMM G300 Independent Study (in rhetoric) with department approval.

5) Theatre

Provides knowledge and skills for teaching and lays the basis for further study in acting, theatre directing, youth theatre, and playwriting.

Required for General Theatre Minor (15 credit hours): 12 credit hours elected from COMM T130, COMM T133, COMM T337, COMM T338, and COMM T339. Remaining 3 elective credit hours in theatre courses must be at the 300 level or above.
Required for Youth Theatre Minor (15 credit hours): COMM T130, COMM T133, COMM T336, COMM T437, and COMM T440.

Economics

A minor in economics is a logical supplement to programs in business, engineering, technology, health services, science, and the social sciences. A knowledge of economic theory, economic institutions, and how economic policy is formed is necessary for students preparing for careers in law, science, government, or any area that uses the scarce resources of our society.

Requirements

The requirements for a minor in economics are as follows:

- 15 credit hours in economics courses to include E201 and E202 and three 300- or 400-level courses. (E270 may be substituted for one of the 300- to 400-level courses.)
- Residency requirements: 9 credit hours of the minor must be completed at IUPUI.
- Grade requirement: The grade in each course submitted for the minor must be C (2.0) or higher.

Business

Including a minor is an excellent way to enhance your undergraduate academic experience as well as your resume. Students pursuing an economics major have the econ pre-requisites that are needed for a business minor. If you are interested in pursuing the business minor please contact Indiana University Kelley School of Business Undergraduate Program, 801 West Michigan Street, Indianapolis, IN 46202-5151, phone (317)274-2147 or (317)274-2467. Detailed information about the minor can be found at http://kelley.iupui.edu/undergrad/academics/minor.cfm.

Business and Professional Writing

A business and professional writing minor equips students to function effectively as writers in occupations ranging from business and industry to applied sciences, education, environmental affairs, government, health fields, and law.

This minor represents cooperation among the School of Liberal Arts, the School of Engineering and Technology, the Kelley School of Business, and the School of Journalism.

English courses must make up at least 10 credit hours of the minor; students are encouraged to take 3-6 credit hours outside English. At least 9 credit hours of the minor must be at the 300-400 level. Students must have a 2.5 or higher average in the 15 credit hours of the minor and a minimum grade of C in each course for the minor. Students pursuing this minor should work with a faculty advisor in planning their courses and developing their writing portfolios.

Prerequisite: W131 with a grade of C or higher, and a second writing course, such as English W132, W231, Technical Communication TCM 220, or Business X204
Five elective courses: English W313, W315, W320, W331 or TCM 340, W365, W396, W411, W412, E398, Z204; TCM 320, 350, 425, 450; Journalism J319, J320, J390, J415

One-credit portfolio course: English W411 (until a new course number is approved) Each student doing the minor will work with a faculty advisor to develop a writing portfolio. Students should sign up for this course the semester they complete the minor, or the following semester; students may work with the faculty advisor informally before taking the portfolio course.

Geography

The minor requires 15 credit hours in geography. All minors must take GEOG G107 and either GEOG G110 Introduction to Human Geography or GEOG G130 World Geography. The remaining 9 credit hours may be selected from any geography course at the 300 level or above.

History

Requirements

Fifteen credit hours of courses in history above the 200 level (6 credit hours completed at IUPUI), with a minimum grade of C in each course. The course work must be distributed as follows:

- 9 credit hours in either U.S. History (A-prefix courses), European History (B-C-D-prefix courses), or African/Asian/Latin American History (E-F-G-prefix courses). H-prefix courses are special topics, and their application to the above categories must be determined individually.
- 3 credit hours in the second of the areas not selected above.
- credit hours in the third of the areas not selected above.

International Studies

The minor in international studies is a 15 credit hour interdisciplinary minor housed within the School of Liberal Arts.

The requirements are as follows:

- Core course: I100 Introduction to International Studies (3 cr.)
- “Windows on the World” requirement from one of the following four courses:
- ANTH A104/A304 Introduction to Cultural Anthropology (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H109 Perspectives on the World Since 1800 (3 cr.)
- POLS Y219 Introduction to International Relations (3 cr.)

- Foreign language competency: completion of the second year of a modern foreign language (or the equivalent).
- Electives (9 cr.): any courses selected from the approved international studies area and thematic concentrations course list as long as they come from at least two different departments. Students might wish to complete these 9 credits from one of the specific area or thematic concentrations to facilitate transferring to the major later. Completing the courses from one area or thematic concentration is not, however, required for the minor.

Legal Studies Minor

Advisor: Assistant Professor David Weiden, Department of Political Science, Academic Advising, Cavanaugh Hall 503D, (317) 278-7558
Law and the institutions associated with it are of great and growing importance in modern society. Law and legal institutions define relationships among individuals, shape and are shaped by public policies, and express cultural values and traditions as well as conflicts over those values and traditions.

The minor in legal studies provides students with an opportunity to study law and its relationship to society from a variety of perspectives. Whether students are interested in law as a potential career or are interested in law only as an important aspect of modern society, the courses they take to satisfy the minor may help them satisfy that interest. The minor also provides official recognition of students’ pursuit of this multidisciplinary field of study.

The minor consists of 15 credit hours and has to be satisfied by taking courses from more than one department or program. Students must complete 12 credit hours of upper-level course work chosen from the list of approved courses below and 3 credit hours in a required introductory-level course. Each course must be completed with a semester grade of C or higher in order to apply it toward the minor.

Required Course

POLS Y211 Introduction to Law (3 cr.)

Additional Courses (12 credit hours from the following):

- AMST A303 Topic: Law and American Culture (3 cr.)
- HIST A325 American Constitutional History I (3 cr.)
- HIST A326 American Constitutional History II (3 cr.)
- HIST A421 Topic: American Legal History (3 cr.)
- JOUR J300 - Communications Law (3 cr.)
- PHIL P383 Philosophy of Law (3 cr.)
- POLS Y304 Constitutional Law (3 cr.)
- POLS Y305 Constitutional Rights and Liberties (3 cr.)
- POLS Y320 Judicial Politics (3 cr.)
- PSY B375 Psychology and the Law (3 cr.)
- SPEA V376 Law and Public Policy (3 cr.)
- SPEA V408 - Community and the Constitution (3 cr.)
- WOST W300 Topic: Women and the Law (3 cr.)

Students who have questions about the legal studies minor, or who wish to declare and pursue the minor, should contact the advisor for legal studies, Assistant Professor David Weiden, Cavanaugh Hall 503E, (317) 278-7558.

Medical Humanities and Health Studies

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care.

A survey of the relevant issues to be addressed during the course of study in the minor includes

- human values and ethics in decision making;
- the idea of preventive and holistic health and health care;
- patient care as an art form and scientific endeavor;
- the relation among ecology, economy, and health care;
- the relation between cultural and social systems and health and health care;
- the connection between health care systems and good health;
- the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care;
- the meanings of suffering, illness, and dying;
- the role of technology in improving care but creating a legacy of dehumanization of patients; and
- the role of the consumer in the health care system.

The minor entails successful completion of a minimum of 15 credit hours, distributed as follows:

Required Core Course

MH301 Perspectives on Health, Disease, and Healing (3 cr.) The course utilizes the perspectives of the humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying, as well as the art and science of healing.

Required Exit Course

MH495 Independent Project Seminar in the Medical Humanities and Health Studies (3 cr.) Each student pursuing a minor degree in the Medical Humanities and Health Studies Program who has completed at least 9 credit hours toward the degree will take a seminar or be given the opportunity to develop a research or applied project related to the interests of the Medical Humanities and Health Studies Committee. This seminar or project will allow the student to apply the knowledge gained from the course work taken in the Medical Humanities and Health Studies Program, serving to tie together the humanistic and social scientific bases of health care in a directed endeavor of interest to the student. The student should contact the chairperson to arrange the details of this independent project.

Electives (3 courses/9 credits)

At least 3 credits from each of both

- Humanistic perspectives
- Social Science perspectives

An additional 3 credits chosen from the above categories or from

- Other electives

Humanistic Perspectives on Health Care

Communication Studies
- C392 Health Communication (3 cr.)
- C410 Health Provider–Consumer Communication (3 cr.)

Philosophy
- P393 Biomedical Ethics (3 cr.)

English
- L431 Literature and Medicine (3 cr.)

History
- H364 History of Medicine and Public Health (3 cr.)
- H374 History of Science and Technology II (3 cr.)
- H425 Topics in History: Humanitarian Assistance (3 cr.)

Philosophy
- P393 Biomedical Ethics (3 cr.)

Religious Studies
1. R384 Religion, Ethics and Health (3 cr.)

Sociology
- R327 Sociology of Death and Dying (3 cr.)

Social Scientific Perspectives on Health Care

Anthropology
- A337 African American Health Care (3 cr.)
- A460 Diseases in Human Evolution (3 cr.)
- B370 Human Growth and Development (3 cr.)
- B480 Human Variation (3 cr.)
- E421 The Anthropology of Aging (3 cr.)
- E445 Medical Anthropology (3 cr.)

Economics
- E307 Current Economic Issues: Health Economic Issues (3 cr.)
- E387 Health Economics (3 cr.)

Sociology
- R285 AIDS and Society (3 cr.)
- R321 Women and Health (3 cr.)
- R381 Social Factors in Health and Illness (3 cr.)
- R382 Social Organization of Health Care (3 cr.)
- R410 Alcohol, Drugs, and Society (3 cr.)
- R415 Sociology of Disability (3 cr.)
- R485 Sociology of Mental Illness (3 cr.)

Other Electives

The remaining 3 credit hours of electives may come from the courses above or the following courses:

Medical Humanities and Health Studies
- MH492 Topics in Medical Humanities and Health Studies (3 cr.)
- MH498 Readings in Medical Humanities and Health Studies (1-3 cr.)

Nursing
- S474 Applied Health Care Ethics (3 cr.)

SPEA
- H316 Introduction to Environmental Health (3 cr.)
- H320 Introduction to Health Administration (3 cr.)
- H322 Principles of Epidemiology (3 cr.)
- H354 Health Economics (3 cr.)
- H420 Health Policy (3 cr.)

Note: Other courses may be accepted upon approval of the Medical Humanities and Health Studies Committee. See the Medical Humanities and Health Studies Committee chairperson for information.

Philanthropic Studies

Philanthropic Studies provides a theoretical framework and practical knowledge about voluntary action and organizations that support the giving of "time, talent, and treasure" in society. The undergraduate minor explores the cultural traditions of voluntary action through a variety of disciplinary perspectives and course options. This minor will complement other Bachelor's degrees and assist students seeking entry-level positions in philanthropy and nonprofit organizations, as well as roles in the business and government sector. The minor in Philanthropic Studies is well suited for students who want to integrate their commitment to working with others into their work or career.

A minor in Philanthropic Studies (PHST) requires satisfactory completion of the following requirements:

Completion of properly distributed credit hour requirements for the baccalaureate degree in effect when the student was admitted to their home school.
Completion of 15 credit hours, with a minimum grade of C in each course.
Contact the program or your advisor to complete the necessary paperwork to officially declare the minor.
Complete a minor declaration form in the School of Liberal Arts, Student Affairs Office, Cavanaugh Hall 401.
Minor Requirements:

_____ **Choose one of the following core courses** (3 cr.):

PHST-P105: Giving and Volunteering in America
PHST-P201: Introduction to Philanthropic Studies
_____ **Choose one of the following core course** (3 cr.):

PHST-P210: Philanthropy and the Social Sciences
PHST-P211: Philanthropy and the Humanities
PHST-P212: Philanthropy and Civic Engagement
_____**Choose three courses from the list of courses below** (9 cr.):

PHST-P301: The History of and Contemporary Approaches to Philanthropy
PHST-P330: Topics in Philanthropic Studies
PHST-P375: Philanthropy, Calling, and Community
PHST-P401: Ethics and Values of Philanthropy
PHST-P430: Topics in Philanthropic Studies
PHST-P490: Internship in Philanthropic Studies (by permission only)
ANTH-E411: Wealth, Exchange, and Power in Anthropological Perspectives
ENG-L373: Interdisciplinary Approaches to American Literature: Philanthropy and Literature
HIST-H415: Philanthropy in the West
REL-R379: Religion and Philanthropy
SPEA-V362: Nonprofit Management and Leadership
SPEA-V458: Fund Development for Nonprofit Organizations
SOC-R330: Community

Philosophy

Requirements

A minimum of 15 credit hours in philosophy, including:

1. One course from each of at least two of these three groups of basic courses:

- Group A: P110, Intro. to Philosophy; S110, Intro. to Philosophy - Honors.
- Group B: P120, Ethics; S120, Ethics - Honors.
- Group C: P162, Logic; P265, Introduction to Symbolic Logic.

2. A minimum of 6 credit hours at the 300 level or above.

3. A minimum grade of "C" (2.0) in each course.

Political Science

The political science minor consists of 15 credit hours with a concentration in one of five areas: American government, public policy, political theory, comparative politics, or international relations.

Only courses with a grade of C or higher are acceptable. Six of the 15 credit hours must be completed in residence. Students must file with the Department of Political Science their declaration of intent to complete a minor. Records are not kept anywhere else.

American Government
Y103, 6 credit hours from 300-level courses in American government or Y200, and 6 credit hours of political science electives in other areas

Public Policy
Y213, 6 credit hours from 300-level courses in public policy, and 6 credit hours of political science electives in other areas

Political Theory
Y215, 6 credit hours from 300-level courses in political theory, and 6 credit hours of political science electives in other areas

Comparative Politics
Y217, 6 credit hours from 300-level courses in comparative politics, and 6 credit hours of political science electives in other areas

International Relations
Y219, 6 credit hours from 300-level courses in international relations, and 6 credit hours of political science electives in other areas

Interdisciplinary Minors and Certificates
The department offers three minor and/or certificate programs: legal studies (minor), paralegal studies (certificate), and pre-law (variable program of study). Information about these can be found on their respective pages in this bulletin.

Religious Studies

A minor in religious studies, recorded on a student's transcript, will ordinarily require that the student fulfill 15 credit hours in courses in the department, divided as follows: 15 credit hours from the departmental curriculum approved by the departmental advisor; at least 3 of these credit hours must be taken at the 100/200 level and 6 at the 300/400 level. To declare a minor, students should contact the departmental advisor.

Sociology

A general minor in sociology will allow students in a variety of fields to expand their liberal arts education within an area that complements their general major or program of professional training.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI), with a grade of C (2.0) or higher:

- R100 Introduction to Sociology (3 cr.)
- 12 additional credit hours of sociology courses will be required, with 6 of those credit hours at the 200-400 level.

Medical Sociology

Considering the unique resources and needs of IUPUI, the Department of Sociology offers a minor in medical sociology. This program is designed to lead to a general understanding of the social context of health, health care, and the delivery of medical services and should be of special interest to all students majoring in health-related specialties.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI), with a grade of C (2.0) or higher:

- R100 Introduction to Sociology (3 cr.)

One course selected from the following:

- R381 Social Factors in Health and Illness (3 cr.) or R382 Social Organization of Health Care (3 cr.)
- 9 additional credit hours of sociology courses selected from the following:
- R285 AIDS and Society, R320 Sexuality and Society, R321 Women and Health, R327 Sociology of Death and Dying, R415 Sociology of Disability, R485 Sociology of Mental Illness

Urban Studies

The minor in urban studies offers students an opportunity to develop a well-rounded and basic understanding of the components of urban life and of the forces that are shaping its future. Further, it provides students with a basic knowledge and understanding of the major factors that not only have contributed to the present but will also affect the future of the physical, internal, and social structure of our cities and metropolitan areas.

To achieve this goal, the minor in urban studies must be interdisciplinary in nature. In such a program, the student approaches the complexity of urban life from the perspective of economics, geography, history, political science, sociology, anthropology, and general urban and regional planning analysis.

To complete the minor, the student must successfully complete 15 credit hours in School of Liberal Arts urban studies courses. The student may count any combination of approved urban studies courses toward the minor as long as no more than two courses are in the same department. The following courses are acceptable as urban studies courses.

- Anthropology E380 Urban Anthropology (3 cr.)
- Economics E323 Urban Economics (3 cr.)
- Geography G314 Urban Geography (3 cr.)
- History A347 American Urban History (3 cr.)
- Political Science Y308 Urban Politics (3 cr.)
- Sociology R329 Urban Sociology (3 cr.)
- Sociology R330 Community (3 cr.)

Women's Studies

Students develop a program of study in consultation with the director of the Women's Studies Program.

Requirements

Generally, the minor in women's studies requires 16 credit hours as follows:

- W105 Introduction to Women's Studies (3 cr.)
- 12 credits in Women's Studies or crosslisted classes (divided between the humanities, natural sciences, social sciences, and/or other)
- W499 Colloquium in Women's Studies (1 cr.)

Cross-listed undergraduate courses are listed under OneStart. They have included:

- AFRO A303 Deconstructing Barbie
- ANTH E391 Women in Developing Countries
- ANTH E403 Women of Color in the U.S.
- BIOL N200 Biology of Women
- COMM C395 Gender and Communication
- COMM R350 American Feminist Rhetoric
- ECON E307 Family Economic Issues
- ENG L207 Women in Literature
- ENG L378 Studies in Women and Literature
- FOLK F363 Women's Folklore/Folklife/Museums
- HER H304 Women in Art
- HIST A341 United States Women's History I
- HIST A342 United States Women's History II
- JOUR J475 Race, Gender and the Media
- LSTU L385 Class, Race, Gender, & Work
- MUS Z320 Women Musicians
- POLS Y324 Women and Politics
- POLS Y380 Women and the Law
- PSY B376 Psychology of Women
- REL R301 Women and Religion
- REL R398 Women in American Indian Religions
- SOC R321 Women and Health
- SOC R325 Gender and Society
- SOC R425 Gender and Work
- WLAC F400 Islam, Gender, and Conflicts

English

The English department offers minors in these areas:

- Literature
- Writing

- Creative Writing
- Business and Professional Writing
- Linguistics
- Film Studies

Students intending to pursue a minor should declare such an intention in a letter or e-mail to the associate chair for students and arrange for an initial conference with a departmental advisor to plan the program of study. As with the major, students need to earn at least a C in each course for certification of the minor by the English department.

Minor in Literature

The minor in literature introduces students to the skills of interpretation and critical thinking and provides some familiarity with British and American literature.

Prerequisite: ENG L115 with a grade of C or higher

Requirements: total of 15 credit hours (five courses), which include:

- One course from the following: ENG L202, ENG L203, ENG L204, or ENG L205
- One survey of British literature (ENG L301 or ENG L302) and one survey of American literature (ENG L351, ENG L352, or ENG L354)
- Two elective courses in literature, at least one of which must be at the 300 or 400 level

Minor in Writing

The minor in writing is designed to help students develop their abilities to write for a range of purposes: personal, civic, professional, and academic. Students pursuing this minor should work with a faculty advisor in planning their courses and developing their writing portfolios.

The minor requires 16 credit hours. At least 9 hours must be at the 300-400 level, and at least 10 hours must be in the English department. Students must have a 2.5 or higher grade point average in the 16 hours of the minor and a minimum grade of C in each course for the minor.

Prerequisites: ENG W131 and a second writing course that counts in the student's degree program, such as ENG W132, ENG W231, or ENG W320; TCM 220; or BUS X204 (both with a grade of C or higher)

Electives: Choose 15 credit hours from the following:

- ENG W210, ENG W260, ENG W310, ENG W313, ENG W315, ENG W320 (if not used as second writing course), ENG W331, ENG W365, ENG W366, ENG W390, ENG W396, ENG W400, ENG W411, ENG W412, ENG W426, ENG E398, ENG G204
- One creative writing course, chosen from ENG W206, ENG W207, ENG W208, ENG W301, ENG W302, ENG W303, ENG W305, ENG W401, ENG W403, and ENG W411 (when done with a creative writing focus). (A Creative Writing Minor is also available in the English department.)
- Technical Communications TCM 320, TCM 350
- Communication Studies COMM R310, COMM R350

Required: One-credit portfolio course, English W411. Each student doing the minor will work with a faculty advisor to develop a writing portfolio. Students should sign up for this course in the semester they complete the minor, or the following semester; students may work with the faculty advisor informally before taking the portfolio course.

Minor in Creative Writing

The minor in creative writing will be of particular interest to students who are contemplating careers in writing or the teaching of writing. It is designed to serve, in addition, the needs of those who believe that one good way to study literature is to learn to produce it. Students choose 15 credit hours from the courses listed under "Creative Writing" in this bulletin and/or the Schedule of Classes.

Minor in Business and Professional Writing

A business and professional writing minor equips students to function effectively as writers in occupations ranging from business and industry to applied sciences, education, environmental affairs, government, health fields, and law. This minor represents cooperation among the School of Liberal Arts, the School of Engineering and Technology, the Kelley School of Business, and the School of Journalism.

English courses must make up at least 10 credit hours of the minor; students are encouraged to take 3-6 credit hours outside English. At least 9 credit hours of the minor must be at the 300-400 level. Students must have a 2.5 or higher average in the 15 credit hours of the minor and a minimum grade of C in each course for the minor. Students pursuing this minor should work with a faculty advisor in planning their courses and developing their writing portfolios.

Prerequisite: ENG W131 with a grade of C or higher, and a second writing course, such as ENG W132, ENG W231, Technical Communication TCM 220, or Business X204

Five elective courses: ENG W313, ENG W315, ENG W320, ENG W331 or TCM 340, ENG W365, ENG W396, ENG W411, ENG W412, ENG E398, ENG Z204; TCM 320, TCM 350, TCM 425, TCM 450; JOUR J319, JOUR J320, JOUR J390, JOUR J415

One-credit portfolio course: ENG W411 (until a new course number is approved) Each student doing the minor will work with a faculty advisor to develop a writing portfolio. Students should sign up for this course the semester they complete the minor, or the following semester; students may work with the faculty advisor informally before taking the portfolio course.

Minor in Linguistics

The minor in linguistics is intended for students who wish to expand their knowledge of language structure and use. Courses provide a background in linguistic theory and practice.

Required: ENG Z205

Electives: 12 credit hours from the following courses:

- ENG Z206, ENG Z301, ENG Z302, ENG Z310, ENG Z432, ENG Z434, ENG Z441, ENG W310
- ANTH L300, ANTH L401
- ASL L340, ASL L342

In consultation with an advisor, advanced students may request permission to take a graduate course in linguistics in partial fulfillment of the requirements for the minor.

Film Studies

The minor in film studies provides the skills for understanding film in its aesthetic, popular, and ideological dimensions. Students with a minor in film studies will have a knowledge of film history, theory of film, genres and authorship, interpretive approaches to films, and film as a cultural artifact.

The minor in film studies requires 15 credit hours.

Required: FILM C292 Introduction to Film (3 cr.)

Electives: Twelve credit hours from the following courses: FILM C390, FILM C391, FILM C392, FILM C393, FILM C394, FILM C491, FILM C493; ENG W260; COMM M373; GER G370, GER G371

Classical Studies, Ancient Greek, and Latin

A minor in classical studies, ancient Greek, or Latin can be an attractive complement to many majors, particularly history, English, and other foreign languages.

The minor in classical studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the program coordinator (a minimum of 6 credit hours must be taken *on the IUPUI campus*). Students may wish to design concentrations in areas of particular interest (e.g., classical art and archaeology or Greek or Roman civilization). At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, History C388, and Philosophy P307.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students interested in graduate study in classical studies are encouraged to learn to read French and German prior to beginning graduate work.

French

14 credit hours: F203, F204, F328, and F300 or F360 (a minimum of 6 credit hours must be taken *on the IUPUI campus*).

Teaching Minor Requirements

The teaching minor in French requires the completion of a minimum of 24 credit hours beyond the 100 level, including 18 credit hours in 300- and 400-level courses. F300, F307, F328, F331, F360, and F402 are required. See also requirements of the School of Education.

German

The minor in German language skills is for students who are interested in the German language as a tool of communication. Its emphasis is on competence in the skills of reading, writing, and understanding spoken German, as well as on conversational proficiency in German.

Requirements consist of 14 credit hours, to include G225 and G230 or G299, plus a minimum of 6 credit hours from courses at the 300 or 400 level taught in German (a minimum of 6 credit hours must be taken *on the IUPUI campus*).

Japanese

The minor in Japanese studies may be of particular interest to students in business, social sciences, and other languages and interdisciplinary subjects. It includes both language and literature and other Japanese area studies courses.

The minor in Japanese studies consists of 15 credit hours in Japanese studies or related courses approved by the program director, excluding courses at the 100 level (a minimum of 6 credit hours must be taken *on the IUPUI campus*). At least 6 credit hours taken toward the minor must be at the 300 level or above. The following courses fulfill the requirements. Prerequisite: completion of first-year college Japanese or equivalent.

- E231 Japan: The Living Tradition (3 cr.)
- E351 Studies in East Asian Culture (3-6 cr.)
- E472 Modern Japanese Fiction (3 cr.)
- G467-G468 History of Japan I-II (3-3 cr.)
- J201-J202 Second-Year Japanese I-II (3-3 cr.)
- J301-J302 Third-Year Japanese I-II (3-3 cr.)
- J393-J394 Japanese Literature in Translation I-II (3-3 cr.)
- J310 Japanese Conversation (3 cr.)
- J330 Business Japanese (3 cr.)
- J401-J402 Fourth-Year Japanese I-II (3-3 cr.)
- J498 Individual Studies in Japanese (1-3 cr.)

Spanish

The minor in Spanish requires 15 credit hours of course work (a minimum of 6 credit hours must be taken *on the IUPUI campus*), with a grade of C (2.0) or higher. Required courses are S311, S313, S317, and 6 additional credit hours from the 300 and 400 levels. Note for heritage and native speakers of Spanish: S317 is not open to either heritage or native speakers. Heritage students without native fluency in Spanish must obtain instructor's consent to take the course. Spanish Minors with native fluency must take another course at the 300 or 400 level course in Spanish to replace S317.

Minor in Arabic and Islamic Studies

The minor in Arabic and Islamic Studies has a double track, one for Arabic language acquisition, and one for cultural studies. The language track focuses on linguistic acquisition. The cultural track takes a global and comparative approach to the study of Islamic history and Muslim societies, emphasizing the diversity of Muslim peoples and cultures in the past and present. Students complete basic requirements in Arabic language and Islamic studies, and choose from a list of electives to complete the 15 credits required for the minor (a minimum of 6 credit hours must be taken *on the IUPUI campus*).

1. Arabic Language Concentration - 15 credits
- NELC A200: Intermediate Arabic I
- NELC A250: Intermediate Arabic II
- NELC A300: Advanced Arabic I
- NELC A350: Advanced Arabic II
- one three-credit course in Islamic studies from the list of religious studies courses below in Category B.

2. Islamic Civilization Concentration - 15 credits
- 6 credits from Category A
- 3 credits from Category B
- 6 credits from Category C

Category A

- NELC A200: Intermediate Arabic I

- NELC A250: Intermediate Arabic II
- NELC A300: Advanced Arabic I
- NELC A350: Advanced Arabic II

Category B

- REL R257: Introduction to Islam
- REL R304: Islamic Beginnings
- REL R305: Islam and Modernity
- REL R309: Contemporary Middle East (offered as part of Jordan Study Abroad)
- REL R370: Islam in America

Category C

- WLAC F400: Islam, Gender, and Conflicts
- HIST H425 Topics: Middle East History
- WOST W300: Women and Islam
- POLS Y339: Middle Eastern Politics
- POLS Y380: Politics of Islam
- ANTH E300 VT: Cultures of the Middle East
- REL R257: Introduction to Islam
- REL R304: Islamic Beginnings
- REL R305: Islam and Modernity
- REL R370: Islam in America
- NELC N302/REL R309: Contemporary Middle East (offered as part of Jordan Study Abroad)

Please note: Students cannot double count any courses toward the fifteen required credits.

German Culture

Germanic Language Skills

Global Economics

Latin

Classical Studies, Ancient Greek and Latin

The Minor in Classical Studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the Program Coordinator (a minimum of 6 credit hours must be taken *on the IUPUI campus*). Students may wish to design concentration areas of particular interest (e. g., classical art and archaeology, or Greek or Roman civilization).

At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, C388, and Philosophy P307.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students interested in graduate study in classical studies are encouraged to learn to read French and German prior to beginning graduate work.

Rhetorical Studies

Provides students with an understanding of symbols and symbolic form and how they influence human behavior. Students will consider the classical foundations of the study of rhetoric and have the opportunity to critically and carefully evaluate persausive messages from a variety of perspectives. Emphasis is on becoming a more critical consumer and ethical producer of communication in its oral and written forms.

R310 and 12 hours selected from R227, R309, R320, R321, R330, and R350. Students may also take select G391 Seminar or G300 Independent Study (in rhetoric) with department approval.

Chinese Studies

The Minor in Chinese Studies consists of fifteen (15) credit hours in Chinese Studies or related courses approved by the Program Director (a minimum of 6 credit hours must be taken *on the IUPUI campus*). Courses at the 100-level do not count toward the minor. Minor requirements include a minimum of three (3) credits in Chinese language at the 200-level or above; a minimum of three (3) credits in Chinese culture at the 300-level or above (either EALC C334 or E335); and the remaining credits in Chinese language, culture, history, and/or society, chosen from the following:

- C201-202: Second-Year Chinese I-II (3-3 cr.)
- C301-302: Third-Year Chinese I-II (3-3 cr.)
- C320: Business Chinese (3 cr.)
- C401-402: Fourth-Year Chinese (3-3 cr.)
- OVST-C 490: Study Abroad in China (3 cr.)
- E331: Traditional Chinese Literature (3 cr.)
- E333: Studies in Chinese Cinema (3 cr.)
- E334: Contemporary Chinese Cinema (3 cr.)
- E335: Studies in Chinese Martial Arts Culture (3 cr.)
- E351: Studies in East Asian Culture (3 cr.)*
- G485: Modern China (3 cr.)
- HIST-H 421: Topics in African, Asian, or Latin American History (3 cr.)*
- SOC-R 495: Sociology Study of China (3 cr.)

*Please note: E351 (Studies in East Asian Culture must focus on Chinese culture and H421 (Topics in African, Asian, or Latin American History) must focus on Chinese history in order for these two courses to be counted toward the fifteen required credits.

Student Learning Outcomes

Bachelor of Arts Degree

- Africana Studies
- Anthropology
- Communication Studies
- Economics
- English
- French
- Geography
- German
- History
- Individualized Major
- International Studies
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Sociology

- Spanish

Bachelor of Science Degree
- American Sign Language/English Interpreting

Associate of Arts Degree
- Arts and Humanities

Undergraduate Certificates
- Geographic Information Science
- Museum Studies
- Theatre and Performance

Bachelor of Science in American Sign Language/English Interpreting (B.S.)
The Bachelor of Science degree in ASL/English Interpreting is for students who have achieved fluency in American Sign Language and English through coursework at IUPUI and who wish to focus on theoretical and applied issues in interpreting. The program is also a continuation of the Associate of Arts degree in American Sign Language Studies offered by Vincennes University at its regional campus in Indianapolis at the Indiana School for the Deaf.

The program is also open to students who demonstrate equivalent competence in ASL, Deaf culture, and linguistics. Interested students should contact the program director at IUPUI. Students completing the ASL/English Interpreting B.S. program will achieve the following:

Knowledge

- the professional code of conduct for interpreters and use acquired abilities to move toward achieving national certification.

Understanding

- define basic concepts, terminology, processes, theories, and critical perspectives in interpreting
- describe the entire communicative situation and why fluency in the languages and the ability to know how meaning is constructed is important to interpreters.

Ability to:

- use ASL and English in a range of settings and styles effectively as well as know when to use simultaneous and consecutive modes of interpreting;
- explain historical perspectives on language change, interpreting, and relations between Deaf and hearing communities;
- describe the interrelationships between language and culture in our lives;
- use linguistic and cultural knowledge to analyze and evaluate texts for the purposes of interpretation as well as assess interpreter effectiveness; and
- use interpreting as a face-to-face process that is conversational in nature; managing the cross-cultural flow of talk.

Bachelor of Arts in Anthropology (B.A.)
Students completing the Anthropology Bachelor of Arts program will achieve the following:

- **Anthropological Diversity**
- 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.

- **Anthropological Research Methods**
- Students will demonstrate ability to formulate an anthropological research question and design a research proposal using appropriate anthropological research methods.

- **Engaged Research Skills**
- 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.

- **Communication**
- Students will demonstrate cross-cultural communication skills.

- **Anthropological Writing**
- Students must write a research paper or report that frames a concrete problem in anthropological terms.

Bachelor of Arts in Communication Studies (B.A.)
Students completing the Communication Studies B.A. program will achieve the following:

- **Design**
- effective messages for different media.

- **Utilize**
- appropriate principles of interpersonal communication and public speaking skills to engage in face to face communication and
- basic social and scientific analytic tools in communication to solve problems.

- **Be able to**
- act appropriately and ethically in communicative transactions;
- dse experience gained in service learning to enhance their communities; and
- work productively in groups and teams.

Certificate In Theatre and Performance

Students completing the Theatre and Performance certificate program will achieve the following:

- **Create** a performance which demonstrates and understanding of performance art.
- **Exhibit** competence in the analysis of performance.
- **Work** effectively with other artists and practitioners.

Bachelor of Arts in Economics (B.A.)
Students completing the Economics B.A. program will achieve the following:

- **Know**

- a wide variety of economic issues, will be able to determine when an issue is or is not essentially economic, and will be able to distinguish between the positive and normative aspects of economic issues and
- the mathematical and statistical techniques that are widely used in economic analysis.

- **Understand**
- the complementary roles of the private sector and the government in the U.S. economy, and will have some familiarity with the similarities and differences in the role of the government in other world economies;
- the relationships between world economies in the areas of trade, finance, and information exchange, and will be familiar with the potential benefits and costs of these relationships; and
- how economic theory, and economic models, can be used to help study economic phenomena, and will be able to use economic theory to help interpret and address many economic and social issues.

- **Be able to**
- understand and interpret economic data, and statistics based on economic data, when presented in a variety of forms.

Bachelor of Arts in Africana Studies (B.A.)

Students completing the Africana Studies Bachelor of Arts program will achieve the following:

- **Know**
- about a) the general experiences of people of African descent in the United States, the continent of Africa, the Caribbean, South and Central America as well as other areas of the African diaspora and b) and b) the major social, cultural, and historical events, phenomena and figures of Africana life and experience and
- about the major texts, theories and schools of thought comprising Africana Studies as a discipline, as well as the contemporary issues that face peoples of African descent.

- **Understand**
- the intellectual and societal origins, purposes, and challenges of Africana Studies as an academic discipline, including its connections to the historical and present experiences of peoples of African descent.

- **Be able to**
- competently demonstrate appropriate methods of inquiry grounded in critical race theory or an African-centered analytical framework to investigate and evaluate topics, texts, artistic productions, events, or phenomena pertaining to the experiences of Africana peoples and
- effectively demonstrate an ability to research, organize, and produce a well-written paper, or audio-visual project on a selected topic or artistic production, event, or phenomena pertaining to the experiences of Africana people.

Bachelor of Arts in English (B.A.)

Students completing the English B.A. program will achieve the following:

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

Bachelor of Arts in Geography (B.A.)

Students completing the Geography B.A. program will achieve the following:

- **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.

Certificate in Geographic Information Science

The Undergraduate Certificate in Geographic Information Science prepares students for employment by developing knowledge and skillsused in the analysis of spatial information. The program focuses on foundational concepts, methodological processes, and analysis of spatial phenomena using geographic technologies. Students completing the Undergraduate Certificate Program in Geographic Information Science will be able to create, manage, analyze, and communicate with spatial information using geographic information technologies.

Bachelor of Arts in History (B.A.)

Students completing the History B.A. program will achieve the following:

- **Know**
- the importance and critical perspective of historical knowledge for understanding contemporary society and
- basic facts, concepts, terms, and theories germane to historical study.

- **Understand**
- how people have existed, acted, and thought in the past in various regions of the world and
- the nature of history as a discipline, including the existence of differing historiographical traditions and interpretations of the past.

- **Be able to**
- locate historical evidence and determine its quality, including both primary and secondary sources;
- read, evaluate, and interpret texts critically; and
- research, describe, and explain a complex historical event in a coherent manner, employing the conventions and standards of the discipline.

Bachelor of Arts in International Studies (B.A.)

Students completing the International Studies B.A. program will achieve the following:

- **Communicate**
- at an intermediate-advanced level competency in a modern foreign language at a level that goes beyond that required for general graduation from the School of Liberal Arts.

- **Fulfill**
- the International component of the RISE initiative by studying abroad.

- **Demonstrate**
- detailed familiarity with a specific geographical region of the world;
- detailed familiarity with a specific thematic focus within the field of International Studies; and
- effective speaking and presentation skills.;

- **Recognize**
- and distinguish among various disciplinary approaches (Anthropology, Economics, Geography, History, Political Science, etc.) within the interdisciplinary field of International Studies and
- understand and respect the complexity of socio-cultural diversity around the world.

- **Appreciate**
- and value the benefits of a multi- or inter-disciplinary approach to the acquisition of knowledge.;

- **Identify**
- the diversity of actors prevalent in the contemporary international community and understand how they relate to one another.

- **Locate**
- use and cite appropriate academic sources in their written coursework.

Bachelor of Arts in Philosophy (B.A.)

Students completing the Philosophy B.A. program will achieve the following:

- **Know**
- the important figures and movements in the history of philosophy.

- **Understand**
- the major questions, positions, distinctions, and arguments in the main branches of philosophy.

- **Be able to**
- write clear, cogent, and informed philosophical papers. Speak clearly, accurately, and in an academic manner on philosophical topics;
- comprehend, interpret, and analyze complex philosophical writings; and
- make relevant distinctions; clarify important concepts and claims; competently analyze, evaluate, and construct both deductive and inductive arguments.

Bachelor of Arts in Political Science (B.A.)

Students completing the Political Science B.A. program will achieve the following:

- **Know**
- how to distinguish among theories of politics and analyze current political situations in theoretical terms;
- how to identify the various types of actors in international relations and relate these in describing current global issues; and
- 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 and
- 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;
- use and cite appropriate sources correctly; and
- write and speak with sufficient clarity to convey their attitudes, knowledge, and skills.

Bachelor of Arts in Religious Studies (B.A.)

Students completing the Religious Studies B.A. program will achieve the following:

- **Know**
- the basic worldviews and practices of a variety of religious traditions (e.g., tribal/indigenous traditions, Hinduism, Buddhism, Judaism, Christianity, Islam) and
- 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 and

- 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;
- speak and write about competing religious claims in a fair-minded and informed manner; and
- 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 (B.A.)

Students completing the Sociology B.A. program will achieve the following:

- **Know**
- how to collect data on social phenomena and
- 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 and
- increasing diversity of disciplinary specialties and backgrounds of those involved in program

- **Be able to**
- apply sociological knowledge and methods in community projects;
- organize and conduct independent projects; and
- present and defend their analyses of social phenomena

Bachelor of Arts in French (B.A.)

Students completing the French B.A. program will achieve the following:

- **Know**
- the structural rules underlying the French language;
- the French sound system and the phonetic rules that govern oral performance;
- how to recognize and interpret major French literary, philosophical, historical, and artistic works, genres, periods, and topics; and
- how to recognize and appreciate ethnic, social, cultural, historical, and value-based diversity from examples provided by the Francophone world.

- **Understand**
- the nature of language itself as well as one's own language as a socially and historically created system of communication;
- the importance of critical thinking when examining other cultures and comparing them to one's own;
- the value of different methods of study of languages and cultures; and
- the linguistic evolution of the French language and its regional and social variations.

- **Be able to**
- sse French for conversational, professional, and academic purposes at the Advanced Low level of proficiency as defined by the American Council on the Teaching of Foreign Languages;
- communicate in a culturally appropriate manner;
- read and understand texts written in French from a variety of genres and contexts, (e.g. newspapers, commercial materials, literature, etc);
- write in French in various contexts and for various audiences, using correct grammar;
- conduct research on the language, literature, and/or culture of France and the French-speaking world; and
- demonstrate familiarity with current events, traditional and popular culture, and structures of the society/societies in which French is spoken.

Bachelor of Arts in German (B.A.)

Students completing the German B.A. program will achieve the following:

- **Know**
- structure of German (sound system, word and sentence structure) and its differences with the English language;
- main cultural manifestations of the language in literature, film and social practices; and
- main differences between contemporary German social structures and institutions and their own.

- **Understand**
- the nature of language itself as a socially and historically created system of communication;
- the importance of critical thinking when examining other cultures and comparing them with one's own;
- the major historical and cultural events and movements that have contributed to shaping contemporary Germany and the other German-speaking countries; and
- the connections between language studies (language, literature, culture and translation) with other disciplines.

- **Be able to**
- apply German in all areas of language usage (writing, reading, listening, speaking) at the Advanced Low level of proficiency as defined by the ACTFL proficiency guidelines;
- apply the knowledge of the language system and culture to function effectively in professional, academic, and intercultural settings at home and abroad;
- apply critical thinking in analyzing language, literature and cultural products and practices; and
- interact with diverse language communities here and abroad in culturally sensitive ways.

Bachelor of Arts in Spanish (B.A.)

Students completing the Spanish B.A. program will achieve the following:

- **Know**
- structure of the language (sound system, word and sentence structure) and dialectal variations in the Spanish-speaking world;

- main cultural manifestation of the language in literature, social practices and perspectives; and
- structural and cultural differences between Spanish and English and between the communities that use these languages.

- **Understand**
- the nature of language itself as well as one's own language;
- the relativity of language use and cultural practices as systems situated in socio-cultural and historical contexts;
- the importance of critical thinking in examining other cultures and comparing them with one's own;
- their place within multilingual international communities;
- the value of different method of study of languages and cultures; and
- the connections between language studies (language, literature, culture and translation) with other disciplines.

- **Be able to**
- use Spanish for conversational, professional and academic purposes at Advanced Low level of proficiency as defined by the ACTFL proficiency guidelines;;
- apply the knowledge of the language system and culture to function effectively in professional, academic, and intercultural settings at home and abroad;
- apply methods of analyzing language, literature and cultural products and practices; and
- interact within multilingual international communities here and abroad in ethically and culturally sensitive ways.

Associate of Arts in Arts and Humanities (A.A.)

An Associate of Arts (AA) degree in the School of Liberal Arts (SLA) is designed to fulfill a set of desired learning outcomes for the general education of a university undergraduate in the 21st century. This degree reflects IUPUI's Principles of Undergraduate Learning (http://academicaffairs.iupui.edu/plans/pul/). Students completing the Arts and Humanities A.A. program will achieve the following:

- **Know**
- through an introductory level about their place and time in society and culture from a variety of perspectives (such as anthropology, economics, history, philosophy, political science, religious studies, sociology, and science), and through having an introduction to a second language.

- **Understand**
- methods and modes of inquiry specific to areas of knowledge in arts and humanities , natural sciences, and the social sciences, the interdisciplinary nature of knowledge, the components of a multicultural society, and the global society and processes of globalization.

- **Be able to**
- demonstrate good written and oral communication skills;
- demonstrate effective skills and interactions with individuals and within groups;
- begin to integrate content materials to applications in the workforce; and
- propose solutions to problems based on their content area of study, either through individual or team member work.

Museum Studies Undergraduate Certificate

Students completing the Museum Studies certificate program will achieve the following:

- **Know** the core areas of museum practice including collections, education, exhibit development, and administration.
- **Develop** their abilities as critical thinkers by questioning the role of museums in society.
- **Be able to** engage in hands-on learning in an area of the museum field through an internship experience.

Bachelor of Arts in Liberal Arts - Individualized Major (B.A.)

The specific learning outcomes of students graduating with an INDIVIDUALIZED MAJOR will vary according to the specific content of the courses of study they design, but all IMP students completing their Individualized B.A. program will achieve the following:

- **Know** a coherent body of knowledge and theory in a discrete area of study they have defined.
- **Understand** approaches to knowledge and methodologies employed in the different disciplines and sub-disciplines included in their major plans, and appreciate the value and limitations of each.
- **Be able to** communicate what they have learned and understood in writing, orally, or another medium of their choice.

Some may have begun to operate effectively in an appropriate professional setting connected to the major. With judicious selection of courses included their majors and other coursework students may be able to qualify for graduate or professional programs that might not otherwise be open to them through other majors at IUPUI.

Bachelor of Arts in Philanthropic Studies (B.A.)

Students completing the Philanthropic Studies B.A. program will achieve the following:

- **Know**
- basic facts, concepts, terms, and theories about philanthropy, nonprofit organizations, and civil society;
- the historical dimensions of philanthropic traditions in the United States and the current trends of philanthropy in contemporary society; and
- ethical frameworks and concepts that form the basis for philanthropic activity in society.

- **Understand**

- relationships among individuals, nonprofit organizations, advocacy groups, and public policy as they address social issues;
- major theories that provide insight into and shape research on voluntary action and nonprofit organizations; and
- how knowledge and skills gained through coursework and experience can be used to serve others, address social issues, and improve society.;

- **Be able to**
- read, analyze, synthesize, evaluate, discuss, and critically reflect upon texts in terms of meaning and implications for new action;
- find quality information and data, drawing on primary and secondary sources, to support positions and propose recommendations through written and oral communication;
- express ideas, listen to diverse perspectives, build consensus, and work with others across differences to achieve a common good; and
- articulate personal values and commitments to act ethically to achieve educational and professional goals.

Associate of Arts (A.A.)

An Associate of Arts (AA) degree in the School of Liberal Arts (SLA) is designed to fulfill a set of desired learning outcomes for the general education of a university undergraduate in the 21st century. This degree reflects IUPUI's Principles of Undergraduate Learning (http://academicaffairs.iupui.edu/plans/pul/). Students completing the Associate of Arts degree program will:

- **Know**
- through an introductory level about their place and time in society and culture from a variety of perspectives (such as anthropology, economics, history, philosophy, political science, religious studies, sociology, and science), and through having an introduction to a second language.

- **Understand**
- methods and modes of inquiry specific to areas of knowledge in arts and humanities , natural sciences, and the social sciences, the interdisciplinary nature of knowledge, the components of a multicultural society, and the global society and processes of globalization.

- **Be able to**
- demonstrate good written and oral communication skills;
- demonstrate effective skills and interactions with individuals and within groups;
- begin to integrate content materials to applications in the workforce; and
- propose solutions to problems based on their content area of study, either through individual or team member work.

Bachelor of Arts (B.A.)

A Bachelor of Arts (BA) degree in the School of Liberal Arts (SLA) includes at least two components: courses (required and elected) courses in (required and elected). Both components reflect IUPUI's Principles of Undergraduate Learning (http://academicaffairs.iupui.edu/plans/pul/). Detailed articulation of Student Learning Outcomes, including their assessment, for individual degrees and certificates are part of the SLA's department and program websites (http://liberalarts.iupui.edu/). Students completing the Bachelor of Arts degree program will:

- **Know**
- about their place and time in society and culture from a variety of perspectives (such as anthropology, economics, history, philosophy, political science, religious studies, sociology, and science), and through having a second language.

- **Understand**
- appreciate, and respect the variety and complexity of other societies and cultures—across time and place—as the basis for successful interaction in the global context of the 21st century.

- **Be able to**
- find, analyze, evaluate, summarize, and apply information, drawing effectively on a variety of information sources and tools;
- pose general as well as particular questions and propose creative solutions to those problems in different contexts—working independently and as members of teams;
- communicate effectively in English to peers and professionals making effective use of a variety of communication modes, methods, and technologies, and have functional competency in one other language; and
- exercise ethically sound judgment in personal and professional situations and demonstrate responsible behavior as leaders as well as being able to work effectively in group or team projects.

Undergraduate Programs

The IU School of Liberal Arts offers a four-year Bachelor of Arts degree in a number of disciplines, a Bachelor of Science in American Sign Language degree, a two-year Associate of Arts degree, and a variety of structured minors and certificate programs for students pursuing Liberal Arts or other degrees. At the heart of the school's programs are the following:

Programs	BA/BS	AA	Certificate	Minor
Africana Studies	BA		Certificate	
American Sign Lanuage	BS		Certificate	
American Studies				Minor
Ancient Greek & Latin				Minor
Anthropology	BA			Minor

Arabic, Islamic Studies				Minor
Arts & Humanities		AA		
Business & Professional Writing				Minor
Chinese Studies			Certificate	Minor
Classical Studies				Minor
Communication Studies	BA			Minor
Economics	BA			Minor
English	BA			
English, Creative Writing	BA			Minor
English, Film Studies	BA			Minor
English, Linguistics	BA			Minor
English, Literature	BA			Minor
European Studies				Minor
French	BA			Minor
French+Engineering	BA/BS			
Geographic Information Science			Certificate	
Geography	BA			Minor
German	BA			Minor
German+Engineering	BA/BS			
History	BA			Minor
History, European	BA			Minor
History, Non U.S. Non-European	BA			Minor
History, Thematic	BA			
History, U.S.	BA			Minor
Human Communication in a Mediated World			Certificate	
Individualized Major	BA			
International Studies	BA			Minor
Italian				Minor
Japanese Studies				Minor
Legal Studies				Minor
Medical Humanities and Health Studies				Minor
Motorsport Studies			Certificate	
Museum Studies			Certificate	
Paralegal Studies			Certificate	
Philanthropic Studies	BA			Minor
Philosophy	BA			Minor
Political Science	BA			
Pre-Law Political Science	BA			
Religious Studies	BA			Minor
Sociology	BA			Minor
Sociology, Medical				Minor
Spanish	BA			Minor
Spanish+Engineering	BA/BS			
Theatre and Performance			Certificate	
Translation Studies			Certificate	
Women's Studies				Minor
Writing and Literacy	BA			

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Admissions

- Anthropology
- Applied Communication
- Economics
- English
- Geographic Information Science
- History
- Museum Studies
- Philanthropic Studies
- Philosophy
- Political Science
- Sociology
- Spanish

Anthropology

There are no specific prerequisites, majors, or courses required. You do not have to have majored in Anthropology as an undergraduate to apply to our program but you do

need to have a BA or BS from an accredited university and to have a reasonable background in the Social Sciences. If you are not sure whether you are ready to make a commitment to an MA program in Anthropology, you are welcomed to take **up to 9 credits (3 courses)**in our department as a non-degree student. If you are subsequently accepted into our program, those credits will be retroactively counted toward completion of your MA. To find more information about enrolling as a non-degree student, see http://www.iupui.edu/~gradoff/gnd/

Application Requirements

To apply for the M.A. in Applied Anthropology, you must submit an application, personal statement, three letters of reference, GRE scores, and transcripts from all of the institutions you have attended as an undergraduate or a graduate student.

1. **An on-line application including a personal statement.** The personal statement should address the following two items. Please follow the directions below and use the question headings to label each item of your response:

- **Statement of purpose** (600 words): In your statement of purpose, specifically discuss the academic and professional experiences that helped shape your decision to pursue graduate work in Applied Anthropology. Explain your educational and career objectives and how these relate to the IUPUI program. Please examine our departmental Web site to familiarize yourself with our faculty's areas of expertise before you submit your application. One of our primary criteria for evaluating applicants is to make sure your interests are a good match with our department's strengths.
- **Personal endorsement** (150 words): Briefly explain why you think we should admit you to the program. What assets will you bring? What are you capable of? How will you make a difference in the program? You might consider describing your personal/professional work ethic, values, or other orientations that drive your work.

2. **Three (3) letters of reference**, at least one of which should be from a person who can speak to your academic record (such as a faculty member). Letters from supervisors who can address professional or internship experiences are also relevant. Make sure your referees can speak to your strengths and abilities as a future graduate student. We prefer that letters of reference be submitted electronically through the Apply Yourself system but if necessary, they can also be sent directly to the Anthropology Department mailing address below.

3. **All official transcripts.** Please request official transcripts from all previous colleges and universities you have attended. Note: We do not require a transcript from IUPUI or IU Bloomington since we can access them electronically. You must have at least one official transcript demonstrating a bachelor's degree from an accredited university. If you are in your senior year, submit your most recent transcript with your application. If admitted, you will be asked for an official transcript documenting your completed degree and it must be received before you will be allowed to register for your second semester of classes. The recommended minimum cumulative GPA is 3.0 (on a scale of 4.0) both overall and in your major field. If you feel that your GPA does not reflect fully your academic abilities because of special circumstances, please address those in your personal statement or a separate note in your application.

4. **Your Graduate Record Exam (GRE) scores.** GRE scores from the **general exam** (i.e. no specific subject is required) are required without exception, regardless of previous degrees earned or enrollment in other programs. The scores must be reported before your application will be reviewed. Scores may be reported electronically (specify school code #1325) by the testing service. If you are taking the GREs close to the application deadline, you may send or fax a copy of your report since test takers often receive their reports before the electronic report is available.

Because this question is often asked, the IU Graduate School guidelines recommend an average of at least 550 with one score above 600, but the Anthropology admissions committee considers test scores within the context of the entire application, including evidence of an applicant's abilities as assessed through undergraduate records, references, professional experience, and the personal statement.

Other Application Information

Please note that to be eligible for nomination for a University Fellowship in 2011, your application much be **postmarked**by **January 15, 2012.**. Please see the Office of Student Financial Services for further information and deadlines for filing FAFSA forms in order to request need-based financial aid. As a Department, we are able to nominate 4 candidates for consideration for University Fellowships but we do not make the final decisions.

We will review a second round of applications submitted by **March 15, 2012. T**hese applicants will not be eligible to be nominated for university fellowships, though there may be other forms of support that are available (such as Research or Teaching Assistantships).

If you are interested in also pursuing an additional degree or certificate in a related program such as Museum Studies, Public History, or Geography, you must apply separately to those departments. Please check for information on their Web sites through the IU School of Liberal Arts at IUPUI.

Please note that while the Museum Studies program is based in the Anthropology Department and many of the courses are cross-listed with Anthropology, if you wish to pursue either a joint degree or a Museum Studies Graduate Certificate, you must apply separately to that program. For further details, see the Museum Studies web site.

IMPORTANT NOTE: All candidates must complete the form online. Paper applications are no longer accepted and will be returned to you. If you have additional materials that must be submitted in hard copy, such as transcripts or letters of recommendation, please have these documents mailed to the following address:

Graduate Admission Committee

Department of Anthropology, IUPUI

425 University Blvd, CA 410
Indianapolis, IN 46202

For further information, contact the Graduate Program Director, MA in Applied Anthropology: Professor Susan Hyatt (317.278.4548)

Applied Communication

Admission Requirements

Applicants should have the following:

1. A bachelor's degree from an accredited college or university, with a minimum GPA of 3.0 (on a 4.0 scale)
2. Official transcripts from all Universities and Colleges attended (mail to

   CA 425 University Blvd, CA 309A, Indianapolis, IN 46202)
3. Three letters of recommendation (completed online or mail to

   CA 425 University Blvd, CA 309A, Indianapolis, IN 46202)
4. A 2-3 page personal statement explaining both how *prior* education and experience make the applicant a good candidate for graduate study in communication, and how the candidate plans to apply this degree to future career and academic goals. In addition, evidence of strong analytical and writing skills, a background in research methods, and experience in the analysis of communication phenomena are highly recommended. (completed online)
5. If you are applying as an international student, the Office of International Affairs (OIA) will finalize your admission and assist you with obtaining a visa, if necessary. OIA will conduct a final review of your application to determine that all institutional and USCIS (U.S. Citizenship and Immigration Service) requirements have been met. OIA may contact you for additional information. In the meantime, please visit their web site at http://www.international.iupui.edu/ to be sure that you have satisfied all admission requirements for international students. Please do not apply for your visa or make travel plans until you receive a formal confirmation of admission from OIA and your Certificate of Eligibility (I-20 or DS2019). If you have any visa-related questions, please direct your questions to the OIA office at 317-274-7000 oroiagrad@iupui.edu . Registration for international students takes place during the new student orientation sponsored by OIA just before the beginning of the term.

Graduate Record Examination: The Graduate Record Examination (GRE) General Test with satisfactory scores in the three areas is required for applicants who wish to be considered for University fellowships, but **not required** for admission to the program.

Applicants should submit the following:

1. Completed online application for Indiana University Graduate School. To apply, go tohttp://www.iupui.edu/~gradoff/admissions/
2. Application fee of $50.00 USD, $60.00 USD for international students. This fee is subject to change. Payment is made online with a credit card.
3. GRE scores are not required for admission to the program; however GRE scores may be submitted if an applicant feels the scores will enhance his/her application.
4. An applicant wishing to be considered for scholarships or fellowship support should note that strong scores on the GRE General Test **ARE REQUIRED** and may have a positive impact on his/her application.
5. International students must submit TOEFL scores. Information about TOEFL can be obtained from the

   International Affairs Office

   620 Union Drive, Room 207

   Indianapolis, IN 46202-5167
   Phone: 317- 274-7000.

Fellowships

- Incoming students with the highest qualifications will be nominated by the Graduate Director for University Fellowships. These fellowships offer full-time students one year of financial support. All the graduate programs on the IUPUI campus compete for these fellowships, and programs are allowed up to four fellows per year depending on situational constraints such as budget. In addition to this campus-wide program of financial support, the Department of Communication Studies may offer a limited number of research assistantships and teaching opportunities. Students must apply to the department in early spring by the published deadline before the assistantship year.
- Students working on the applied learning project or the thesis may apply for Grants-in-Aid of Research through IUPUI. These grants are intended to cover expenses incurred in the research required for the project or thesis, including travel to libraries and archive holding materials not otherwise available. Go tohttp://www.iupui.edu/~scentral/grads/general.html to find out more about grant opportunities.

Questions

For general questions or more information about graduate school, go to www.iupui.edu/%7egradoff

For general questions on departmental requirements, contact Dr. Rhodes at rhodesn@iupui.edu

Address Correspondence To: Director of Graduate Studies
Department of Communication Studies
425 University Blvd.
Cavanaugh Hall, Room 307 C
Indpls, IN 46202
(317) 278-3760
rhodesn@iupui.edu

Economics

Master of Arts in Economics

Students with good credentials in any discipline may apply to the program, but successful applicants usually demonstrate an ability in economics or other areas with significant training in mathematics.

Applicants must submit:

1. an application form,
2. official transcripts of all relevant academic work,
3. three (3) letters of recommendation from people capable of assessing the student's potential for

graduate study (at least two are normally from former instructors),
4. scores from the Graduate Record Examination (GRE), and
5. a personal statement indicating why they wish to earn an advanced degree in economics.

Graduate study in Economics also requires knowledge of intermediate-level undergraduate economic theory, differential and integral calculus, and statistics. An applicant whose academic record does not meet the standard in a particular area may be admitted if his or her record is outstanding in other respects.

International Applicants

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL) and receive a score of 550 or above. A score of 600 and above is usually needed to be successful in the Economics program.

They will also be required to take an on-campus exam for English proficiency prior to their first semester of course work and may be required to take additional classes in English as a second language. We also accept successful completion of ELS 112 in lieu of a TOEFL score for admission.

To apply online please Click Here
Students typically enter the program in August. Applications for admission may be submitted **up through June 15**.

PhD in Economics

There are admission prerequisites for the phd program.

For a complete application you will need to submit:

- online application
- personal statement
- 3 letters of recommendation
- GRE and TOEFL (for International students) scores
- college transcripts
- supplemental questions required by the department (Application Supplemental Questions)

Submit materials to the following address:

IUPUI Department of Economics
425 University Boulevard, CA516
Indianapolis, IN 46202-5140

Apply Online Now!
International students will find useful information at the Office of International Affairs: http://iapply.iupui.edu/

IUPUI Office of International Affairs *Guide for International Students*:http://iservices.iupui.edu/visa-tutorial/

Questions? Contact the Ph.D. Program at econphd@iupui.edu

English

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words—in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems.

Admission Requirements

- Applicants should have a bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, documented by an official transcript. Applicants are expected to have been English majors, but admission also is considered for those who otherwise demonstrate the competency necessary for successful graduate work in English.
- The Graduate Record Examination (GRE) General Test, normally with a minimum score of 600 in either the verbal or the quantitative section and 4.0 in analytical writing. Applicants are encouraged to take the examination by December of the year before admission.
- Three letters of recommendation.
- Two years of foreign language as an undergraduate with appropriate level of achievement.
- Follow the IUPUI application procedure.

Note: If you have already submitted an application for a graduate or certificate program in English at IUPUI, you will need to use a new pin and password. If this is the case, please contact Pat King so she can waive the application fee.

Grades

M.A. students must maintain a minimum grade point average of 3.0 (B).

Geographic Information Science

Admission Requirements

Admission to the Master of Science in Geographic Information Science requires:

- A baccalaureate degree in geography or closely related discipline from an accredited four-year institution, with a GPA of at least 3.0, documented by an official transcript.
- Scores from the Graduate Records Examination (GRE). Beginning in summer 2011, Educational Testing Services (ETS) began implementing a new scoring system for the GRE. To accommodate these changes and ensure comparability between old and new versions of the GRE, the Department of Geography will consider and evaluate the percentiles associated with applicants' reported GRE scores in making admissions decisions.
- Proficiency in the English language. International students must submit proof of language proficiency (normally a score of 550 or above on the TOEFL exam). Please refer to the IUPUI Graduate Office for English proficiency requirements for non-native speakers of English, available at http://www.iupui.edu/%7egradoff/docs/els-policy.pdf
- An application essay describing the student's background, interests in the field, and reasons for pursuing the degree.
- Three letters of recommendation.

Application Process

Applicants to the MS GIS program must submit applications online through the Indiana University Graduate School at IUPUI.

A complete application includes:

- completed application form
- three letters of recommendation - letters should be requested from individuals familiar with academic abilities and potential
- official transcripts documenting all college and university work including courses, grades, and degrees awarded
- official report of scores for the Graduate Record Exam
- an application essay (2-4 pages suggested length)
- payment of Graduate School application fee

History

Admission Requirements

- Bachelor's degree from an accredited college or university, with an overall undergraduate grade point average of at least 3.0 (B) and a minimum grade point average of a 3.0 (B) in the student's undergraduate major (an undergraduate major in History is not required, but applicants without such a background may be required to take additional course work in history at the undergraduate level as a condition for acceptance in the program).
- Appropriate level of achievement on the Graduate Record Examination General Test (GRE).
- Three letters of recommendation.

Foreign Language Requirement

There is no foreign language requirement for the degree per se. However, those students who will incorporate foreign language documents and scholarship in their graduate work (especially those concentrating in European history) will be expected to translate non-English sources. They must thus demonstrate an appropriate level of competence in the relevant language before they begin work on their thesis. The Director of Graduate Studies and the student's advisor may require the student to take additional coursework.

All students concentrating in European history should expect to demonstrate competence in a foreign language, ideally upon application to the program. (Competence is defined as two years of undergraduate course work with a grade of B or better in the final semester, or demonstration of an equivalent reading proficiency in an approved foreign language exam.) Students considering the possibility of going on for a PhD should recognize that competence in at least one and sometimes two foreign languages is often a requirement in history doctoral programs.

Application Advice

1. Allow time to schedule and study for the GRE. It takes at least two weeks for your writing scores to get to the department. We pay most attention to the verbal and analytical writing portions of the exam.
2. Get letters of recommendation from people who can speak most directly to your ability to do graduate work in history. Try to have at least two letters from history professors or professors who have taught you in upper-level liberal arts courses.
3. Ask a professor to help you revise your personal statement or statement of purpose. Use it to show us who you are and why you want to come to our program specifically. Identify your chosen area of concentration (U.S., European, or Public History). Explaining how our faculty and program support your own research interests and career goals is a good idea. Avoid phrases and ideas that could be interpreted as trite or cliché as well as broad generalizations; be concrete, specific, direct. We want to learn about your experiences doing history and to see you thinking like a historian. If you have any potential weak spots in your application, spend a sentence explaining them. Similarly, identify positive things (awards, publications, etc) that set you apart. If you are interested in being considered for financial support (fellowships, internships, assistantships), say this at the beginning of your statement. If you plan to concentrate in European history or use foreign language sources in your research, describe your foreign language training. Finally, proofread carefully. Aim for a length of about 500 words.
4. We do not need a writing sample.
5. If you think you don't have enough history background for graduate work yet, have been out of school for a long time, or have a low undergraduate GPA, think about taking some courses with us as a Graduate Non Degree student before you apply. It's a good way for us to get to know each other and for you to supplement your application. Contact the Director of Graduate Studies if you are interested in this or have any questions about the application process.

Application Instructions

APPLY ONLINE

NOTE: You must apply online via the link above. Cost to apply is $60.

Please be sure to choose "History" as your Academic Program (but be sure to indicate in the first paragraph of your personal statement your intended area of concentration i.e. Public History, U.S. History, European History).

READ ALL APPLICATION INSTRUCTIONS BEFORE YOU APPLY.

Application Deadlines

FALL: Applicants seeking full department consideration for financial support (i.e. those seeking an internship, TA position, or fellowship) must submit their COMPLETED application by **February 1** *(NOTE: all required documentation must be submitted before this deadline).* All other Fall applicants must submit COMPLETED applications before the **April 15** deadline. We will not consider incomplete applications.

SPRING: For people interested in starting in January, completed applications are due by **October 15**.

Required Documentation

1. Three (3) letters of recommendation
2. One (1) original copy of all transcripts
3. GRE scores from ETS
4. Personal Statement

1) Your three letters of recommendation should be from individuals familiar with your academic abilities and potential. Each recommender should submit their letter online (follow the directions in the online application for how to add your recommenders). If for some reason, a recommender cannot submit their letter online, they must send a hard copy letter directly to the address below.

2) Your official transcripts from all previous colleges and universities (documenting each course taken and all degrees awarded) must be mailed directly from each university to the address below.

3) The Department of History must also receive your official scores from the Graduate Record Examination General Test (GRE) (we do not require the History Specialty Exam). Results should be submitted to IUPUI (school code: 1325) and the History Department (code: 2799 or similar) in order for the department to view your results. **For more information about the GRE revised General Test, please visit the ETS website.**

4) A 300-500 word "Statement of Purpose" regarding your current goals, plans for your professional career, and reasons for selecting this field of study must be included. **YOU MUST indicate in the first paragraph of this statement your intended area of concentration** (i.e. Public History, U.S. History, European History) and if you want to be considered for a fellowship, teaching assistantship, or internship.

History Department

Indiana University School of Liberal Arts at IUPUI

Graduate Admissions

425 University Blvd. CA-504L
Indianapolis, IN 46202

History Department Graduate Office
317-274-5840
history@iupui.edu

Graduate Non-Degree Program
Students whose applications are not complete, or who want to "test the waters" prior to submitting an application, may take a limited number of graduate courses as graduate non-degree (GND) students. With the approval of the departmental Director of Graduate Studies a maximum of eleven (11) credit hours earned as a graduate non-degree student may be recommended to the Dean of the Graduate School to be applied to history department degree requirements after the student is accepted into the M.A. program. Consult with the department's Director of Graduate Studies about appropriate courses.

Museum Studies

Application Deadlines

Fall Semester: **January 15** (to be eligible for a University Fellowship) and **March 15**

August 15 through October 15 and January 15 through April 15 rolling admission to the Museum Studies Graduate Certificate for Master's students enrolled in other IUPUI degree programs.

There are no specific prerequisites, majors, or courses required. To apply for the M.A. or the Graduate Certificate you must submit an application, personal statement, three letters of reference, GRE scores, and transcripts:

1. **The Graduate Online Admissions Application (also called "eApp") is filled out on-line.** You may save a draft and return to it until you are ready to submit it. The application fee must be paid by credit card before it can be submitted.
2. **On-line application personal statement.** In your personal statement you should address the following three items. Please use the headings with each item of your response:

- Statement of purpose (400 words): Explain your educational and career objectives and how this relates specifically to the IUPUI program; what do you intend to study here and why? Why is this the right program for you?
- Purpose of museums (250 words): Please respond to the following quotation: "Museums can no longer confine themselves simply to preservation, scholarship, and exhibition independent of the social context in which they exist" (American Association of Museums, Excellence and Equity (1992), p. 8). As a prospective museum professional, how do you see your role in promoting this idea?
- Personal endorsement (250 words): Briefly describe why you think we should admit you to the program. Why are you the right fit for IUPUI? What experiences (museum and non-museum) have shaped your perspectives? Where do you find inspiration? What unique talents or skills do you bring to the program? What words describe your greatest traits? What are your passions, your strengths, or your hidden talents? Feel free to be creative in your format and response.

3. **Three letters of reference** at least one of which should be from a person who can speak to your academic record (such as a faculty member). Letters from supervisors who can address professional or internship experience in museums are also relevant. Letters may be done electronically in the application or sent directly to the mailing address below.
4. **Transcripts** Please request official transcripts from *all* previous colleges and universities you have attended. Note: We do not require a transcript from IUPUI or IU Bloomington since we can access them electronically. You must have at least one official transcript demonstrating a bachelor's degree from an accredited university. If you are in your senior year, submit your most recent transcript with your application. If admitted, you will be asked for an official transcript documenting your completed degree and it must be received before you will be allowed to register for your second semester. The recommended minimum cumulative GPA is 3.0 (on a scale of 4.0) both overall and in your major field. If you feel that your GPA does not reflect fully your academic abilities because of special circumstances, please address those in your personal statement or a separate note in your application.
5. **Graduate Record Exam (GRE) scores** GRE scores from the general exam (i.e. no specific subject is required) are required without exception, regardless of previous degrees earned or enrollment in other programs. The scores must be reported before your

application will be reviewed. Scores may be reported electronically (specify school code #1325) by the testing service. If you are taking the GREs close to the application deadline, you may send or fax a copy of your report since test takers often receive their reports before the electronic report is available. GRE scores are valid for five years. GRE scores reported from a test taken more than five years ago may be petitioned to be accepted as valid for admission provided the applicant has successfully completed graduate coursework within the last five years.*

6. **Current CV or Resume** You may either upload your CV along with your personal statement via the eApplication or email it directly to Becky Ellis, rsmallma@iupui.edu.

***Because the question is often asked, the IU Graduate School guidelines recommend an average of at least 550 with one score above 600, but the Museum Studies admissions committee considers test scores within the context of the entire application,**(the demonstration of an applicant's abilities through undergraduate records, references, museum or related experience, and the personal statement). You may download the Graduate Admissions Rubric for further information on how your application is evaluated.

Please note that to be eligible for nomination for a university fellowship, you must apply by January 15. Please see our Funding page for further details about fellowships, scholarships, and other funding opportunities. Please see the Office of Student Financial Aid Services for further information and deadlines for filing FAFSA forms in order to request need-based financial aid.

Please send hard copy application materials, such as your transcript and letters of reference that are not being completed on-line to this address:

ATTN: Graduate Admissions Committee

IUPUI Museum Studies Program

CA419, 425 University Blvd.
Indianapolis IN 46202

International Applicants

If you are an international student, we also require the following:

A completed International Graduate Student Admission Form. Applicants who are not U.S. citizens will be reviewed for admission in the same manner as U.S. citizens. Foreign applicants, however, must possess an adequate mastery of the English language for acceptance into the program. Working in cooperation with the Office of International Affairs, an applicant's language proficiency will be assessed using both GRE and TOEFL scores, letters of exchange, and interviews. For more information on this matter, please visit: IUPUI Office of International Affairs.

Requests for international applications should be directed to:
Office of International Affairs
IUPUI
902 West New York Street, Room 2126
Indianapolis IN 46202-5167
Phone: (317) 274-7294
Email: oia@iupui.edu
Web: www.iupui.edu/~oia/

Philanthropic Studies

MA in Philanthropic Studies

The Philanthropic Studies Program is part of the School of Liberal Arts at Indiana University-Purdue University Indianapolis; 21 of the 36 credit hours required for the MA degree must be Liberal Arts courses. If you do not meet all of the requirements listed below, you may be admitted to the program on a conditional basis and will be reviewed after a fixed period of time to determine whether you may continue in the program.

- **Prior Academic Work**
  A bachelor's degree from an accredited college or university is required with a minimum of a 3.0 overall grade point average (on a scale of 4.0), and a minimum of a 3.0 average in your major field. Applicants with a grade point average below 3.0 may be considered for conditional admission.

- **Results of the Graduate Record Examination General Test**
  Applicants are expected to demonstrate an appropriate level of proficiency on the GRE or a comparable proficiency test (i.e., GMAT, LSAT). Results from the Graduate Record Examination taken within the past five years are required. The Graduate School of Indiana University has established the minimum criteria for GRE scores to be **greater than 1000 (Verbal and Math combined)**.

  Note: Applicants whose academic records fail to satisfy the GRE standards may be admitted to the program on a conditional basis, in which case their status will be reviewed after a fixed period of time to determine whether they may continue in the program.

- **Recommendations**
  Three letters of recommendation to the Admissions Committee are required. Preference will be given to those candidates who can demonstrate ability to successfully perform academic work. In selecting your recommenders, try to select those people who can best speak to indications of your ability to successfully do academic work. If a recommender is not in an academic environment, encourage him/her to assess your knowledge, skills, and abilities as they relate to your ability to do academic work.

- **Statement of Purpose**
  Preference will be given to those candidates whose goals and interests, broadly speaking, match those of the Master of Arts in Philanthropic Studies and its curriculum.

- **Resume**
  Please send updated resume to Peggy Smith, Student Services Coordinator.

Application Deadlines

Those students who are not U.S. citizens must submit their application materials no later than **January 1**. Students seeking financial aid must apply by **February 1**. The priority

deadline for all others is **April 15**, but the Center will accept applications until**July 15, if space is available.**

The deadline for Spring admission is **November 15**. International applicants must apply by **October 15.**

Please note: Spring admission is only recommended for applicants who have completed SPEA V521/PHST P521, "The Nonprofit and Voluntary Sector" course OR any equivalent graduate level introductory course in Nonprofit Management or Philanthropic studies from another university. If you have any questions about this policy, please contact Student Services, pessmith@iupui.edu

Graduate Record Examination

Applicants should demonstrate an appropriate level of proficiency on the GRE. An official report of the results is required for admission. Computer-Based Testing is conducted year-round by appointment through designated test centers. Information on the GRE is generally available at a local college or university, or by calling Educational Testing Service at (800) GRE-CALL.

For International Students and Scholars

Whether you want to pursue a degree in Philanthropic Studies or lend your expertise to the Center on Philanthropy's academic and research programs, the Center's International Community Development office can help. Read more about services for students and scholars, or email Assistant Director Nan Bohan or call her at (317) 261-3008.

Apply online now!

Apply online at the Indiana University Graduate School.

PhD in Philanthropic Studies

Applications are required by **January 15**.

Admission Requirements

1. Formal application to Ph.D. program
2. Official undergraduate and graduate transcripts
3. Grade of B or higher on all courses applied to requirements
4. GRE test scores
5. Three letters of reference
6. Current curriculum vitae
7. Three-page essay summarizing professional goals and proposed research area
8. An interview (telephone, electronic, or in person) with members of Philanthropic Studies Doctoral Committee

Philosophy

Applicants are expected to have a bachelor's degree from an accredited university, or its equivalent, with a grade point average of at least 3.0 overall (on a scale of 4) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of coursework (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. Acceptable coursework includes an undergraduate degree in philosophy. For applicants interested in the Bioethics or International Research Ethics concentrations, professional training or experience that involved health care ethics could be accepted in lieu of coursework. Applicants must also show an appropriate level of achievement on the Graduate Record Examination (GRE) General Test.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL). They must also take the IUPUI English (ESL) examination prior to their first semester of coursework and may be required to take additional classes in English as a second language.

Students not seeking a degree, and students not qualified for full admission, may be admitted as Graduate Non-Degree students. In some cases, degree-seeking students who do not meet all admissions requirements will be admitted on condition that specified deficiencies be remedied within a certain time.

Application Deadlines

Deadlines for receipt of **completed** applications are as follows:

- **January 15 –** For applicants who wish to be considered for a University Fellowship.
- **March 1 –** For applicants seeking admission in the summer or fall semesters.
- **October 15 –** For applicants seeking admission for the spring semester.

If you wish to apply after any of these deadlines, please contact the graduate director.

Application Materials

1. Graduate School Application form with Application Fee: http://www.iupui.edu/~gradoff/admissions
2. Three Letters of Recommendation
3. Statement of Purpose
4. GRE Scores*
5. TOEFL Scores (non-native English speakers only)
6. Official Transcripts (required from all institutions attended or currently attending)**
7. Writing Sample**

* LSAT or MCAT scores may be accepted in lieu of GRE scores for students applying for the Bioethics or International Research Ethics concentrations. No test scores are required for applicants who already hold an advanced degree.

**Please send directly to the Philosophy Department, CA 331, 425 University Blvd., Indianapolis, IN 46202

NOTE: A writing sample may not be required for applicants to either the Bioethics or International Research Ethics concentrations if they are, or have been, professionally employed in a relevant field. In such cases, a resume may be submitted in lieu of a writing sample.

Sociology

Deadlines

The following deadlines must be observed in order to receive consideration for admission:

- February 1 - priority consideration for fall semester and to be considered for financial support
- April 15 - for fall admission

Applications received after the deadline will be held and included for consideration at the next deadline. (They will be considered at an earlier date only at the discretion of the committee.) Applicants who wish to begin coursework prior to their admission to the Graduate School may do so through

the Graduate Non-Degree (GND) program. **Please note:**Taking Non-Degree credits does not ensure future admittance into the program.

Admission Requirements

Applicants must have a baccalaureate degree from an accredited U.S. institution, or a certifiable foreign equivalent with a total grade point average of 3.0 (on a scale of 4.0). Applicants should have completed five undergraduate sociology courses (or approved equivalents, with no more than two of the latter) with a GPA of at least 3.0. Applicants must also submit two samples of writing (a 750-word essay required by the IU Graduate School and a sole-authored report or term paper required by the Sociology Department, official transcripts and three letters of reference. Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL).

Note: The **GRE** general test is not required, but is strongly recommended for admission to the program. In addition, some funding opportunities require strong scores on the GRE general test.

Financial Aid:

Stipends of various amounts for teaching and research assistantships are available from the School of Liberal Arts. The Graduate School also provides stipends. All are on a competitive basis, and applications must be received by February 1. For information on Work Study and Student Loans, contact the Office of Scholarships and Financial Aid, Cavanaugh Hall, Room 103, IUPUI, 425 University Boulevard, Indianapolis, IN 46202, Ph: 317-278-4723.

Application:

The Indiana University Graduate School strongly encourages the submission of on-line applications. However, if a student is unable to use the on-line application, a paper application package for the Graduate Program may be requested from the Department of Sociology at the address below or call 317-274-8981.

Link to on-line application

For your convenience, the on-line application to the Graduate Program can be started, put on hold, and completed on a different day. This will allow you to gather needed information and to compose your Personal Statement in installments.

CHECKLIST FOR A COMPLETE APPLICATION MUST INCLUDE THE FOLLOWING:

1. Completed on-line application
2. Three letters of recommendation and IU Recommendation for Admission forms (available on line or from the department). These documents should be from individuals familiar with your academic abilities and potential.
3. Copy of official transcript(s) of all previous college and university work, documenting each course taken, grades received, and all degrees awarded.
4. Personal Statement - a 750 word essay (as required by the Graduate School) on "Why I want to enter the Master's Degree program in Sociology."
5. 2nd writing sample: a sole-authored writing sample (a recent term paper or report analyzing a social science topic).
6. The application fee should be paid (online) by MasterCard, Visa or American Express.

Additional information on the MA in Sociology can be obtained at the IUPUI Sociology department, by calling the Sociology Office Coordinator at 317-274-8981, by e-mail: sociolog@iupui.edu, or by writing to the address below.

Director of Graduate Studies
Department of Sociology
Indiana University Purdue University Indianapolis (IUPUI)
425 University Blvd. CA 303
Indianapolis, IN 46202-5140

Master of Arts in the Teaching of Spanish (M.A.T.)

This graduate program is a collaboration between IUPUI and the University of Salamanca in Spain. It leads to the Master of Arts in the Teaching of Spanish awarded by Indiana University. Students also receive certificates from the University of Salamanca attesting to their completion of the summer programs in residence there. The University of Salamanca has a well-developed curriculum for foreign students who aspire to teach Spanish, and its Cursos para Profesores enjoy a high level of academic prestige around the world.

Objectives

This international course of study has been designed specifically for teachers of Spanish. It provides graduate-level course work in the Spanish language, Hispanic cultures, teaching methodology, applied linguistics, and Hispanic art and literature. It provides for the professional development of Spanish teachers through the improvement of their language and teaching skills, and it will promote their career advancement. Graduates of the program will in turn contribute to better teaching of Spanish in area schools, improving the language skills and the cultural awareness of students in the state of Indiana.

Design

The degree program consists of 36 credits and requires two five-week programs taken abroad in consecutive summers. The remainder of the course work must be completed in residence at IUPUI. The Master of Arts in the Teaching of Spanish may be completed in three to four academic semesters and two summer sessions. Students may select from two options for the course of study: Option 1 includes a master's thesis, and Option 2 requires additional coursework. For a list of required course work, see the program Web site: http://liberalarts.iupui.edu/wlac/graduate/mat_in_spanish.

Admission Requirements

1) **A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale)** in the student's undergraduate major, documented by an official transcript. Applicants are expected to have an undergraduate degree in Spanish, but admission is also considered for those who otherwise demonstrate the competency necessary for successful graduate work in Spanish. Students must have knowledge of Spanish phonetics, linguistics, and literary genres and periods. *Students with deficiencies may be admitted on a conditional basis until they complete the relevant undergraduate courses in these areas.*

2) **Proficiency in the Spanish language;** There are two options:

a. Exam: Students may take the Diploma in Spanish (DELE) issued by the Spanish Ministry of Education, Culture and Sport. The official exam determining this proficiency is offered once a year at IUPUI. Students must attain a passing score at the Nivel Intermedio (B2).
OR b. A tape including applicant's oral sample of 10-15 minutes of *spontaneous* speech in Spanish **AND** an essay in Spanish on some aspect of Spanish culture, literature, linguistics, or pedagogy. The essay may be in the form of a paper written for a course.

3) **Three letters of recommendation.** At least two of these should be from professors.

4) **For international students, the university requires a minimum TOEFL score of 550 on the paper version, or 213 on the computer-based test. Send scores to Institution Code 1325, Department Code 2608.** Students who do not achieve this score may be admitted to the university conditionally and may be required to take English as a Second Language courses through the Department of English. While taking these courses they will be allowed to register for a maximum of six credit hours in the MAT in Spanish. If admitted, International students will also be required to take IUPUI's ESL Placement test before registering for the first semester.

PLEASE NOTE: While the GRE is not necessary for admission to the Master of Arts for Teachers Program in Spanish, it is required for application to certain financial aid programs. (See "Financial Assistance" below.)

5) **Online application.** Please access the online portion of the application from the following link: http://www.iupui.edu/%7egradoff/admissions/apply.html

This segment requires basic information such as your name, address, program of study, residency status, etc. Please pay careful attention to the **personal statement**, in which you explain your reasons for pursuing the M.A.T. in Spanish. The statement should be written in English. The application fee may be submitted by credit card at the end of the online application. Please check with the Graduate Office for the current amount of the application fee.

Please note: Under Educational Objectives you must choose "Master's" as your type of admission, "Spanish (IU Graduate School)" as your academic program, and "Spanish M.A.T." as your major. Please also note that if you have already submitted an online application for Graduate Non-Degree Status or for another graduate program, you must still complete a new online application for this program using a new personal identification number (PIN) and password and submit an additional application fee.

Financial Assistance

Various sources of financial assistance are available to graduate students at IUPUI. Applicants should contact:

IUPUI Office of Student Financial Services
Campus Center (CE) 250
420 University Boulevard
Indianapolis, IN 46202-5140
Phone: (317) 274-4162
http://www.iupui.edu/~finaid/office/

Political Science

Applications for admission to the program (without financial support) will be reviewed throughout the year, but it is recommended that applications for fall be submitted no later than the end of June, and for spring no later than the end of November.

Completed applications for IUPUI Fellowships must be submitted by February 1. Priority for other forms of financial aid (internships, research assistantships, teaching assistantships) will be given to those applying by May 1.

Minimum admissions are a BA from an accredited institution, a GPA of 3.0, and scores on the revised GRE General Test of 145 in each of the verbal and quantitative elements, and 4.5 in the analytical writing element. (For GREs taken before July 31, 2011, we look for an average of 500 or better with at least one score of 550 or better.) You can sign up to take the GRE at http://www.gre.org/. It is recommended that you sign up at least two weeks in advance of the date on which you want to take the exam to ensure that you obtain a reservation for that day.

For full details on the , please visit the Graduate Office web site, where you can file an online application. The application includes a personal statement and three letters of recommendation. In addition, you will need to submit your undergraduate transcript and GRE scores, and be interviewed in person by the departmental Director of Graduate Admissions.

Students whose admission package is incomplete or whose GPA and/or GRE scores do not quite meet our expectations may be conditionally admitted to the program. Also, students who apply late or before they have taken their GRE may be admitted as graduate non-degree students. Either way, courses taken before formal admittance will count toward the MA once students are formally admitted (provided the grade expectation described above is met).

Certificate Programs

- Geographic Information Science
- Museum Studies
- Philisophy
- Professional Editing
- Survey Research
- Teaching English Speakers of Other Languages (TESOL)
- Teaching Writing

Teaching Writing

The graduate Certificate in Teaching Writing is a 20-hour program of study for certified middle school or high school teachers, part-time university writing faculty and lecturers in other disciplines, and M.A. students interested in earning a certificate in writing to enhance their professional teaching careers.

Major topics include theories and methods of teaching writing; understanding linguistic diversity; uses of technology in writing; social aspects of writing development; non-fiction writing; writing assessment; and teacher research. The Certificate requires completion of five graduate courses consisting of one core course and four elective courses.

Graduate credits earned can be applied toward the M.A. in English upon acceptance into the M.A. For further information, please contact Professor Kim Brian Lovejoy (274-2120).

Professional Editing

The 15 credit hour graduate Certificate in Professional Editing, an interdisciplinary program administered for the School of Liberal Arts by the Institute for American Thought, can be taken as a standalone certificate or in conjunction with the M.A. in English or History. The program offers editing concentrations in English and History, i.e., critical editing and documentary editing.

Twelve credit hours of English courses comprise the Critical Editing core: ENG L501 Professional Scholarship in Literature (4 cr.), ENG L680 Topics: Textual Theory and Textual Criticism (4 cr.), and ENG L701 Descriptive Bibliography and Textual Problems (4 cr.).

Eleven credit hours of History courses comprise the Documentary Editing core: HIST H501 Historical Methodology (4 cr.), HIST H543 Internship: Practicum in Public History (4 cr.), HIST H547 Topics in Public History. Specific topic in Historical Editing (3 cr.)

The final 3-4 credit hours required to complete the certificate are elective, and may take the form of a ENG W609 Directed Writing Project or an ENG L590 Internship supervised by the faculty editors of the Institute's resident scholarly editions or a project course or internship approved by the student's certificate advisor.

For the core of the Technical Editing concentration, students take W531 Designing and Editing Visual Technical Communication (4 cr.), W532 Managing Document Quality (4 cr.), and W609 Directed Writing Project. For the final course, it is recommended that students take W525 Research Approaches for Technical and Professional Communication (4 cr.), but other relevant electives are available.

All of these courses will double-count for both the editing certificate and the English M.A. or History M.A. (Electives outside English and History are also available, but these will not normally double-count.) GRE scores are not required for admission to the certificate program, but foreign students are required to take TOEFL and receive a score of 550 or above. Students already admitted to the English or History graduate program can follow a more streamlined admission process.

Due to the unique nature of this program you must contact the program director for an interview before completing the Graduate Online Application. There is an application fee involved; so we do not want you to apply unless you qualify.

Geographic Information Science

Admission Requirements

Admission to the Graduate Certificate in Geographic Information Science requires a baccalaureate degree from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account. Students are required to submit a statement of interest, three letters of recommendation, and an application for admission to the School of Graduate Studies.

Students already admitted into Indiana University or Purdue University graduate programs are automatically eligible to apply to the certificate program. Such students must declare their participation in the certificate program and submit a statement of interest. Admission decisions will be made by the faculty oversight committee.

Course Requirements

Total requirements: 15 credit hours. The minimum grade that will be accepted in any single course is B.

Required courses (9 credits):

1. G535 Introduction to Remote Sensing (3 cr.)
2. G538 Introduction to Geographic Information Systems (3 cr.)
3. G639 Seminar in Geographic Information Science (3 cr.)

Electives (6 credits). Any 2 of the following courses:

- G536 Advanced Remote Sensing (3 cr.)
- G537 Computer Cartography and Graphics (3 cr.)
- G539 Advanced Geographic Information Systems (3 cr.)
- G588 Spatial Statistics (3 cr.)

Museum Studies

The Graduate Certificate in Museum Studies provides students with interdisciplinary training in museum practice and a knowledge of contemporary issues in the museum field. It trains students in specialized aspects of museum practice such as education, exhibit planning and design, collections care, and museum administration by combining museum studies course work with curriculum in other IU schools. Students are given an introduction to the history and philosophy of museums and an opportunity to focus on particular aspects of museum practice.

The graduate certificate may be taken as a freestanding credential or paired with graduate work in another related discipline (e.g., history, philanthropic studies, education, library science, nonprofit management). Because it offers an opportunity to specialize the graduate certificate is also a suitable credential for current museum professionals who wish to enhance their professional training or develop new specialties. For specific requirements and options for cross-listed courses, see the museum studies Web site or meet with an academic advisor.

The Museum Studies Graduate Certificate consists of 18 credit hours of course work, including a required museum studies introductory course (3 cr.), an internship (3 cr.), and a choice of four additional courses (12 cr.) from a list of museum studies courses and electives. All courses must be passed with a grade of B– or above in order to count for the certificate. Electives not on the approved list must be approved by the director of museum studies before registration. Internships must be approved by a faculty advisor prior to registration.

Museum Studies, an interdisciplinary program in the School of Liberal Arts, offers an 18-hour graduate certificate that can be completed as an independent credential or in conjunction with another masters degree. The Museum Studies Program offers courses, including museum

education, exhibit planning and design, visitor studies, and collections management, that are designed to complement discipline-based degrees and to prepare graduate students for professional work in museums In order to complete the certificate while simultaneously completing the M.A. in History, students must be admitted to the graduate programs in history (public history track) and museum studies and complete the requirements for both the degree and the certificate. The following courses may be used to fulfill requirements in both programs.: H543 Internship: Practicum in Public History focused on Museums (4 cr.) will count as an equivalent for MSTD A508. HIST H548 Historic Administration/Museum Administration (3 cr.) counts as an equivalent of MSTD A548. In addition, HIST H542 Public History (4 cr.) and any , HIST H547 Special Topics in Public History (3 cr.) classes are approved electives for the museum studies graduate certificate curriculum, and students may use up to two museum studies courses as electives in their History MA requirements. Students must apply to both programs in order to enroll in this joint M.A. in History/Certificate in Museum Studies program. GRE scores are required for admission to the graduate programs in history and museum studies.

Graduate Certificate Requirements (18 cr.)

•**MSTD A503** Introduction to Museum Studies (3 cr.)

•**MSTD A508** Museum Internship (3 cr.) (or an equivalent internship requirement in another program such as History or Philanthropic Studies provided the proposal and report meet MSTD standards).

•Two core courses (6 cr.) chosen from **MSTD A505, A510, A512, A516,** and **MSTD A548** or **HIST H548**

• Two elective courses (6 cr.) chosen from a list of approved electives, one of which must be a MSTD course

TESOL

The graduate Certificate in Teaching English to Speakers of Other Languages (TESOL) is offered to students who have a baccalaureate degree from an accredited institution and who would like to be trained in teaching English to non-native speakers of English. Students will become familiar with the major theoretical foundations of teaching English as a foreign and second language and acquire experience through practice teaching in authentic ESL classrooms. The student who completes the TESOL certificate will be able to teach ESL and EFL to adult and post-secondary learners in the U.S.A. and overseas. Optional emphasis in English for Specific Purposes (ESP) students may choose to add the optional English for Specific Purposes (ESP) emphasis. ESP Focuses on the teaching of English as a second language for academic, occupational, and professional purposes.

Admission Requirements

1. Students should have a bachelor's degree from an accredited institution, with a minimum undergraduate GPA of 3.0 (on a 4.0 scale) or equivalent, documented by an official transcript. Students with an undergraduate GPA between 2.5 and 3.0 may be conditionally admitted , but must receive a grade of B or better in ENG-G 500, which should be taken as their first class, in order to continue in the program.
2. Students who are non-native speakers of English must have a TOEFL (Test of English as a Foreign Language) score of at least 600 (paper), 250 (computer), or 100 (Internet).
3. Students should provide a personal statement describing their interest and goals in the program.

Course Requirements

The TESOL certificate requires 21 credit hours, including 17 hours of "core" courses and 4 hours of electives. The core courses are:

- ENG-G 500 Introduction to the English Language
- LING-L 532 Second-Language Acquisition
- LING-L 534 Linguistic Resources for TESOL
- ENG-G 541 Materials Preparation for ESL Instruction
- LING-L 535 TESOL Practicum

Students wishing to earn the TESOL certificate with ESP emphasis must take LING-T 600 as their elective course and complete their TESOL Practicum LING-L 535 in an ESP setting.

American Philosophy and Bioethics

Welcome to the homepage for the Department of Philosophy's Graduate Certificate program. This program offers graduate certificates in either American Philosophy or Bioethics. We appreciate your interest in the program and invite you to review the information on this page. We also invite you to contact the graduate director if you have further questions about the program, its curriculum, opportunities for financial support, or application requirements.

Student Consumer Information about this Program

The certificate in American philosophy gives students the opportunity to study in a one-year program at one of the world's premier places for studying American philosophy and especially the thought of Charles Sanders Peirce. IUPUI is home of the Institute for American Thought, which contains the Peirce Edition Project, the Santayana Edition, the Josiah Royce Papers, and the Max H. Fisch Library. Because of the Peirce Edition Project, the Santayana Edition, and the Josiah Royce Papers, three large-scale scholarly ventures to publish the writings of an important American philosopher, IUPUI has extensive resources in American philosophy and a substantial contingent of faculty specializing in this area. The Max H. Fisch Library is a non-lending library specializing in American philosophy and other resources essential for a better understanding of this chapter in philosophy. It attracts a number of scholars each year, as well as graduate students from other institutions who are working on their thesis or Ph.D. dissertation. The Institute for American Thought also houses the Frederick Douglass Papers and the Center for Ray Bradbury Studies.

The certificate in bioethics offers a one-year program of study in a rapidly growing field that requires educated and trained theorists and practitioners. IUPUI is home to one of the nation's largest health-profession complexes, with the nation's second largest school of medicine and largest multi-purpose school of nursing. In addition, the Indiana University Center for Bioethics provides a forum for interdisciplinary research and public outreach.

Students who pursue the graduate certificate in bioethics will have a number of employment opportunities. Some may choose to continue on to a terminal degree (M.A. or Ph.D.) program in philosophy or bioethics, after which they can be expected to compete for research or faculty positions. Others may choose to complete the certificate in concert with a professional degree in medicine, science, nursing, health sciences, or law. Professionals already employed in health-related fields can expect that the certificate will enhance their professional credentials. A graduate certificate in bioethics will be useful to those responsible for policy analysis and development (e.g., on ethics committees), compliance (e.g., in risk management or institutional review-board positions), or teaching and education (e.g., in continuing education programs). This certificate will also be useful to professionals working in legislative or other policy positions.

The graduate certificate program is designed to accommodate a wide variety of students, including:

- International students with an interest in American philosophy or bioethics who have recently completed their M.A. in their home country and are exploring their academic options, like a Ph.D. in philosophy.
- International students who want to do a one-year abroad program at the graduate level. The certificate program can be completed concurrently with research for an M.A. thesis or dissertation.
- Graduate students from other universities who are willing to take a year off from their regular program or who have reached the A.B.D. stage. Most Ph.D. programs have only one specialist in American philosophy or bioethics, making a certificate in either specialty an attractive option for students busy writing their Ph.D. dissertation.
- Students who have completed undergraduate degree and do not yet want to commit themselves to a degree program in philosophy or who want to increase their chances of being admitted into the IUPUI philosophy M.A. or a first-tier graduate program elsewhere.
- People who seek to broaden their philosophical horizon without aiming for a full-fledged graduate degree. A certificate gives graduate non-degree students a well-defined focus of study.
- Students who are enrolled in other graduate programs or post-baccalaureate professional programs at Indiana University and have an interest in philosophy.
- Students in programs that have an (international) exchange program with the IUPUI Philosophy Department or the Institute for American Thought.

The certificate in bioethics also provides a continuing education opportunity for individuals who are already gainfully employed and may have no real need for a full M.A. For example, nurses wishing to move into administrative positions on a hospital ethics committee or institutional review board.

Students enrolled in the IUPUI Philosophy M.A. program are automatically eligible to enroll in either of the graduate certificate programs, thus combining their M.A. degree with a certificate.

Applicants are expected to have a bachelor's degree from an accredited university or its equivalent, with a grade point average of at least 3.0 overall (on a scale of 4) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of coursework (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. Acceptable coursework includes an undergraduate degree in philosophy. For their application, students are required to submit in addition to the Graduate School application form: official transcripts, at least one letter of recommendation, and a statement of purpose. Documents not included with the online application form can be sent directly to the Philosophy Department: CA 331, 425 University Blvd., Indianapolis, IN 46202.

Foreign applicants are required to take the Test of English as a Foreign Language (TOEFL). They must also take the IUPUI English (ESL) examination prior to their first semester of coursework and may be required to take additional classes in English as a second language.

Deadlines for receipt of **completed** applications are as follows:

– For applicants seeking admission for the summer or fall semesters.

– For applicants seeking admission for the spring semester.

If you wish to apply after either deadline, please contact the graduate director.

To complete the certificate, students should take fifteen (15) credit hours in the IU system, at least nine (9) of which must be taken at the IUPUI campus and at least nine (9) of which must be offered by the IUPUI Philosophy Department. Unless otherwise stated all courses must be at the 500-level or higher and be completed with a grade B or higher. Students taking the bioethics certificate are required to take P547; students taking the American philosophy certificate are required to take P558. Both are offered each academic year. In addition, students should take nine (9) credit hours in concentration specific courses, while taking the remaining three credit hours either in concentration specific courses or in courses that fall within the M.A. core. Courses taken more than five years prior to completion of the certificate must be retaken or revaluated.

American Philosophy

Fall semester
P558 American Philosophy (3 cr.)
P560 Metaphysics (3 cr.)
P701 Peirce Seminar (3 cr.)

Spring semester
P507 American Philosophy and the Analytic Tradition (3 cr.)
P748 Josiah Royce Seminar (3 cr.)

Bioethics

Fall semester
P547 Foundations of Bioethics (3 cr.)
P540 Contemporary Ethical Theories (3 cr.)
M504 Introduction to Research Ethics (3 cr.)

Spring semester
P555 Ethical and Policy Issues in International Research (3 cr.)
P696 Topics in Biomedical Ethics: Genethics (3 cr.)

Survey Research

The Department of Political Science offers a Graduate Certificate in Survey Research. Its main purpose is to provide students with interdisciplinary training in the evaluation of survey research data, and the implementation of survey research programs.

Program Description

Survey research has expanded with acceleration in the past three decades. It is now widely used across a number of disciplines. For example it is used by medical researchers and public health specialists in epidemiological studies, evaluation of public information campaigns and to assess behavioral and attitudinal risks for disease and injury. It is used by public administrators, in field such as urban planning and criminal justice to evaluate current programs, assess the impact of public safety campaigns and assess citizen support for new developments in public facilities.

Educational leaders use surveys or diverse activities including marketing strategies for higher education institutions and scheduling of classes and transportation for elementary and secondary schools. Attorneys and legal professionals look at the impact of programs and activities on jury selection, perceptions of courtroom behavior and trust/support for new and existing statutes. Business leaders are constantly monitoring the public's attitudes and behaviors in regards to product development, customer satisfaction, marketing strategies and even location of facilities.

Not-for-profit agencies estimate the potential for enlisting volunteers, the potential for fund-raising and effectiveness of fund-raising campaigns. Of course, beyond such applied uses, academicians in many disciplines use survey data to study a broad range of phenomena including financial risk-taking, voting behavior, family satisfaction, medical treatment preferences, and a host of other areas.

Although many people use survey data, few are trained in the twin goals of the Certificate Program-evaluation of the quality of survey data and the implementation of programs of survey research from data collection through analysis. The main objective of this program is to provide a graduate student with such training through an interdisciplinary approach to all aspects of survey research.

Students considering application to the Certificate Program are welcome in the classes (with prerequisites or instructors permission). Up to 9 credit hours earned as a graduate non-degree student or graduate degree student and approved by the program's director may be applied toward the Certificate upon admission to the program.

Students applying for entry into the program should have at least an appropriate bachelor's degree from an accredited institution, and either a minimum undergraduate GPA of 3.0 or sufficient professional standing in employment to indicate their ability to handle the demands of the program. Students who complete the program successfully will receive an Indiana University certificate.

Director and Academic Advisor

Professor Brian Vargus
Tel: 317.274.7226

Professors
Bill Blomquist (Political Science)
Linda Hass (Sociology)
Suzanne Steinmetz (Sociology)
Gregory Steele (Public Health)
Brian Vargus (Political Science)
Terry Zollinger (Medicine)

Associate Professors
Ain Hass (Sociology)
Eric Wright (SPEA)

The Certificate in Survey Research Program provides an interdisciplinary approach to survey research in both theory and application. It encompasses a scholarly introduction to sophisticated techniques in survey research and the opportunity for a student to tailor the program to fit within their other graduate work.

Program Requirements

Students will need to complete 15 hours of course work with a grade of B- or better in each course, and a cumulative GPA of at least 2.7. All required and elective courses will be at the 500- or 600-level, no undergraduate courses may be used toward the certificate, and no more than three hours may be transferred from another institution.

Required Core Courses (6 credits)

- *Y567 - Public Opinion: Approaches and Issues (3 cr.)* - An introductory seminar that will discuss all the key approaches, issues and concepts in the field of survey research, allowing students to identify more specific interests that may be further explored in their elective courses.
- *Y590 - Seminar in Survey Research (3 cr.)* - A capstone seminar designed to examine current issues in the application of survey research to public policy. Students will be encouraged to take this course at the end of their program of study. They will be encouraged to share with other students their particular applications to increase the interdisciplinary nature of the seminar.

Elective Courses (9 credits)*

- *Y575 - Political Data Analysis I* - Introduces students to quantitative research methods for studying politics, focusing on topics that are statistical in content or that must be addressed for statistics to make sense. Students who complete the course will achieve a level of statistical competency that will enable them to enroll in courses concerned with multivariate statistical techniques, and will acquire the basic skills of data analysis that are indispensable to the practice of quantitative political science.
- *Y576 - Political Data Analysis II* - Builds on Y575 by familiarizing students with more advanced research methods, such as regression analysis and techniques for dealing with categorical and limited dependent variables. Models to be covered include logit, probit, multinomial logit, ordered probit, duration models and survival analysis. Attention will be directed at the application of these methods to political phenomena and the presentation of the results.

- *Y580 - Research Methods* - This course surveys the major techniques for investigating current political problems. It emphasizes the relationship between theory and practice in understanding and conducting research. It will examine issues in field research essential to a full understanding of a research problem.

*Students will be required to complete nine additional hours, chosen from a group of Primary Courses or Alternates. This list is designed to maximize the flexibility of a program that meets an interdisciplinary demand. They are offered with varying regularity, but the curriculum allows each discipline to adapt its courses to fit student needs in its area.

Alternatives to Y575*

- Public Affairs V506 - Statistical Anaylsis for Effective Decision Making
- Psychology P600 - Statistical Inference
- Public Health H157 - Introduction to Epidemiology

Alternatives to Y576*

- Sociology R559 - Intermediate Sociological Statistics
- Public Health P600 - Epidemiological Research Methods

Alternatives to Y580*

- Health Administration H518 - Statistical Methods for Health Services
- Public Health P601 - Advanced Epidemiology
- Public Affairs V562 - Public Program Evaluation

*Or any other comparable graduate course accepted by the Program Director

Internship Option (3 credits)

As an alternative to one of the electives, students may - with the approval of the Program Director - substitute an internship experience for one of the elective courses. They would have to work with an approved faculty member in completing a research project arising out of placement with an approved commercial research organization or the IU Survey Research Center at Bloomington. It involves a commitment of at least 8 hours per week for one full semester. They would enroll for credit in Y585 - Internship in Survey Research, or a comparable internship course in another department or school, subject to approval by the Program Director.

For more information, and to make enquiries about course equivalencies, contact certificate director Prof. Brian Vargus.

Contact Information

Anthropology

Address
425 University Blvd.
Cavanaugh Hall 410
Indianapolis, IN 46202

Department Primary Contact
Mark Shemanski
Email: mshemans@iupui.edu
Phone: 317.274.8207

Office Hours
Monday - Friday, 8:00 a.m. - 11:30 a.m. and 12:30 p.m. - 5:00 p.m.

Communication Studies

Director of Graduate Studies
Department of Communication Studies
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rhodesn@iupui.edu

Economics

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Geographic Information Science

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425 University Boulevard
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Philanthropic Studies
Marsha Currin
(317) 278-8927
Email: Marsha Currin

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Graduate Program Director/Advisor
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Tel: 317-274 7387

Sociology
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Cavanaugh Hall 504J
Indianapolis, IN 46202
Tel: 317-274-8981

Spanish
Graduate Coordinator: Phillip Garver
Address: 425 University Blvd.
Cavanaugh Hall 545
Indianapolis, IN 46202-5140
Tel: 317-278-3658
Fax: 317-278-7375

Graduate Programs
The communication studies, economics, English, geography, history, museum studies, philosophy, philanthropy, sociology, and Spanish programs presently offer master's degrees. In addition, virtually all School of Liberal Arts departments offer graduate courses, including certain 300- and 400-level courses that may be taken for graduate credit in programs in the Indiana University Graduate School or the Indiana University School of Education.

Students will not receive graduate credit without the written approval of a graduate advisor and the instructor of the course. Obviously, acceptable performance in the courses is also a condition for receiving graduate credit. In addition, other departments offer graduate course work. See sections on IU graduate programs. In addition, several departments and programs offer graduate certificate programs and minors.

Programs	MA/MS	Certificate	Ph.D.
Anthropology	MA		
Communication Studies	MA		
Economics	MA		Ph.D.
Economics of Nonprofits			Ph.D.
Economics, Health			Ph.D.
English	MA		
English, Teaching and Writing		Certificate	
Geographic Information Science	MS	Certificate	
History	MA		Minor
History, European	MA		
History, Public	MA		
History, U.S.	MA		
Museum Studies	MA	Certificate	
Philanthropic Studies	MA	Certificate	Ph.D.
Philosophy	MA	Certificate	
Philosophy, American	MA	Certificate	
Philosophy, Bioethics	MA	Certificate	
Philosophy, International Research Ethics	MA		
Political Science	MA		
Political Science, International	MA		
Professional Editing		Certificate	
Sociology	MA		
Sociology, Family/Gender Studies	MA		
Sociology, Medical	MA		
Sociology, Work/Organizations	MA		
Spanish	MAT		
Survey Research		Certificate	
Teaching English as a Second		Certificate	

Language
(TESOL)

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Degree Programs

- Anthropology
- Applied Communication
- Economics
- English
- Geographic Information Science
- History
- Museum Studies
- Philanthropic Studies
- Philosophy
- Political Science
- Sociology
- Spanish

Applied Communication

The Department of Communication Studies offers an M.A. in Applied Communication with concentrations in corporate communication, health communication, media criticism or public communication. This unique applied program provides students with theoretical understanding of communication processes as well as with the competencies and skills necessary to address specific communication issues and problems by applying discipline-specific knowledge. The program readies the advanced student for professional career paths and future academic pursuits.

Program Goals

The overarching goal of this unique program in applied communication is to provide students with the competencies and skills necessary to address specific communication issues and problems that are socially relevant and to suggest or implement change. The primary intellectual goal of the program is to increase our students' understanding of the theoretical implications of discipline-specific knowledge and to enhance their ability to understand and predict human interaction relative to realistic, applied outcomes associated with contemporary social problems. A pratical goal of the program is to train a cohort of the population who will satisfy society's increased need for professionals who grasp the complexities of communication problems and who are able to develop and execute strategies and programs to address such issues.

Requirements for Admission

Applicants should have:

- a bachelor's degree from an accredited college or university, with a minimum GPA of 3.0 (on a 4.0 scale)
- official transcripts from all Universities and Colleges attended
- three letters of recommendation
- a personal statement

In addition, evidence of strong analytical and writing skills, a background in research methods, and experience in the analysis of communication phenomena are highly recommended. The Graduate Record Examination (GRE) General Test with satisfactory scores in the three areas is required for applicants who wish to be considered for University fellowships.

Course Work

The student must maintain a B+ average (3.3) or higher in order to graduate. In addition, the student must pass the comprehensive examination and complete either a thesis or an applied learning project in order to complete the degree requirements.

Degree Requirements

Completion of 36 credit hours, including:

- 12 credit hours of core requirements. These include:
- COMM C500 Advanced Communication Theory
- COMM C501 Applied Communication Research
- One of COMM C502, COMM C530 or COMMC531
- COMM C503 Applied Learning Project, OR COMM C597 Thesis)

- 18 credits of applied communication elective courses
- Students may take as many as 6 credits of approved interdisciplinary course work at the graduate level from outside of the Communication Studies Department;
- Successful completion of comprehensive examinations.

Economics

The Master of Arts program has a twofold objective: (1) to provide students with analytical capabilities and research skills for careers in business, government, and the nonprofit sector; and (2) to prepare those who wish to pursue the Ph.D. at IUPUI, Indiana University Bloomington, or another university.

Admission Requirements

Applicants should have completed a bachelor's degree from an accredited institution. Ordinarily, applicants should have a minimum grade point average of 3.0 on a 4.0 scale in their undergraduate course work and in their previous economics courses. Before undertaking graduate study in economics, a student should have knowledge of intermediate-level undergraduate economic theory (E321 and E322), statistics (E270), multivariate differential and integral calculus (the IUPUI equivalent M 16500 offered by the mathematics department, and finite mathematics (M118). Students with deficiencies in economics and/or mathematics may be admitted on a conditional basis.

The verbal, quantitative, and analytical writing portions of the Graduate Record Examination (GRE) are required and applicants are urged to complete the examination by December of the year before admission.

Three letters of recommendation are required. For students with English as a second language, a minimum TOEFL score of at least 550 is required, higher scores are recommended.

Course Requirements

Students must complete a minimum of 30 credit hours of graduate course work. Twelve (12) credit hours are devoted to the following required core courses: E520 Mathematics of Optimization, E521 Theory of Prices and Markets, E522 Theory of Income and Employment, and E570 Fundamentals of Statistics and Econometrics. These core courses serve as prerequisites for 500-level field courses. The student must also complete six (6) credits of outside field classes in the

mathematics and statistics department, at the graduate level. Consult the department's graduate study guide for a list of acceptable outside courses.

Grades

The student must receive at least a C (2.0) in each course and must average at least a B (3.0 on a 4.0 scale) for all courses taken.

Ph.D. Program

The Ph.D. program is designed to (i) advance knowledge concerning Health Economics and Philanthropy/Nonprofit Economics; (ii) develop the skills essential for our graduates to conduct independent research in these two areas. The two fields for our Ph.D. program are Health Economics and Philanthropy/Nonprofits Economics.

Admission Requirements

Course sequence in univariate and multivariate calculus (equivalent to MATH M16500, M16600, and M26100 at IUPUI.

Linear algebra (equivalent to Math M35100 at IUPUI).

Either a calculus-based undergraduate level course in probability or statistics or any undergraduate statistics course plus a course in introductory econometrics (equivalent to E270 and E470 at IUPUI).

Recommended Coursework includes Intermediate Microeconomic Theory (equivalent to E321 at IUPUI) and the course sequence in Mathematical Analysis (equivalent to Math M44100 and Math M44200 at IUPUI). Additional courses in Economics will also be useful.

Required Testing

Graduate Record Examination (GRE) General Test (Quantitative, Verbal and Analytical Writing). Successful candidates typically have quantitative scores at the 700 level and above and scores below 650 are typically not sufficient for admission. Analytical Writing and Verbal scores can be somewhat lower.

For non-native English speakers who did not attend college in the U.S.: Either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Successful candidates must achieve a minimum TOEFL score of 570 (or 230 on the computer version of the test or 88 on the internet version, iBT). Typically successful candidate have scores of 600 or better (250 or better - computer version; 100 iBT). The minimum acceptable IELTS score is 6.5; in practice, we look for an IELTS of 7 or more. It is required that applicants take the academic reading and writing modules, the general training reading and writing modules.

Undergraduate Record

Requirements include a bachelor's degree from an accredited college or university, a minimum 3.0 grade point average on a scale of 4, and a minimum 3.0 average in the major field. In unusual circumstances, if the minimum GPA requirement is not met, a conditional admittance could be considered.

Applications will be viewed in their entirety wherein a candidate's outstanding qualifications in one area can be balanced against more marginal qualifications in another dimension. However, admission is competitive and financial support even more competitive. Most of the students admitted and supported will exceed the minimal requirements.

English

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words—in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems.

Grades

M.A. students must maintain a minimum grade point average of 3.0 (B).

Course Requirements

The M.A. in English has two options: thesis and non-thesis.

Thesis Option (36 cr.)

Core courses (8 cr.)

Choose two:

ENG G500 Introduction to the English Language
ENG W509 Introduction to Writing and Literacy Studies
ENG L506 Introduction to Metods of Criticism and Researching
Electives (24 cr.)

Choose at least six courses in consultation with a faculty advisor for a total of 24 credit hours. These 24 hours may include a third core course and up to 8 credit hours of Internship.

Thesis Credits (4 cr.)

ENG L699 Thesis Credits (4 cr.)

Non-Thesis Option (40 cr.)

Core Courses (8 cr.)

Choose two:

ENG G500 Introduction to the English Language
ENG W509 Introduction to Writing and Literacy Studies
ENG L506 Introduction to Methods of Criticism and Research
Electives (32 cr.)

Choose at least eight courses in consultation with a faculty advisor for a total of 32 credit hours. These 32 hours may include a third core course and up to 8 credit hours of Internship.

Foreign Language Requirements

There is no foreign language requirement, but M.A. students going on for the Ph.D. are encouraged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Geographic Information Science

Master of Science in Geographic Information Science

Course Requirements

All students must complete a minimum of 30 credit hours as follows:

Any 3 of the following courses (9 credits):

- GEOG G535 Introduction to Remote Sensing (3 cr.)
- GEOG G537 Computer Cartography and Graphics (3 cr.)
- GEOG G538 Introduction to Geographic Information Systems (3 cr.)
- GEOG G588 Spatial Statistics (3 cr.)

Two required courses (7 credits):

- GEOG G639 Seminar in Geographic Information Science (3 cr.)
- GEOG G560 Internship in Geographic Analysis (4 cr.)

An independent research project or a thesis (3-6 credits):

- GEOG G645 Research Papers in Geography (3 cr.) or
- GEOG G850 Masters Thesis (6 cr.)

Electives in GIS or complementary field (8-11 credits)

For additional information about Geographic Information Science programs at IUPUI, please refer to the IUPUI Geography Web site (www.iupui.edu/~ geogdept) or contact:
Rudy Banerjee, Ph.D.
Graduate Director and Chair
Department of Geography
Indiana University – Purdue University Indianapolis
Phone: (317) 274-3281
E-mail: rbanerje@@.

History

Admission

To be admitted to the Master of Arts degree program, students must have:

- a bachelor's degree from an accredited college or university, with a minimum overall undergraduate grade point average of 3.0 (B) and a minimum grade point average of 3.0 (B) in the student's undergraduate major (an undergraduate major in history is not required, but applicants without such a background may be required to take additional course work in history at the undergraduate level as a condition for acceptance into the program);
- an appropriate level of achievement on the Graduate Record Examination (GRE) General Test; and three letters of recommendation.

Grades

No grade below B– (2.7) in history courses will be counted toward this degree.

Course Requirements

Students pursuing any one of the three concentration areas must take H500 or H501. Those selecting United States history must take at least one graduate colloquium and one graduate seminar in United States history and at least one course in non–United States history. Students selecting European history must take a graduate colloquium and seminar in that area and at least one course outside their concentration. With the consent of their faculty advisor, students may take as many as 6 credits outside the Department of History. Six credits will be granted upon successful completion of the required master's thesis. A total of 30 credit hours is required for students concentrating in United States or European history.

Students choosing public history as their area of concentration must take H500 or H501, H542, a colloquium and seminar generally in United States history, and do an internship. Four credits will be granted upon satisfactory completion of the internship project. Public history students must also take at least one course outside United States history. With the consent of their faculty advisor, they may take as many as 6 credits outside the Department of History. A minimum of 36 credit hours is required for students concentrating in public history.

Foreign Language Requirement

There is no foreign language requirement for the degree per se. However, those students who will incorporate foreign language documents and scholarship in their graduate work (especially those concentrating in European history) will be expected to translate non-English sources. They must thus demonstrate an appropriate level of competence in the relevant language before they begin work on their thesis. The director of graduate studies and the student's advisor may require the student to take additional coursework.

All students concentrating in European history should expect to demonstrate competence in a foreign language, ideally upon application to the program. (Competence is defined as two years of undergraduate course work with a grade of B or better in the final semester, or demonstration of an equivalent reading proficiency in an approved foreign language exam.) Students considering the possibility of going on for a Ph.D. should recognize that competence in at least one and sometimes two foreign languages is often a requirement in history doctoral programs.

Combined Master of Library Science and Master of Arts in History

Study for these two degrees can be combined for a total of 53 credit hours rather than the 66 credit hours required for the two degrees taken separately. Students take 23 credit hours in history, which must include History H547 (Archives), one graduate seminar, and one graduate colloquium. No thesis is required for students earning an M.A. in history who are also earning a master's degree in library science under this dual degree program. No area of concentration is required, but students wishing to focus on public history for the M.A. in history must also include H542 among the required 23 credit hours of history course work. Such students may, if they wish, do a public history internship and count a maximum of 2 credit hours of H543 toward the degree. (Students may enroll in H543 only after having taken or while taking H542).

The remaining 30 credit hours are library science courses as detailed in the Bulletin of the School of Library and Information Science. Admission to each of the two master's programs is approved separately on the same basis as for other applicants not in the combined program.

Combined Master of Arts in History and Philanthropic Studies

The dual M.A. in history and philanthropic studies creates a unique opportunity to pursue critical inquiry into the historical, cultural, philosophical, and economic implications of voluntary action for the public good. Historians routinely study the role of nonprofit organizations, self-help groups, and philanthropic institutions. This dual-degree program offers an interdisciplinary focus on the past, present, and future. This

degree will be attractive to students wishing to pursue (1) careers that demand the skills and talents developed by cross-training in history and philanthropy, or (2) doctoral programs that encourage new and creative approaches to the historical study of philanthropy, broadly defined.

Admission requirements for the dual-degree program are identical to those for each program separately. A separate application must be made to each of the programs. Prospective students are expected to take responsibility for learning about and meeting the different admission requirements and deadlines of each department. Students must make plans early with advisors in both programs to identify common courses and a thesis topic.

Study for these two degrees can be combined for a total of 51 credit hours (U.S. or European history concentrations) or 54 credit hours (public history) rather than the 66 or 72 credit hours that would be required if the two degrees were taken separately. For all concentrations, the required 700-level seminar for the M.A. in history may be selected as an elective to meet the philanthropic studies requirement for one of two theoretical electives. The required philanthropic studies course H509 History of Philanthropy in the West or H516 History of Philanthropy in the United States may be taken to meet a history elective. Required course PHIL P542 Ethics and Values of Philanthropy or PHST P512 Human and Financial Resources for Philanthropy may be taken to meet 3 of the 6 credits of outside electives that may be taken in the history program. For public history students, HIST H543 Practicum meets the requirement for PHST P590 Internship for the philanthropic studies program. A common thesis meets the requirements of both departments. See the departmental director of graduate studies for more information about this dual degree.

Museum Studies

The Master of Arts in Museum Studies curriculum (36 credit hours) consists of a required introductory course, a set of integrated core courses which provide a broad-based interdisciplinary training in museum practice, and a choice of elective courses that allow the student to develop a particular specialty. The course work is complemented by an internship that provides an opportunity for an intensive applied learning experience in a museum. The interdisciplinary curriculum and flexible structure allow students to achieve either a generalist breadth suitable for those working in smaller museums or to focus on a particular area of museum practice appropriate for a specialist on the staff of a larger museum.

Team-based and applied projects form a core learning experience in all classes and present opportunities to work with community partners as well as peers in the program. Team projects such as exhibit development and visitor studies prepare students for the collaborative approach that is central to the museum field.

All courses must be passed with a grade of B– or above in order to count for the certificate. Electives not on the approved list must be approved by the director of museum studies before registration. Internships must be approved by a faculty advisor prior to registration. The requirements for the M.A. were revised in May 2007. Students beginning the program prior to August 2007 may complete their degree following either the old requirements or the new ones and should meet with their academic advisors to discuss their options and file a curriculum plan with the museum studies office.

M.A. Requirements (36 cr.)

- MSTD A503 Introduction to Museum Studies (3 cr.)
- Core courses (12 cr.) MSTD A510, A512, A516, and MSTD A548 or HIST H548
- MSTD A508 Museum Internship (6 cr.)
- MSTD A530 Museum Colloquium (3 cr.)

Electives (12 cr.)

Approved electives from other departments (see Web site for current schedule)

- ANTH P340/MSTD A560 Modern Material Culture (grad. section course # TBA) (3 cr.)
- ANTH E320 Indians of North America (grad. section course # TBA) (3 cr.)
- ANTH A401 Cultural Resources Management (grad. section course # TBA) (3 cr.)
- ECON E514 The Nonprofit Economy and Public Policy (3 cr.)
- EDUC H520 Education and Social Issues (3 cr.)
- EDUC H530 Philosophy of Education (3 cr.)
- EDUC P514 Lifespan Development (3 cr.)
- EDUC P640 Thinking and Learning in Social Contexts (3 cr.)
- HER R511 Visual Culture (3 cr.)
- HER Y501 Design I (3 cr.) [MSTD course numbers TBA]
- HER Y502 Design II (3 cr.) [MSTD course numbers TBA]
- HIST H542 Introduction to Public History (4 cr.)
- HIST H547 Special Topics in Public History: Archival Practices (3 cr.)
- HIST H547 Special Topics in Public History: Historic Site Interp. (3 cr.)
- HIST H547 Special Topics in Public History: Historic Preservation (3 cr.)
- PHST P512 Human and Financial Resources for Philanthropy (3 cr.)
- PHST P521 The Nonprofit and Voluntary Sector (3 cr.)
- PHST P542 Ethics and Values of Philanthropy (3 cr.)
- SLIS L505 Organization and Rep. of Knowledge and Information (3 cr.)
- SLIS L528 Collection Development and Management
- SLIS L566 Digital Libraries (3 cr.)
- SPEA V522 Human Resource Mgmt. in Nonprofit Organizations (3 cr.)
- SPEA V525 Management in the Nonprofit Sector (3 cr.)
- SPEA V526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA V557 Proposal Development and Grant Administration (3 cr.)

See the Museum Studies Web site for a current list of approved electives and new courses.

Philanthropic Studies

The Master of Arts in Philanthropic Studies focuses on the history, culture, and values of philanthropy. Its objectives are: to enable students to gain the knowledge and skills either to pursue further graduate study in relevant fields or to pursue careers in the independent sector or in related fields; to enable students to investigate the broader theoretical issues of philanthropy and of their chosen areas of specialization from a variety of disciplinary and interdisciplinary perspectives; and to utilize the interdisciplinary base to maintain a thorough critical inquiry into the historical and cultural implications of philanthropy.

Admission

Requirements include a bachelor's degree from an accredited college or university, a minimum grade point average of 3.0 on a scale of 4.0, and a minimum grade point average of 3.0 in the student's major field. In addition, students seeking admission to the program should demonstrate an appropriate level of achievement on the Graduate Record Examination (or comparable proficiency test), and must arrange for three letters of recommendation to be addressed to the M.A. Program Admissions Committee.

Applicants who do not meet all of the requirements listed above may be admitted to the program on a provisio*nal basis, in which case their status will be reviewed after a fixed period of time to determine whether they may continue in the program.*

Application Deadlines

Those students who are not U.S. citizens must submit their application materials no later than **January 1**. Students seeking financial aid must apply by **February 1**. The priority deadline for all others is **April 15**, but the Center will accept applications until**July 15, if space is available.**

The deadline for Spring admission is **November 15**. International applicants must apply by **October 15.**

Please note: Spring admission is only recommended for applicants who have completed SPEA V521/PHST P521, "The Nonprofit and Voluntary Sector" course OR any equivalent graduate level introductory course in Nonprofit Management or Philanthropic studies from another university. If you have any questions about this policy, please contact Student Services, pessmith@iupui.edu

Scholarships and financial aid

Fellowships, scholarships, and graduate assistantships are available. Please contact Student Services at the Center on Philanthropy. For a complete listing of fellowships and scholarships please visit the Web site at http://www.philanthropy.iupui.edu.

Curriculum

The M.A. in Philanthropic Studies requires a total of 36 credit hours. This includes 18 credit hours of core courses, 9 credit hours of elective courses, and 6 credit hours of thesis or additional courses. A minimum of 18 credit hours in core and elective courses combined must be in the School of Liberal Arts at IUPUI, and not more than 9 credit hours may be taken in courses numbered below 500. These 9 credit hours may come only from courses approved for Graduate School credit. In addition, the student earns 6 credit hours either for a thesis on a topic approved by the M.A. Program Advisory Committee or for graduate-level courses in a field in which future study is planned. The approval process for the thesis or its alternative normally takes place after a student has successfully completed 15 credit hours of course work.

In order to earn the M.A. in philanthropic studies, students must maintain a minimum GPA of 3.0 on a scale of 4.0. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a scale of 4.0).

The 18 credit hours of core courses normally include Philanthropic Studies P521 The Nonprofit and Voluntary Sector; Philanthropic Studies P523 Civil Society and Philanthropy; History of Philanthropy H516 History of Philanthropy in the U.S; Philosophy P542 Ethics and Values of Philanthropy ; and Philanthropic Studies P590 Internship in Philanthropic Studies. In addition, students will take one of the following: Philanthropic Studies P530 Cross-Cultural Dimensions; SPEA V524 Civil Society in Comparative Perspective; or Religion R590 Religion and Philanthropy. Also, students must take either Economics E514 The Nonprofit Economy and Public Policy or Philanthropic Studies P535 Law of Nonprofit Organizations, as well as P600 M.A. Thesis in Philanthropic Studies if completing a thesis (6 cr.).

Dual Degrees

The philanthropic studies program has developed dual-degree opportunities with several schools and departments. When approved, a dual degree provides a student with a program of study that leads to the M.A. in philanthropic studies and a master's degree in another discipline. Students must apply separately and simultaneously for a dual degree.

- Economics (M.A. in Economics)
- History (M.A. in History)
- Nursing (M.S. in Nursing Administration)
- School of Library and Information Sciences (M.L.S.)
- School of Public and Environmental Affairs (M.P.A.) in Nonprofit Management)
- Library Science (M.S. in Library Science)

For more information, contact Student Services in the Center on Philanthropy at (317) 278-8911.

Executive M.A. in Philanthropic Studies Program

Many students interested in the M.A. program are unable to attend on a traditional residential basis because of the distance from Indianapolis and their ongoing job responsibilities. To provide access to the M.A. in Philanthropic Studies at Indiana University for this growing constituency, the executive master's program was established in 1996. A participant in the executive master's program can finish the requirements for the degree usually in three years by completing an orientation before the first day of classes; six or seven intense one-week sessions of residential study at IUPUI; distance education and directed off-site course work; and elective study at a qualified institution near the student's home.

Normally, each summer course requires one week of intense on-campus study and is preceded by a preresidential period of approximately six weeks that includes preparatory reading and assignments. Each session is followed by a postresidential period that includes evaluative experiences

to be completed at home. During both the preresidential and postresidential periods, faculty work with students by telephone, e-mail, fax, and mail.
Applicants for the executive program are not required to take the GRE. Otherwise the admission criteria are the same as for those applying for the residential program with the addition of three to five years of work experience in the nonprofit sector. Deadline dates for admission are January 1 for non–U.S. citizens and February 1 for U.S. citizens.

For more information, contact the Center on Philanthropy, (317) 278-8911, or visit the Web site at http://www.philanthropy.iupui.edu.

Doctor of Philosophy in Philanthropic Studies

Doctor of Philosophy in Philanthropic Studies

Philanthropic studies is a field of inquiry built upon an interdisciplinary theoretical examination of philanthropy, while also providing an understanding of the individual side of philanthropic behavior and the structures that support voluntary activity. The interdisciplinary approach to philanthropic studies allows for the treatment of the distinct characteristics of philanthropy and the nonprofit sector. The methodologies of the social sciences, the humanities, and professional disciplines are applied to understanding the processes of giving and volunteering and of volunteer involvement and fundraising from the organizational perspective. Research in this field will build the knowledge base and inform the practice of fundraising; grant-making; volunteer involvement; and leadership in nonprofit, public, and private philanthropic organizations and other public service programs. Moreover, this program analyzes the role that philanthropy and nonprofit organizations play in influencing societal ethics and values that support “civil society.”

The primary goal of the Doctor of Philosophy in Philanthropic Studies at Indiana University is the preparation of researchers and scholars who will provide leadership in the profession of philanthropy, higher education, and nonprofit organizations.

Upon completion of the Ph.D. in philanthropic studies, graduates will be able to

Credits

A minimum of 90 credit hours is required; a maximum of 30 credit hours may be transferred from other graduate work in philanthropic studies and related areas. All courses credited toward the Ph.D. degree must have a minimum grade of B and receive written approval of the Ph.D. Program Committee or its representative.

Admission Requirements

- Formal application to Ph.D. program
- Official undergraduate and graduate transcripts
- Grade of B or higher on all courses applied to requirements
- GRE test scores
- Three letters of reference
- Current curriculum vitae
- Three-page essay summarizing professional goals and proposed research area
- An interview (telephone, electronic, or in person) with members of Philanthropic Studies Doctoral Committee

Research Opportunities

Primary areas of faculty research expertise include:

- Philanthropic history and traditions; role of philanthropy in civil society; community-based studies of philanthropy
- Management and measurement of philanthropic resources; governance issues of philanthropic institutions and nonprofit organizations
- Foundations similarities and differences; corporate philanthropy
- Forces influencing giving and volunteering in families over time
- Costs and benefits of fund raising campaigns

Course Requirements

- Four Philanthropic Studies core seminars (12 credits)
- PHST 660 Ethical, Moral, and Religious Aspects of Philanthropy
- PHST 662 Historical and Cultural Perspectives of Philanthropy
- PHST 664 Role of Philanthropy and Nonprofit Organizations in Society
- PHST 790 Research Seminar in Philanthropic Studies

- Four External Minor courses (12 credits)
- Research Methods (9 credits)
- Open electives (6 credits)
- Dissertation (21 credits)

Advisory Committee

All students in the Ph.D. program, with the approval of the program director, will select an advisory committee of three faculty members, one of whom will represent the student’s area of specialization outside the Center on Philanthropy.

Qualifying Examination

A written qualifying examination is required for admission to doctoral candidacy. The focus and scheduling are determined by the student’s advisory committee.

Dissertation Requirements

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than three faculty members, including an outside member. The committee must approve the proposed dissertation topic. The dissertation involves an original piece of research and oral defense.

Full Time or Part Time

The program is available for both full- and part-time students.

Length of Study

On average, one should expect five years to completion , depending on full- or part-time study and dissertation topic.

Financial Support Opportunities

A variety of financial resources are available for Ph.D. students, including university fellowships, philanthropy scholarships, research assistantships, teaching assistantships, and loans. Information about financial resources for Ph.D. students may be obtained from the Student Services office.

Philosophy

Master of Arts in Philosophy (M.A.)

The philosophy M.A. program includes courses in core areas of philosophy plus concentrations in either bioethics or international research ethics. For information concerning the curriculum and how to apply, visit www.iupui.edu/~philosop/ma.htm. Questions may be addressed to the graduate director: Jason Eberl, jeberl@iupui.edu, (317) 278-9239.

Admission Requirements

Applicants are expected to have a bachelor's degree from an accredited university or its equivalent, with a grade point average of at least 3.0 overall (on a 4.0 scale) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of course work (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. For applicants interested in the bioethics or international research ethics tracks, professional training or experience involving health care ethics may be accepted in lieu of course work. Applicants must also show an appropriate level of achievement on the Graduate Record Examination (GRE) General Test.

Course Requirements

Students are required to take a minimum of 30 credit hours, at least 18 of which must be in philosophy. Students take core philosophy courses, concentration-specific courses (if enrolled in the bioethics or international research ethics tracks), and electives. Students in the general program or bioethics concentration may apply to complete a 6 credit hour thesis or research project. Students in the international research ethics concentration must complete a capstone research project. The program is designed to accommodate the needs of both full-time and part-time students.

- The general M.A. curriculum can be found at http://liberalarts.iupui.edu/philosophy/index.php/programs/ma_curriculum.
- Students must complete a minimum of thirty (30) credit hours, of which at least eighteen (18) must be in philosophy.

Grade Requirements

No course with a grade lower than a B (3.0) will count toward this degree.

Residency Requirement

Students must attend and complete the courses at IUPUI, excepting those courses accepted for transfer. At least fifteen (15) credit hours must be taken at IUPUI.

Transfer Credits

Candidates may transfer up to eight (8) hours of graduate credit for courses taken at other accredited institutions, provided the grades received were B (3.0) or higher and the courses were completed within the time limit prescribed by the Graduate School. The transfer is not automatic and must be approved in writing by the Director of Graduate Studies and the Dean of the Graduate School. For time restrictions on transfer credits, see the section on time limits below. In addition to these eight (8) hours, graduate courses taken at other Indiana University campuses may be counted toward the M.A. if pre-approved in writing by the director.

Time Limits for Completion of Degree

The normal course load each semester for full-time students is a minimum of eight (8) credit hours. Part-time students take only one or two courses per semester. The minimum full-time equivalency for students holding an assistantship or internship is six (6) credit hours per semester. International students must take at least eight (8) credit hours each fall and spring semester to meet visa requirements. Students who carry a full academic load can complete the program in two calendar years.

The requirements for the degree must be completed within five consecutive years. Transfer credits also fall within this five-year limit.

Any courses that have been completed more than five (5) years before the degree is completed must be revalidated if they are to count toward the M.A. Revalidation requires the administration of an oral exam.

Students in the combined/dual degrees programs (J.D./M.A., M.D./M.A., M.P.H./M.A.) must complete both degrees within six (6) consecutive years and both degrees must be awarded simultaneously.

Module 1 – Philosophy Core (15 cr.)

History (at least 6 cr.)

P5xx Ancient Philosophy (3 cr.) [new course] P515 Medieval Philosophy (3 cr.) P522 Topics in the History of Modern Philosophy (3 cr.) P5xx Contemporary Philosophy (3 cr.) [new course] P558 Classical American Philosophy (3 cr.)

Topics (at least 6 cr.)

P514 Pragmatism (3 cr.) P540 Ethical Theories (3 cr.) P543 Social and Political Philosophy (3 cr.) P553 Philosophy of Science (3 cr.) P560 Metaphysics (3 cr.) P562 Theory of Knowledge (3 cr.)

Module 2 – Electives (15 cr.)

P503 Semiotics of C.S. Peirce (3 cr.) P520 Philosophy of Language (3 cr.) P525 Topics in the History of Philosophy (3 cr.) E.g., Niccolò Machiavelli, Francis Bacon, Thomas Aquinas P542 Ethics and Values of Philanthropy (3 cr.) P545 Legal Philosophy (3 cr.) P552 Philosophy of Logic (3 cr.) P561 Philosophy of Mind (3 cr.) P572 Philosophy of Religion (3 cr.) P600 Topics in Philosophy (3 cr.) E.g., Philosophy of Text, Philosophy of Literature, Philosophy of Medicine, Philosophy of Biology, Feminism and Art, Persons and Personal Identity, Scientific Inference and Scientific Realism P701 Peirce Seminar (3 cr.) P730 Seminar in Contemporary Philosophy (3 cr.) P748 Seminar in American Philosophy (3 cr.) E.g., Josiah Royce, John Dewey, George Santayana, William James on Religious Experience Plus any PHIL course offered in the Bioethics concentration.

Thesis option: Students may petition to write a thesis (P803, 6 cr.) under certain circumstances. They must

secure permission from their graduate director and three faculty members who are willing to constitute a thesis committee. Students who receive permission to write a thesis need only take 9 cr. of coursework in Module 2.

- The curriculum for the bioethics concentration can be found at http://liberalarts.iupui.edu/philosophy/index.php/programs/bioethics_curriculum.

Bioethics Curriculum

Module 1: Philosophy Core (6 cr. required)

1. Required foundational course:

PHIL P540 Contemporary Ethical Theories (3 cr.)

2. Core electives:

PHIL P525 Topics in the History of Philosophy (3 cr.)
PHIL P543 Contemporary Social and Political Philosophy (3 cr.)
PHIL P553 Philosophy of Science (3 cr.)
PHIL P560 Metaphysics (3 cr.)
PHIL P562 Theory of Knowledge (3 cr.)

Module 2: Concentration specific courses (18 cr. required)

1. Required foundational course:

PHIL P547 Foundations of Bioethics (3 cr.)

2. Concentration specific electives:

2a. Areas of central importance (5 cr. required):

PHIL P548 Clinical Ethics Practicum (3 cr.)
LAW DN838 Bioethics and Law (2 cr.)
MHHS M504 Introduction to Research Ethics (3 cr.)

2b. Specialized electives:

ANTH E445 Medical Anthropology (3 cr.)
COMM C510 Health Provider-Consumer Communication (3 cr.)
HIST H546 History of Medicine (3 cr.)
*LAW DN761 Law and Public Health (2 cr.)
*LAW DN845 Financing and Regulating Health Care (3 cr.)
NURS N534 Ethical/Legal Perspectives in Advanced Nursing Practice (2cr.)
PHIL P549 Bioethics and Pragmatism (3 cr.)
PHIL P555 Ethical and Policy Issues in International Research (3 cr.)
PHIL P590 Intensive Reading (1-3 cr.) [Only with track specific content]
PHIL P600 Topics in Philosophy (3 cr.) [When content is track specific]
PHIL P696 Topics in Biomedical Ethics (3 cr.)
PHIL P730 Seminar in Contemporary Philosophy (3 cr.) [When content is track specific]
SOC R515 Sociology of Health and Illness (3 cr.)
SOC S560 Topics: Death and Dying (3 cr.)

Module 3: Thesis/Research Project or Non-Thesis Option (6 cr. required)

For students writing a thesis or research project:

PHIL P803 Master's Thesis in Philosophy

Non-thesis option: In lieu of a 6 cr. thesis or research project, students may take 6 credits of additional courses selected from any of the graduate courses offered in the IUPUI Department of Philosophy.

* Students not in the JD/MA combined-degrees program must take LAW DN838 Bioethics and Law prior to enrolling in any other LAW electives.

Sample Curriculum

First Semester PHIL P547 Foundations of Bioethics (3 cr.)
MHHS M504 Introduction to Research Ethics (3 cr.)
PHIL P540 Contemporary Ethical Theories (3 cr.)
Second Semester SOC R515 Sociology of Health and Illness (3 cr.)
PHIL P553 Philosophy of Science (3 cr.) PHIL P555 Ethical and Policy Issues in International Research (3 cr.) **Third Semester**
HIST H546 History of Medicine (3 cr.)
PHIL P548 Clinical Ethics Practicum (3 cr.) **Fourth Semester** PHIL P803 Master's Thesis in Philosophy (6 cr.)
... OR ...
PHIL P560 Metaphysics (3 cr.) & PHIL P600 Topics in Philosophy (3 cr.)

- The curriculum for the international research ethics concentration can be found at http://bioethics.iu.edu/education/irema/curriculum-structure/.
- 10 cr. Core courses
- 12 cr. Concentration-specific electives
- 8 cr. Capstone research project

- Students must complete a minimum of thirty (30) credit hours, of which at least eighteen (18) must be in philosophy.

Grade Requirements

No course with a grade lower than a B (3.0) will count toward this degree.

Residency Requirement

At least fifteen (15) credit hours must be taken at IUPUI.

Transfer Credits

Candidates may transfer up to eight (8) hours of graduate credit for courses taken at other accredited institutions, providing the grades received were B (3.0) or higher and the courses were completed within the time limit prescribed by the Graduate School. The transfer is not automatic and must be approved in writing by the Director of Graduate Studies and the Dean of the Graduate School. For time restrictions on transfer credits, see the section on time limits below. In addition to these eight (8) hours, graduate courses taken at other Indiana University campuses may be counted toward the M.A. if pre-approved in writing by the director.

Time Limits for Completion of Degree

The normal course load each semester for full-time students is a minimum of eight (8) credit hours.

Part-time students take only one or two courses per semester. The minimum full-time equivalency for students holding an assistantship or internship is six (6) credit hours per semester. International students must take at least eight (8) credit hours each fall and spring semester to meet visa requirements. Students who carry a full academic load can complete the program in two calendar years.

The requirements for the degree must be completed within five consecutive years. Transfer credits also fall within this five-year limit. Any courses that have been completed more than five (5) years before the degree is completed must be revalidated if they are to count toward the M.A.

Combined Degrees

There are combined-degree programs in law and philosophy (J.D./M.A.), medicine and philosophy (M.D./M.A.), and public health and philosophy (M.P.H./M.A.). In each case, the M.A. in philosophy would be with a concentration in either bioethics or international research ethics. For information on these programs visit http://liberalarts.iupui.edu/philosophy/index.php/programs/ma_combined.

Sociology

The Master of Arts program is specifically designed to prepare its students for conducting applied and policy-oriented research, and to equip those already in the workforce with the critical skills necessary for assessing and applying sociological knowledge in their everyday responsibilities. The program of study culminates in either an internship or thesis experience. The program is designed to accommodate the needs of both full- and part-time students. Currently, the program features three formal areas of concentration: family/gender studies, medical sociology, and work/organizations.

Admission Requirements

Applicants must have a baccalaureate degree from an accredited U.S. institution, or a certifiable foreign equivalent, with a grade point average of 3.0 (on a scale of 4.0). Applicants should have completed five undergraduate sociology courses (or approved equivalents, with no more than two of the latter), with a grade point average of at least 3.0. In addition, two samples of writing (a 750-word essay required by the IU Graduate School and a sole-authored report or term paper required by the sociology department), official transcripts, and three letters of reference must accompany the application. The GRE general test is strongly recommended and required for some funding considerations. Foreign applicants are required to score at least 550 on the Test of English as a Foreign Language (TOEFL). Students not meeting these requirements may be admitted on probation, or they may be required to enroll in courses as a graduate nondegree student to complete the prerequisites. Please see Web site for admissions amd funding deadlines.

Degree Requirements

36 credit hours, distributed as follows:

- 12 credit core
- R551 Quantitative Research Methods (3 cr.)
- R556 Advanced Sociological Theory I(3 cr.) or R557 Advanced Sociological Theory II (3 cr.)
- R559 Sociological Statistics (3 cr.)
- R659 Qualitative Methods in Sociology (3 cr.)
- 12 credits in an area of concentration (family/gender studies, medical sociology, or work/organizations)
- 6-9 credits of electives
- 3-6 credit internship or thesis

Grades

In order to earn the M.A. in sociology, students must maintain a minimum GPA of 3.0 on a 4.0 scale. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a 4.0 scale).

Course Load

The normal course load for full-time students is 3 courses (9 credit hours) each semester. For part-time students it is 1-2 courses (3-6 cr.) each semester. Course loads may vary for students with assistantships and fellowships.

Transfer Credits

The Graduate School limits transfers from other institutions to 8 credits with a grade of B or higher. Graduate work with a grade of B or higher obtained from other IU locations may be applied toward an M.A. in sociology. Requests for transfer credit from other graduate institutions will be evaluated for acceptance by the graduate committee after a student has been admitted into and completed 6 credits in the IUPUI sociology M.A. program. The department requires the last 18 credits be completed in its program.

Time Limit

Students must complete all requirements for the M.A. degree within five years.

Financial Aid

Stipends of various amounts for teaching and research assistantships are available. Please contact the Department of Sociology for more information.

Anthropology

The Master's of Arts in Applied Anthropology offers students the opportunity to use anthropological theories and methods toward the goals of solving real world problems. The program is constructed around a set of core courses together with independent research and internships. The degree takes advantage of our long-standing departmental strengths in Public Archaeology, Urban Anthropology, International Development, Globalization, Medical Anthropology and Museum Studies.

Students may choose to follow a targeted curriculum, focusing on a particular aspect of the discipline; all students will also be well-trained in a broad range of anthropological approaches. This integration of three of the four sub-fields in Anthropology (Archaeology, Biological Anthropology and Cultural Anthropology) makes this program distinctive among graduate programs in Applied Anthropology. Another notable feature of the program is its emphasis on civic engagement and community collaboration in student and faculty research.

Specifically, the program will:

1. Offer residents of central Indiana the opportunity to undertake graduate work in applied anthropology at an urban, public university;
2. Provide additional skills and expertise to those employed in such areas as social work, urban planning, community organizing, public health, community nursing and cultural resource management;

3. Provide a foundation for students who wish to pursue a PhD in Anthropology from another institution.

Program Requirements

The MA in Applied Anthropology will require 36 hours, including a core curriculum consisting of 6 credits of Required Core Courses (Fundamentals of Applied Anthropology; Anthropological Thought); 3 credits of a Methods Course in the students' sub-disciplinary area; 21 credits of Elective Courses and 6 internship or thesis credits. Course electives many be chosen both from within and outside of Anthropology including appropriate cognate courses from programs that are already well-developed at IUPUI including Museum Studies; Urban Policy (SPEA); Urban Education; Geographic Information Systems (GIS); Community Nursing and Public History.

Required Core Courses (6 cr.)

- Fundamentals of Applied Anthropology
- Anthropological Thought

Methods Courses (3 cr. *choose at least one of the following*)

- Field Methods in Ethnography
- Theory and Method in Biological Anthropology
- Archaeological Method and Theory ***or*** participation in a summer archaeological field school

Electives (21 cr. *select seven of the following*)*

Archaeology Courses

- Community Archaeology (3 credits)
- Prehistory of North America (3 credits)
- Ancient Civilizations of Mesoamerica (3 credits)
- The Rise of Civilization (3 credits)
- Historical Archaeology (3 credits)
- Modern Material Culture (3 credits)

Biological Anthropology Courses

- Human Variation (3 credits)
- The Anthropology of Human Nature (3 credits)
- Osteology (3 credits)
- Human Growth and Development (3 credits)
- Medical Anthropology (3 credits)
- Paleoanthropology (3 credits)

Cultural Anthropology Courses

- Cultural Areas and Ethnic Groups (variable title) (3 credits)
- Indians of North America (3 credits)
- Modern Greece: Images and Realities (3 credits)
- Cultures of the Pacific (3 credits)
- Urban Anthropology (3 credits)
- African Diaspora (3 credits)
- Women in Developing Countries (3 credits)
- Wealth, Exchange, and Power in Anthropological Perspective (3 credits)
- The Anthropology of Aging (3 credits)
- Ethnic Identity (3 credits)

*Two cognate classes can be also taken outside the department with the advisor's approval, as long as they are at the 500 level or above.

Thesis or Internship (6 cr.)

For completion of the MA, the student will be required to complete either an internship, which involves writing a report for the organization or agency, or completing a more traditional MA thesis (see below). A third option, consisting of writing an article eligible for publication in a peer-reviewed journal, can also be completed in partial fulfillment of the requirements for the MA degree.

Internship Option

For this option, a student will be placed with a non-governmental organization, a city or county agency, a museum or other Cultural Resource Management organization, or a community-based organization and will arrange with the sponsoring organization to complete an applied project that will be mutually agreed upon by the Graduate Committee of the Anthropology Department and by the organization.

NOTE: The internship may be taken for variable credits depending on the amount of contact hours with the equivalence of 50 hours per credit hour unless constructed as a graduate assistantship in accordance with Anthropology department policy in which case the contact hours may be greater.

Thesis Option

For this option, a student will develop and write a thesis supervised by a three-member committee of full-time faculty. This thesis will explore a research question related to some aspect of the urban setting of Indianapolis ***or*** the regional setting of Central Indiana, and will demonstrate the ability of a student to work independently on that topic, and to apply both theoretical insight and methodological skills to a substantive issue. A student would be required to successfully defend the thesis before his/her committee.

Evidence of Publishable and Professional Research

Rather than producing a traditional MA thesis, in accordance with the student's advisor, students will be allowed to write a research paper that is assessed to be publishable in a refereed journal. Alternatively, for students primarily interested in a focus on Museums or in Cultural Resource Management, the advisor might suggest that the student develop and produce a public exhibit in Indianapolis or Central Indiana; lastly, students may be permitted to produce a report that contributes significantly to a policy issue in Indianapolis or Central Indiana.

Political Science

The Department of Political Science offers three **Master of Arts degree** options: a general politics track, a state and local politics track, and a five-year BA/MA.

General Politics Track

This consists of 33 hours of coursework, made up of the following:

(12 hours) required of all students:

POLS Y570 - Introduction to the Study of Politics
POLS Y580 - Research Methods in Political Science
POLS Y657 - Comparative Politics Y669 - International Relations
POLS Y661 - American Politics

(12 hours) include the following:

POLS Y630 - State Executive Politics
POLS Y640 - State Parties and Interest Groups
POLS Y642 - Comparative Federalism
POLS Y680 - Readings in Political Science

Relevant electives (a maximum of 6 hours) may also be taken outside the department.

Students must have either reading knowledge of a foreign language (to be indicated by completion of a second-year undergraduate equivalent course, or by testing out in an approved examination) or proficiency in quantitative research skills (to be indicated by completion of an advanced research methods graduate course in political science or another approved discipline).

State and Local Politics Track

This consists of 33 hours of coursework, made up of the following:

(12 hours) required of all students:

POLS Y570 - Introduction to the Study of Politics
POLS Y580 - Research Methods in Political Science
POLS Y620 - State Politics
POLS Y622 - Urban Politics

(9-12 hours) include the following:

POLS Y630 - State Executive Politics
POLS Y640 - State Parties and Interest Groups
POLS Y642 - Comparative Federalism
POLS Y661 - American Politics
POLS Y680 - Readings in Political Science

Relevant electives (a maximum of 6 hours) may also be taken outside the department.

(3-6 hours) with a state, local, or urban government institution, or with a body having operational ties with such an institution. Students need to enroll in POLS Y881 - Internship in Political Science. This requirement may be waived for students already working in state, urban or local government.

Common Requirements

(6 hours) Students should enroll in POLS Y880 - M.A. thesis. Please be sure to read the Graduate School Guide to the Preparation of Theses and Dissertations. Students are strongly advised to allow at least one year for the preparation, completion and defense of a thesis.

Students must receive a grade of B- or better in any course for it to count toward the MA. In order to continue enrollment in the program and to receive the degree, students must maintain a grade point average of B (3.0) or better. No undergraduate courses may be applied to the MA program.

We prefer that students start the program in the fall so that they can take POLS Y570 before or alongside other courses, but it is possible to start in the spring on the understanding that POLS Y570 should be taken as soon as possible thereafter. POLS Y580 is normally scheduled every spring, and we recommend that students do not take it until they have taken POLS Y570.

Students transferring from other graduate programs - or who have taken courses in the IU system as graduate non-degree (GND) students - may count up to 9 hours of credit toward the MA, provided these were earned in 3-hour courses, that the courses are relevant to our MA program, and that a minimum grade of B was earned in each course.

Admission Procedures

Applications for admission to the program (without financial support) will be reviewed throughout the year, but it is recommended that applications for fall be submitted no later than the end of June, and for spring no later than the end of November.

Completed applications for IUPUI Fellowships must be submitted by February 1. Priority for other forms of financial aid (internships, research assistantships, teaching assistantships) will be given to those applying by May 1.

Minimum admissions requirements are a BA from an accredited institution, a GPA of 3.0, and scores on the revised GRE General Test of 145 in each of the verbal and quantitative elements, and 4.5 in the analytical writing element. (For GREs taken before July 31, 2011, we look for an average of 500 or better with at least one score of 550 or better.) You can sign up to take the GRE at http://www.gre.org/. It is recommended that you sign up at least two weeks in advance of the date on which you want to take the exam to ensure that you obtain a reservation for that day.

For full details on the admissions process, please visit the Graduate Office web site, where you can file an online application. The application includes a personal statement and three letters of recommendation. In addition, you will need to submit your undergraduate transcript and GRE scores, and be interviewed in person by the departmental Director of Graduate Admissions.

Conditional Admittance

Students whose admission package is incomplete or whose GPA and/or GRE scores do not quite meet our expectations may be conditionally admitted to the program. Also, students who apply late or before they have taken their GRE may be admitted as graduate non-degree students. Either way, courses taken before formal admittance will count toward the MA once students are formally admitted (provided the grade expectation described above is met).

Five-Year BA/MA

Available to political science majors only, this program allows students to complete a BA and MA in five years instead of six, with three years of undergraduate coursework, a fourth year of combined undergraduate and graduate coursework, and a final year devoted exclusively to graduate work. The program is open to students who have:

- Achieved junior status.
- A cumulative undergraduate GPA of 3.3 or better, and a GPA in their major of 3.5 or better.
- A minimum grade of B in *POLS Y205: Elements of Political Analysis*.
- Completed at least 60 of their undergraduate credit hours and at least 15 of their political science credit hours at IUPUI.
- Completed the 12 hours of introductory-level required undergraduate courses for political science.

Interested students may declare their interest in the program to the Director of Graduate Studies in Political Science as soon as they start at IUPUI, in which case particular efforts

will be made to advise them in their choice of courses during their first three years, and students will be encouraged to engage themselves in the research activities of faculty, and to more actively develop mentoring relationships.

Admissions

Eligible and interested students must apply for admission to the BA/MA program no later than April 1 of their junior year, submitting a personal statement of goals, abilities and reasons for pursuing the MA degree; a sample of academic writing (a term paper from a political science course is preferred); and three letters of recommendation, of which at least two must be written by full-time members of the political science faculty. Applications will be reviewed by the departmental graduate admissions committee.

During their senior year, students whose eligibility has been confirmed must:

- Take the GRE, and for final admission to the MA program must achieve scores on the revised GRE General Test of 150 or better in each of the verbal and quantitative elements, and 4.5 or better in the analytical writing element.
- Complete and pass *POLS Y490: Senior Seminar* the first time they enroll in the class with a grade of at least a B. This may then be double counted as an elective in the MA program.
- Complete and pass *POLS Y570: Introduction to the Study of Politics* and *POLS Y580: Research Methods in Political Science* with a grade of at least B-. These may then be double counted as electives in the political science undergraduate major.

Upon meeting these three requirements, and upon completing all the requirements for their BA, students on the BA/MA track must apply for formal admission to the MA through the Graduate Admissions Office; they should do this no later than April 1 of their senior year. The establishment of eligibility for, and participation in, the BA/MA program does not automatically guarantee acceptance into the graduate program. BA/MA students admitted to the MA will take their remaining four graduate courses in their fifth year, as well as completing their thesis. The double counting of nine hours of undergraduate and graduate credit means that BA/MA students will only be required to take a total of 146 semester hours of coursework for their BA and their MA, rather than 155 (122 + 33).

When taking graduate courses in their senior year, students will be charged undergraduate tuition rates. After earning the BA degree, students formally admitted to the Graduate School will be charged graduate tuition rates for their coursework.

Contact Information

Please direct all inquires about the political science graduate program to:

Dr. John McCormick
Director of Graduate Studies
Department of Political Science
425 University Blvd
IUPUI
Indianapolis IN 46202
Tel: 317-274 4066

Master of Arts in the Teaching of Spanish (M.A.T.)

This graduate program is a collaborative effort between IUPUI and the University of Salamanca in Spain. It leads to the Master of Arts in the Teaching of Spanish awarded by Indiana University. Students also receive certificates from the University of Salamanca attesting to their completion of the summer programs in residence there. The University of Salamanca has a well-developed curriculum for foreign students who aspire to teach Spanish and its *Cursos para Profesores* enjoy a high level of academic prestige around the world.

Objectives

This international course of study has been designed specifically for teachers of Spanish. It provides graduate-level course work in the Spanish language, Hispanic cultures, teaching methodology, applied linguistics, and Hispanic art and literature. It provides for the professional development of Spanish teachers through the improvement of their language and teaching skills, and it will promote their career advancement. Graduates of the program will in turn contribute to better teaching of Spanish in area schools, improving the language skills and the cultural awareness of students in the state of Indiana.

Design

The degree program consists of 36 credits and requires two five-week programs taken abroad in consecutive summers. The remainder of the course work must be completed in residence at IUPUI. The Master of Arts for Teachers may be completed in three to four academic semesters and two summer sessions. Students may select from two options for the course of study: Option 1 includes a master's thesis, and Option 2 requires additional coursework. For a list of required course work, see the program website: http://liberalarts.iupui.edu/wlac/graduate/mat_in_spanish.

Admission Requirements

1. **A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale)** in the student's undergraduate major, documented by an official transcript. Applicants are expected to have an undergraduate degree in Spanish, but admission is also considered for those who otherwise demonstrate the competency necessary for successful graduate work in Spanish. Students must have knowledge of Spanish phonetics, linguistics, and literary genres and periods. St*udents with deficiencies may be admitted on a conditional basis until they complete the relevant undergraduate courses in these areas*.
2. **Proficiency in the Spanish language.** There are two options:

1. EXAM. Students may take the Diploma in Spanish (DELE) issued by the Spanish Ministry of Education, Culture and Sport. The official exam determining this proficiency is offered once a year at IUPUI. Students must attain a passing score at the Nivel Intermedio (B2).
2. a tape including applicant's oral sample of 10-15 minutes of spontaneous speech in Spanish AND an essay in Spanish on some aspect of Spanish culture,

literature, linguistics, or pedagogy. The essay may be in the form of a paper written for a course

3. **Three letters of recommendation.** At least two of these should be from professors.
4. **For international students, the university requires a minimum TOEFL score of 550 on the paper version, or 213 on the computer-based test. Send scores to Institution Code 1325, Department Code 2608.** Students who do not achieve this score may be admitted to the university conditionally and may be required to take English as a Second Language courses through the Department of English. While taking these courses they will be allowed to register for a maximum of six credit hours in the Master of Arts for Teachers of Spanish. If admitted, international students will also be required to take IUPUI's ESL Placement exam before registering for the first semester.

PLEASE NOTE: While the GRE is not necessary for admission to the Master of Arts for Teachers Program in Spanish, it is required for application to certain financial aid programs. (See "Financial Assistance" below.)

5 **Online application.** Please access the online portion of the application.

This segment requires basic information such as your name, address, program of study, residency status, etc. Please pay careful attention to the personal statement, in which you explain your reasons for pursuing the M.A.T. of Spanish. The statement should be written in English. The application fee may be submitted by credit card at the end of the online application. Please check with the Graduate Office for the current amount of the application fee.

Please note: Under Educational Objectives you must choose "Master's" as your type of admission, "Spanish (IU Graduate School)" as your academic program, and "Spanish M.A.T." as your major. Please also note that if you have already submitted an online application for Graduate Non-Degree status or for another graduate program, you must still complete a new online application for this program using a new personal identification number (PIN) and password and submit an additional application fee.

Financial Assistance

Various sources of financial assistance are available to graduate students at IUPUI. Applicants should contact:

IUPUI Office of Student Financial Services
CE 250 (Campus Center)
420 University Boulevard
Indianapolis, IN 46202-5140
Phone: (317) 274-4162
www.iupui.edu/~finaid

Graduate Minors

- Anthropology and Health
- Philosophy
- Sociology
- Women's Studies

Anthropology & Health

The graduate minor in anthropology and health is an integrated field of 12 credit hours of study designed to supplement the graduate training of students with an interest in careers in the health field. The program has three goals: to provide students with a holistic perspective on the anthropology of health, which integrates human biology, ecology, and culture in a systems model of health; to develop students' anthropological inquiry skills in understanding health in human groups; and to develop students' abilities to apply anthropological concepts and skills to health interventions in the areas of their career focus. The graduate minor in anthropology and health will provide students with training that will add greater depth and breadth to their qualifications in their major field. They will be able to use the cross-cultural and bio-cultural perspectives of anthropology to supplement their primary graduate training to better prepare them for a career in the health fields. This focused training will enable students to use anthropological concepts and skills to identify bio-cultural factors in the occurrence of disease, to understand ethnic behavior related to illness, and to identify where health programs across social and ethnic lines can be made more effective.

Course Requirements

Twelve credit hours approved for the minor in anthropology and health with a grade point average of at least 3.25, including E445; A594; one course selected from B521, B523, B525, E404, E606, and L605; and one elective.

Research Methods in the Anthropology of Health

Electives

Electives will be selected from approved anthropology courses offered at IUPUI and IU Bloomington in consultation with the minor advisor.

Ph.D Minor in Philosophy

Although IUPUI does not offer a doctoral major in philosophy, it offers a doctoral minor in philosophy to students pursuing doctoral degrees in other fields. The requirements for a doctoral minor in philosophy include: 12 credit hours of graduate courses in philosophy, with a grade point average of at least 3.0 (B), including 6 credit hours in courses selected from the *Philosophy Core*. The Philosophy Core consists of these six 3 cr. courses:

- P525 Topics in the History of Philosophy
- P540 Contemporary Ethical Theories
- P543 Contemporary Social and PoliticalPhilosophy
- P553 Philosophy of Science
- P560 Metaphysics
- P562 Theory of Knowledge

Sociology

Students who are candidates for the Ph.D. degree in other departments may obtain a Ph. D. minor in Sociology at IUPUI. The intent of the minor is to develop multidisciplinary skills, exposing students to theories and methods outside their major department. The Ph.D. minor in sociology has an unstructured curriculum that can provide students a foundation in basic areas in sociology and the opportunity to study advanced sociological theory, qualitative and quantitative research methods, and statistics.

Requirements

- Four sociology courses at the 500-level or above, totaling 12 credits.
- An average grade of B (3.0 on a 4.0 scale) or above in these courses.
- No more than one individual readings course.
- At least half of these courses must be taken at the IUPUI campus.

Women's Studies

A minor in women's studies is available to students pursuing a doctorate. Please consult with the director of the Women's Studies Program.

Philanthropic Studies

External Minor

All Ph.D. students complete a 12 credit hour External Minor related to their area of specialization in a department or school other than the Center on Philanthropy. This requirement, standard among Indiana University doctoral programs, enables students to link their research to the full range of academic disciplines available on both the Indianapolis and Bloomington campuses.

Student Learning Outcomes

Doctorate Programs

- Economics
- Philanthropic Studies

Master's Programs

- Anthropology
- Applied Communication
- Economics
- English
- Geographic Information Science
- History
- Museum Studies
- Philanthropic Studies
- Philosophy
- Political Science
- Sociology
- Spanish

Graduate Certificate Programs

- English-Teaching English to Speakers of Other Languages (TESOL)
- Professional Editing
- Teaching Writing
- Geographic Information Science
- Museum Studies
- American Philosophy
- Bioethics
- Translation And Interpreting Studies

Master of Arts (M.A.)

A **Master of Arts (MA) degree** in the **School of Liberal Arts** reflect **IUPUI's Principles of Graduate and Professional Learning.** Detailed articulation of Student Learning Outcomes, including their assessment, for individual graduate degrees and certificates are part of the School of Liberal Arts's department and program websites. Students completing the Masters of Arts degree program will:

- Know how to explain the specifics of having an advanced degree in the field of study.
- Be able to discuss contemporary issues in a specialized field of study.
- Be able to explain the interconnections between variants within the discipline of study;
- Be able to complete research with faculty supervision;
- Be able to give presentations at professional meetings, symposia and other fora;
- Be able to plan and conduct research in a specialized field of study; and
- Be able to be prepared to continue on to doctoral level study in the discipline and/or to enter the workforce in the specific area of study, applying theoretical and practical skills to tasks through a social base in critical thinking skills.

Master of Arts in Applied Communication (M.A.)

The Department of Communication Studies offers an M.A. in Applied Communication with concentrations in corporate communication, health communication, media criticism or public communication. This unique applied program provides students with theoretical understanding of communication processes as well as with the competencies and skills necessary to address specific communication issues and problems by applying discipline-specific knowledge. The program readies the advanced student for professional career paths and future academic pursuits. Students completing the Applied Communications M.A. curriculum will:

- Design and execute communication strategies and create programs to address contemporary communication problems.
- Apply communication theories to specific communication issues and problems in the workplace and the community and communication-specific theory to predict human interaction.
- Demonstrate an advanced theoretical knowledge in preparation for Ph.D studies.

Doctor of Philosophy in Economics (Ph.D.)

The Ph.D. program is designed to (i) advance knowledge concerning Health Economics and Philanthropy/Nonprofit Economics; (ii) develop the skills essential for our graduates to conduct independent research in these two areas. The two fields for our Ph.D. program are Health Economics and Philanthropy/Nonprofits Economics. Students completing the Economics Ph.D curriculum will:

- Demonstrate a high level of understanding of economic theory, and of statistical theory specially relevant for economics.
- Demonstrate a thorough understanding of the state of knowledge in their fields of specialization within economics, including theoretical models, research methodologies, and empirical results.
- Demonstrate the ability to critically assess economic issues, and to integrate economic theory and statistical/econometric analysis in order to evaluate these issues.
- Demonstrate the ability to assemble, organize and analyze economic data, in order to conduct advanced econometric analysis ability to conduct independent, original research in economics.

Master of Arts in Economics (M.A.)

The Master of Arts program has a twofold objective: (1) to provide students with analytical capabilities and research skills for careers in business, government, and the nonprofit sector; and (2) to prepare those who wish to pursue the Ph.D. at IUPUI, Indiana University Bloomington, or another university. Students completing the Economics M.A. curriculum will:

- Know a wide variety of economic issues.
- Understand the current state of economic thought with regard to these issues
- Be able to use mathematical and/or statistical models based on economic theory—including models that are computable—to help under understand and address important economic issues.
- Be able to understand the limitations of statistical data analysis, particularly in regard to detecting causal relationships between economic variables and be familiar with techniques for addressing these limitations.
- Be familiar with computer programs for manipulating large data sets and for conducting statistical analysis using these data sets.

Master of Arts in English (M.A.)

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words—in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems. Students completing the English M.A. curriculum will be able to:

- **Identify and define** fundamental concepts, terms, and theories in two areas of graduate-level English studies (writing, creative writing, literature, linguistics).
- **Critically read**, **write** about and **evaluate** issues in English Studies.
- **Demonstrate** advanced skills in reading, writing, and evaluating issues in the discipline of English Studies.
- **Apply** various critical perspectives to a wide range of texts, including historical, theoretical, and literary material.
- **Demonstrate** a working knowledge of the cultural diversity of language and literatures.
- **Plan and present** coherent, persuasive, and original oral and written arguments.
- **Design and conduct** independent research.
- **Produce** through a reflective writing process manuscripts suitable for publication.

Graduate Certificate - Teaching English to Speakers of Other Languages (TESOL)

Students completing the TESOL certificate will able to:

- **Describe** the features of both second language and first language discourse.
- **Explain** the theoretical principles of second language learning from linguistic, psychological, and social perspectives.
- **Explain** the principles, strategies, and features of second language teaching in a variety of contexts.
- **Describe** how learning a second language differs from learning one's first language.
- **Exemplify** the theory-to-praxis connection in second language teaching in a variety of contexts, modes, and genres.
- **Devise and use** instruments for adequately and appropriately assessing language learners' educational needs and language development in diverse contexts.
- **Design and implement** pedagogically-sound lesson plans, teaching materials, courses, and curricula for second language learners in a variety of contexts with respect to reading, writing, listening, speaking, and culture.
- **Evaluate and refine** (one's own) teaching practices on the basis of second language learning research and specific students' learning outcomes using the tools of self-reflection and classroom observation.

Graduate Certificate - Teaching Writing

Students completing the certificate in teaching writing will able to:

- **Recognize and define** major theories and historical perspectives in the teaching of writing.
- **Analyze** the complexities of writing and its uses in personal, public, and professional contexts.
- **Create, design, and produce** effective evaluations of writing assignments and supporting activities.
- **Demonstrate** knowledge of a reflective, research-based approach to major issues in the teaching of writing.
- **Articulate** an informed, practical pedagogy for the teaching of writing.
- **Write** a clear and persuasive research-based argument that adheres to conventions of documentation.
- **Evaluate** impact of culture, gender, race, and history on texts and ideas as well as language use and structure.
- **Demonstrate** an ability to accept and offer critical feedback to and from peers.

Graduate Certificate - Professional Editing

Students completing the Professional Editing certificate will:

- **Know** the techniques and consequences of traditional editing procedures, learn how corrupted texts of the past can be recovered and disseminated for readers today, and explore how these procedures are evolving in reaction to the rapidly changing technical communications environment of the information age.
- **Understand** that editing is an historical discipline.
- **Be able to** examine how texts have been edited in the past;
- **Be able to** recognize the steps involved in editorial procedures, analyze and categorize the various types of errors that are the result of hand press and machine press printing;
- **Be able to** demonstrate their understanding of book production by writing analytical and descriptive bibliographies, reconstruct textual genealogies of the transmission of a work, evaluate current editions of the same work; and
- **Be able to** discern what paradigms of editing held sway in different historical periods, analyze and respond to arguments about the best ways to present to the modern reader both public and private documents of historical significance, and design ways to present and preserve document quality in electronic environments.

Master of Science in Geographic Information Science (M.S.)

The Master of Science in Geographic Information Science prepares students for professional careers or advanced graduate studies in the field through seminars, lectures, laboratory, internship, and faculty-supervised research. Students completing the Geographic Information Science M.S. curriculum will:

- Understand key foundational concepts, methodological processes, and analytical skills in Geographic information science.
- Be able to demonstrate an in-depth understanding of the literature in at least one subfield or application area of geographic information science.
- Be able to develop a research proposal and carry out a research project under faculty supervision.
- Be able to demonstrate the ability to professionally communicate research findings in oral, written and graphic forms.

Graduate Certificate in Geographic Information Science

The Graduate Certificate in Geographic Information Science prepares students for employment in positions where the creation, management, analysis, and presentation of spatial information are crucial. Students completing the Geographical Information Science certification will:

- Understand key foundational concepts, methodological processes, and analytical skills in geographic information science.
- Understand the principles underlying the use of spatial information technologies in theoretical and applied settings.
- Be able to demonstrate the creation, management, analysis, and presentation of spatial information.
- Be able to demonstrate the ability to design, analyze, and interpret spatial analytical problems.

Master of Arts in History (M.A.)

Students completing the History M.A. curriculum will:

- Know the importance and critical perspective of historical knowledge for understanding contemporary society.
- Demonstrate an advanced level of factual knowledge in their field of historical study (U.S., European, public).
- Demonstrate mastery of the historiography of their field of historical study.
- Demonstrate competence in the methodologies commonly employed in the discipline.
- Demonstrate a high level of clarity, accuracy, and sophistication in written and oral communication.
- Carry out a research project (M.A. thesis) that employs both primary and secondary sources, is completed in conformity with the conventions and standards of the discipline, and makes a significant contribution to knowledge.

Master of Arts in Museum Studies (M.A.)

Students completing the Museum Studies M.A. curriculum will:

- Develop their abilities as critical thinkers by questioning the role of museums in society and think critically and creatively to evaluate and improve that role.
- Develop self-reflective understanding of their own vocations and professional ethics in the museum field.
- Develop mastery of professional skills through using a variety of approaches to create original products, such as educational programs, exhibit concepts, strategic plans, of relevance to museums in the community.
- Develop necessary knowledge and skills to meet professional standards in one or more areas of museum practice including collections, education, exhibit development, administration, curatorial practices, evaluation, and interpretive planning.
- Engage in and conduct creative research problems that, over time, yield new insights into museums, their missions, their collections, and their engagements with communities and
- Engage in hands-on learning in an area of the museum field through an internship experience.
- Become skilled at effectively presenting their work through oral presentations and in written work in formats relevant to the museum profession (ex. exhibit concept documents, object labels, press releases, research papers, catalogue entries, curriculum).

Graduate Certificate in Museum Studies

Students completing the Museum Studies certificate will:

- Develop their abilities as critical thinkers by questioning the role of museums in society and think critically and creatively to evaluate and improve that role.
- Engage in hands-on learning in an area of the museum field through an internship experience.
- Become familiar with and develop basic competency in the core areas of museum practice including collections, education, exhibit development, and administration.

Doctor of Philosophy in Philanthropic Studies (Ph.D)

Doctor of Philosophy in Philanthropic Studies (Ph.D)

Students completing the Philanthropic Studies Ph.D curriculum will:

- Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and understand multi-disciplinary theories that explore/explain philanthropic behavior and why nonprofit organizations exist in society.
- Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to conduct original research, generate new knowledge, and create scholarly products.
- Be able to apply ethical standards to the pursuit of professional, scholarly, and societal goals to advance the common good.
- Understand how to interpret and apply ethical frameworks and disciplinary concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational, scholarly, and professional goals.

Master of Arts in Philanthropic Studies (M.A.)
The Master of Arts in Philanthropic Studies focuses on the history, culture, and values of philanthropy. Its objectives are: to enable students to gain the knowledge and skills either to pursue further graduate study in relevant fields or to pursue careers in the independent sector or in related fields; to enable students to investigate the broader theoretical issues of philanthropy and of their chosen areas of specialization from a variety of disciplinary and interdisciplinary perspectives; and to utilize the interdisciplinary base to maintain a thorough critical inquiry into the historical and cultural implications of philanthropy. Students completing the Philanthropic Studies M.A. curriculum will:

- Gain knowledge of the history and cultural traditions of philanthropy and the nonprofit sector in a global context and the multi-disciplinary theories that explore/explain philanthropic behavior and why nonprofit organizations exist in society.
- Be able to acquire knowledge of research and resources in the field of philanthropic studies and to use that knowledge to create scholarly products and conduct research.
- Gain knowledge and skills needed to pursue further graduate work, and to network with others to pursue careers in the philanthropic/nonprofit sector.
- Understand how to interpret and apply ethical frameworks and concepts to philanthropic activity in society and to act ethically and work skillfully with others to achieve educational and professional goals.

Master of Arts in Philosophy (M.A.) & Philosophy Graduate Certificate

Students completing the Philosophy M.A. curriculum will:

- Know and understand important figures, theories, and arguments in core areas of classical and contemporary philosophy.
- Know and understand important figures, theories, and arguments related to a specific subject area: American philosophy, bioethics, or international research ethics.
- Comprehend interpret, analyze, and evaluate complex philosophical concepts, claims, and arguments.
- Conduct mentored philosophical research leading to competent, well-researched, in-depth argumentative essays on specific topics.
- Develop and deliver clear, accurate, informative research presentations for academic or professional audiences.

Graduate Certificate in American Philosophy or Bioethics

Students completing the Philosophy graduate certificate curriculum will:

- Know and understand important figures, theories, and arguments related to the certificate subject area: bioethics or American philosophy.
- Comprehend interpret, analyze, and evaluate complex philosophical concepts, claims, and arguments.
- Write and speak clearly and competently on philosophical topics related to the certificate subject area.

Master of Arts in Sociology (M.A.)

The Master of Arts program is specifically designed to prepare its students for conducting applied and policy-oriented research, and to equip those already in the workforce with the critical skills necessary for assessing and applying sociological knowledge in their everyday responsibilities. The program of study culminates in either an internship or thesis experience. The program is designed to accommodate the needs of both full- and part-time students. Currently, the program features three formal areas of concentration: family/gender studies, medical sociology, and work/organizations. Students completing the Sociology M.A. curriculum will:

- Collect and analyze data on social phenomena.
- Apply sociological knowledge and methods in community projects.

- Organize and conduct independent projects.
- Present and defend their analyses of social phenomena.
- Gain mastery of a specific concentration area of sociology (eg., medical sociology, gender, sex, and family studies) as well as increase diversity of disciplinary specialties and backgrounds of those involved in programs be prepared for doctoral studies.

Master of Arts in the Teaching of Spanish (M.A.T.)

This international course of study has been designed specifically for teachers of Spanish. It provides graduate-level course work in the Spanish language, Hispanic cultures, teaching methodology, applied linguistics, and Hispanic art and literature. It provides for the professional development of Spanish teachers through the improvement of their language and teaching skills, and it will promote their career advancement. Graduates of the program will in turn contribute to better teaching of Spanish in area schools, improving the language skills and the cultural awareness of students in the state of Indiana. Students completing the M.A.T. in Spanish curriculum will:

- Know a variety of theories on the process of second language acquisition.
- Know effective methods and techniques of Teaching Spanish.
- Know main cultural manifestations of the language in literature.
- Know social practices and perspectives in Spain and Latin America and among U.S Hispanics.
- Know structural and cultural differences between Spanish and English and between the communities that use these languages.
- Understand second language (Spanish) grammars.
- Understand second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence.
- Understand the formal properties of The Spanish language.
- Understandthe relationship between language and society in the Spanish-speaking world.
- Understandthe value of different methods to teach languages and cultures.
- Understand the importance of critical thinking in examining other cultures and comparing them with one's own.
- Understand their place within multilingual international communities.
- Understand the connections between language studies (language, literature, culture and translation/interpreting) with other disciplines.
- Be able to identify and implement effective pedagogical practices.
- Be able to identify appropriate teaching objectives, techniques, materials and outcomes.
- Be able to contribute to the improved teaching of Spanish in schools by fostering strong language skills and deep cultural awareness among their students.
- Be able to apply the knowledge of the language system and culture to function effectively as teaching professionals, and in intercultural settings at home and abroad.
- Be able to interact within multilingual international communities here and abroad in ethically and culturally sensitive ways.
- Be able to reflect on their teaching practice and seek professional development opportunities.

Master of Arts in Anthropology (M.A.)

Students completing the Anthropology Master's program will demonstrate the following outcomes:

- **Knowledge Base of Anthropology:** All students are required to demonstrate knowledge of the history of the discipline of Anthropology and of the key theoretical models that have informed the field.
- **Research Methods in Anthropology:** The student will be required to demonstrate their mastery of basic anthropological research methods.
- **Ability to Design a Research Proposal:** Students will identify a key question for investigation, define its anthropological dimensions, link it to anthropological scholarly trends, and design an appropriate methodology with which to execute that research.
- **Ability to Carry Out Applied Research:** Students will design and carry out approved research in collaboration with an agency or organization.
- **Diversity:** Students will have an understanding of human diversity in culture based on cross-cultural comparison.
- **Civic Engagement:** Students will be expected to work collaboratively with a number of community-based organizations in collaborative relationships; students will be expected to produce work that, in addition to its scholarly merit, serves the interests and needs of a range of communities.
- **Writing Skills:** Students are expected to write at a scholarly level appropriate for publication in a peer-reviewed journal.
- **Speaking Skills:** Students are expected to be able to present their work in a range of scholarly settings including academic conferences, symposia and other fora.
- **Technology:** Students are expected to be able to use computers for a range of purposes including: statistical calculations (when appropriate), creation of academic posters, use of software for transcription of interviews, qualitative analysis of data.
- **Human Subjects Protection:** All students working with human subjects will take and pass the human subjects CITI test for Social/Behavioral Researchers

(Stage 1) and have their individual research projects approved by the appropriate IRB body.

Graduate Certificate in Translation Studies

Students completing the Translation Studies certificate will:

- Know the basic premises of translation and work within a framework that assists them in effectively conveying a written text from one language into another.
- Know the basic theoretical concepts supporting translation studies and be able to apply those theories to the practice of translation.
- Understand the complexities of the task of translation, as well as the role it plays in the dissemination of ideas and cultures.
- Understand the differences between translation and interpretation and the different skill sets required for.
- Understand the ethical responsibilities that go along with the profession and practice of translation.
- Be able to effectively translate a variety of texts into both Spanish and English, taking into consideration the specific circumstances related to both the source and target languages and cultures.
- Be able to demonstrate the necessary skills to effectively translate a variety of discourse typologies such as commercial, legal, technical, medical and literary.
- Be able to appropriately use the fundamental tools for translation such as dictionaries (monolingual, bilingual, terminology specific, glossaries and Internet resources) and Computer Assisted Translation programs.
- Be able to demonstrate superior proofreading and editing skills for crafting and evaluating translations.
- Be able to discuss translation and interpretation in a professional and academic manner.
- Be able to continue to graduate work for those who intend to pursue research in translation studies.

Master of Arts in Political Science (M.A.)

Students completing the Political Science M.A. curriculum will:

- Demonstrate the ability produce quality scholarship.
- Gain advanced knowledge of important concepts within the discipline of Political Science.
- Gain advanced knowledge of the approaches to the study of Political Science, eg., normative v. empirical theoretical approaches, qualitative v. quantitative strategies of inquiry.
- Demonstrate advanced competency in review and synthesis of relevant Political Science literature.
- Demonstrate the ability to speak cogently and write fluently to explain research results.

Certificate in Professional Editing

Students completing the Professional Editing certificate will:

- **Know** the techniques and consequences of traditional editing procedures, learn how corrupted texts of the past can be recovered and disseminated for readers today, and explore how these procedures are evolving in reaction to the rapidly changing technical communications environment of the information age.
- **Understand** that editing is an historical discipline.
- **Be able to** examine how texts have been edited in the past;
- **Be able to** recognize the steps involved in editorial procedures, analyze and categorize the various types of errors that are the result of hand press and machine press printing;
- **Be able to** demonstrate their understanding of book production by writing analytical and descriptive bibliographies, reconstruct textual genealogies of the transmission of a work, evaluate current editions of the same work; and
- **Be able to** discern what paradigms of editing held sway in different historical periods, analyze and respond to arguments about the best ways to present to the modern reader both public and private documents of historical significance, and design ways to present and preserve document quality in electronic environments

Undergraduate Programs

The IU School of Liberal Arts offers a four-year Bachelor of Arts degree in a number of disciplines, a Bachelor of Science in American Sign Language degree, a two-year Associate of Arts degree, and a variety of structured minors and certificate programs for students pursuing Liberal Arts or other degrees. At the heart of the school's programs are the following:

Programs	BA/BS	AA	Certificate	Minor
Africana Studies	BA		Certificate	
American Sign Lanuage	BS		Certificate	
American Studies				Minor
Ancient Greek & Latin				Minor
Anthropology	BA			Minor
Arabic, Islamic Studies				Minor
Arts & Humanities		AA		
Business & Professional Writing				Minor

Chinese Studies		Certificate	Minor
Classical Studies			Minor
Communication Studies	BA		Minor
Economics	BA		Minor
English	BA		
English, Creative Writing	BA		Minor
English, Film Studies	BA		Minor
English, Linguistics	BA		Minor
English, Literature	BA		Minor
European Studies			Minor
French	BA		Minor
French+Engineering	BA/BS		
Geographic Information Science		Certificate	
Geography	BA		Minor
German	BA		Minor
German+Engineering	BA/BS		
History	BA		Minor
History, European	BA		Minor
History, Non U.S. Non-European	BA		Minor
History, Thematic	BA		
History, U.S.	BA		Minor
Human Communication in a Mediated World		Certificate	
Individualized Major	BA		
International Studies	BA		Minor
Italian			Minor
Japanese Studies			Minor
Legal Studies			Minor
Medical Humanities and Health Studies			Minor
Motorsport Studies		Certificate	
Museum Studies		Certificate	
Paralegal Studies		Certificate	
Philanthropic Studies	BA		Minor
Philosophy	BA		Minor
Political Science	BA		
Pre-Law Political Science	BA		
Religious Studies	BA		Minor
Sociology	BA		Minor
Sociology, Medical			Minor
Spanish	BA		Minor
Spanish+Engineering	BA/BS		
Theatre and Performance		Certificate	
Translation Studies		Certificate	
Women's Studies			Minor
Writing and Literacy	BA		

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Departments, Programs and Centers

- Anthropology
- Communication Studies
- Economics
- English
- Geography
- History
- Philosophy
- Political Science
- Religious Studies
- Sociology
- World Languages and Cultures

Centers

The Center for Bioethics

The Indiana University Center for Bioethics was established on the campus of Indiana University- Purdue University Indianapolis (IUPUI) in July 2001. The Center was intially created with funding from the Indiana Genomics Initiative (INGEN), which was established by a grant from the Lilly Endowment Inc. to the IU School of Medicine. In-kind support is provided by the School of Liberal Arts and the School of Law. The Center's mission is to provide leadership to advance the academic and public understanding of bioethics; to inform the development of social and public policy in

health, research, and related fields; and to provide support for the provision of ethics services at Indiana University hospitals. The Center will fulfill its mission through research, education, and service as a universtiy-wide entity.

The Center for Economic Education

The Center's goal is to have all Indiana schools meet or exceed the Voluntary National Content Standards in Economics so that all students will leave school with a basic understanding of economics and with the problem solving skills needed to become prosperous workers, consumers, and citizens in the next century. To meet these goals, the IUPUI Center for Economic Education and the Indiana Council for Economic Education strive to increase the economic understanding and decision making skills of students by providing educators with a basic understanding of economics, teaching strategies, and curriculum materials which are objective and consistent with state and national educational guidelines

The Confucius Institute in Indianapolis

The Confucius Institute in Indianapolis is an a political, non-profit organization. It was established at IUPUI in 2007 to promote the teaching of Chinese language and culture in central Indiana and facilitate mutual understanding between the peoples of China and United States.

Being based in one of America's largest cities and one of its most important hubs for electronic communications, logistics, and life sciences, the Confucius Institute in Indianapolis is well-placed for developing effective relationships and networks between Indianapolis's major public university (IUPUI), and its governmental, commercial, and civic leaders.

In developing the Confucius Institute's public programming, many local organizations have agreed to collaborate, including local universities, Chinese community organizations, business and government agencies, museums, radio and television broadcasters, and organizations that receive international visitors.

Confucius Institute in Indianapolis is located in Cavanaugh Hall at the heart of the IUPUI campus. Its mission is to:

1. Teach Chinese using a variety of methods, including multimedia and the internet;
2. Train teachers to teach Chinese in primary schools, high schools and colleges;
3. Administer the Chinese Proficiency Test and tests to certify ability to teach Chinese as a foreign language;
4. Teach Chinese courses of various types in a variety of arenas;
5. Sponsor academic activities, cultural exchange programs, and Chinese language competitions;
6. Showcase Chinese movies and television programming;
7. Provide consulting services for individuals wishing to study in China;
8. Provide reference materials for educators and other professionals;
9. Promote business exchanges;
10. Facilitate government exchanges.

Institute for American Thought

The Institute for American Thought is a unique research facility bringing to IUPUI and to central Indiana an internationally acclaimed concentration of resources and scholarship that focuses on fundamental strongholds of American thought and culture. The institute unites the teaching faculty, editing specialists, and research holdings of the Peirce Edition Project, the Santayana Edition, the Josiah Royce Critical Edition, and the Frederick Douglass Papers with the more broadly-based historical, literary and popular culture resources of the Center for Ray Bradbury Studies. All of these research units combine to support the Institute's related academic programs in American studies and professional editing.

The institute is structured around a research center that supports the work of its academic programs and scholarly editions while providing a singular resource for students and scholars from Indiana and worldwide. In contrast to centers that restrict their focus to the study of American political and economic thought, the Institute focuses more broadly on American contributions to philosophy and to the advancement of thought at the highest intellectual level of Western culture. The Bradbury Center, along with the free-standing but closely affiliated Max Kade Center for German-American Studies, extend the Institute's mainstream resources in American cultural history. Current scholarship in the institute concentrates on the production of reliable new texts for seminal American thinkers, on the professional editing process that preserves their writings for future generations, and on the understanding and dissemination of American thought and culture through the promotion of related research, public lectures, and other scholarly activities.

The institute administers both an undergraduate minor and an overseas exchange program in American Studies, and an interdisciplinary graduate program in professional editing; it also is associated with the American Philosophy concentration of the Department of Philosophy's master's program. In addition, the institute provides an editorial home for The New Ray Bradbury Review. No other research institute in the country combines academic programs, textual scholarship, and a research agenda in such a comprehensive program with sizeable archival and library collections documenting the major contributions of seminal figures in American cultural and intellectual history.

The significance and quality of the institute's holdings has consistently attracted international interest and brings many scholars of American thought and culture to central Indiana. International partnerships with scholar groups in Canada and Germany are already in place, as are two undergraduate student exchange programs with Universities in Great Britain. A resident fellows program will attract researchers who are publishing and teaching in wide-ranging areas of American studies, textual studies, American philosophy, and the history of science. The institute is working to turn its interrelated programs into a national model for interdisciplinary research, teaching, and publication in support of America's intellectual heritage.

•Max Kade German-American Center

In cooperation with the department and several community organizations, the IU School of Liberal Arts operates a center for German-related activities in the Duetsche Haus-Athenaeum. The Max Kade Center also offers two awards annually for students to study German overseas, two graduate fellowships, and a scholarship for the dual-degree program in engineering and German.

•Scholarly Editions

The IU School of Liberal Arts is home to five scholarly edition projects: the Peirce Edition Project, a contributor to the school's research culture since 1976; and three four more recent arrivals, the Frederick Douglass Papers, the Santayana Edition, the Josiah Royce Critical Edition, and The Bradbury Edition (The Collected Stories of Ray Bradbury). This remarkable concentration of major editions establishes IUPUI as a world center for scholarly editing and provides unique opportunities for our students and faculty.

•Frederick Douglass Papers

Frederick Douglass (1818-95), one of the nineteenth century's most influential human rights activists, escaped slavery in 1838 and became a leading orator, journalist, and historian of the abolition movement, the Civil War, and Reconstruction. The mission of Frederick Douglass Papers Project is to produce scholarly editions of his many works. Yale University Press has published the project's five-volume series of Douglass's speeches, interviews, and debates; two of Douglass's three autobiographies; and one of a contemplated four-volume series of Douglass's correspondence,. Editors are working on the final autobiographical text and the second volume of the Correspondence series, and plan a fourth series consisting of Douglass's published editorials and other short writings. Originating at Yale University, the project moved to West Virginia University before relocating permanently at IUPUI. It is supported by the National Historical Publications and Records Commission and the National Endowment for the Humanities.

•Peirce Edition Project

Charles S. Peirce (1839-1914) was a scientist and philosopher. He is the founder of pragmatism and is considered one of America's greatest thinkers. The primary mission of the Peirce Edition Project is to produce a 30-volume critical edition of Peirce's writings, many never before published. The Peirce Project, supported by the National Endowment for the Humanities and by private funding, is assisted by an internationally renowned team of advisors and contributors. The resources of the project, which include an extensive photocopy and microform collection of Peirce's manuscripts and the Max H. Fisch Library (a large private collection on classical and American philosophy and on nineteenth- and early twentieth-century American culture), have been consolidated in the Institute for American Thought with the resources of the Santayana and Douglass Editions and serves a wide community of students and researchers.

•Bradbury Edition

Ray Bradbury (1920 -) is one of America's most well known authors of fantasy, science-fiction, and horror. The recipient of a special Pulitzer Prize for his contribution to these genres as well as a National Book Award, Bradbury has written over six hundred short stories, many of them widely anthologized, as well as a half dozen novels such as Dandelion Wine and Something Wicked This Way Comes. Bradbury's stories have been collected in a variety of anthologies but never according to their sequence of composition (a Bradbury story can typically be published decades after it was first written). Published by Kent State University Press, The Collected Stories of Ray Bradbury is a critical and chronological edition which will present Bradbury's stories to the reading public for the first time in the order in which they were written, with a historical introduction examining Bradbury's creative relationship to genre writing. The Bradbury Center, which edits this edition, also edits a yearly journal, The New Ray Bradbury Review, which is devoted to studying the impact of Bradbury's writings on American culture. The Center is supported by private donations.

•Santayana Edition

George Santayana (1863-1952) was a Spanish-born American philosopher, best-selling novelist, poet, and critic. After abandoning a successful academic career at Harvard University, he lived a relaxed and ascetic life devoted to contemplation, writing, and quietly generous friendship. His broadly humanistic outlook is grounded in European culture with deep appreciation of Asian philosophy and irreducibly influenced by American experience. Santayana's philosophy is a serious and cheerful alternative to irrationalism of all kinds. It is materialism without reductionism and idealism without fanaticism. The Santayana Edition will produce a 21-volume critical edition of his works published by MIT Press. Edition resources include photocopy collections of correspondence and manuscripts; a library of Santayana first editions, secondary literature, and dissertations; and an archive of reviews and critical articles. The Santayana Edition is supported by the National Endowment for the Humanities and private donors.

•Josiah Royce Critical Edition

Josiah Royce (1855-1916) was a California mining-town born philosopher who made his way to become a Professor of Philosophy at Harvard University. Among Royce's students was George Santayana. Royce is known for the broad sweep of his thought, writing about the ultimate context within which we think and live. The "Beloved Community" is one of the concepts he added to our lexicon. Besides sophisticated metaphysical and logical writings, Royce wrote on such topics as war and football. Royce addressed the topics that were central to his time and our time. While considered by many to be merely a religious thinker, Royce contributed much to philosophic, ethics, and social thought.

The National Council on Public History

For nearly 30 years, NCPH has worked to advance the field of public history. Today the organizaton promotes professionalism among history practitioners and encourages their engagement with the public. We are a membership association of consultants, museum professionals, government historians, professors and students, archivists, teachers, cultural resource managers, curators, film and media producers, historical interpreters, policy advisors, and many others. Members confer at the annual meeting each spring and share their expertise in our journal, *The Public Historian*, the newsletter, *Public History News*, and on the e-mail listserv, H-Public.

Today there are more than 100 graduate programs in public history and a surge in undergraduate courses and programs across the United States, as well as growing interest abroad. NCPH works in close cooperation with the IUPUI Department of History, which has one of the nation's preeminent Masters of Arts in Public History programs. Currently, NCPH is leading a national effort to reform tenure and promotion poicies so that they will more

effectively address the public history work of faculty, such as civic engagement projects.

The Center on Philanthropy

Philanthropy is a potent force for good, and it must be strengthened and focused so that it can be put to work in the most effective ways possible. Established in 1987, The Center on Philanthropy at Indiana University is a leading academic center dedicated to increasing the understanding of philanthropy and improving its practice worldwide through research, teaching, training, and public affairs programs in philanthropy, fundraising, and management of nonprofit organizations. The Center pioneered the field of Philanthropic Studies and its unique approach to the study of philanthropy through the liberal arts and other academic and professional disciplines. The Center offers PhD, MA and BA degrees in Philanthropic Studies. It also offers programs that enrich student's experiences, such as The Fund Raising School, the Women's Philanthropy Institute and the Lake Institute on Faith & Giving. A part of the Indiana University School of Liberal Arts at IUPUI, the Center operates programs on the IUPUI and IU Bloomington campuses and collaborates closely with the Indiana University School of Public and Environmental Affairs.

The Polis Center

The Polis Center works with communities in Indiana and beyond to develop and apply knowledge, to build collaborations, and to find innovative solutions to common problems. We excel in community-based research and advanced information technologies, especially geographic information systems (GIS). Working in partnership with other organizations, we address issues of mutual concern, and with our network of relationships, we bring together disparate groups and interests to find common ground.

The Polis Center is an academic research center with a practical and applied orientation. The Greek word "polis" means city, and accordingly we concentrate on issues related to metropolitan Indianapolis and other mid-sized American cities. We are multidisciplinary, community-oriented, entrepreneurial, and creative in our approach to problem-solving. We have forged working relationships with community-based organizations; religious bodies; educational, arts, and media organizations; businesses; governments; social service providers; cultural agencies; charitable endowments, and numerous others. We are funded solely by grants and project income. Since 1989, we have managed over 500 projects with more than $40 million in external funding.

The Institute for Research on Social Issues

The IU School of Liberal Arts **Institute for Research on Social Issues (IRSI)** provides an infrastructure to advance research on social issues through interdisciplinary, collaborative inquiries.

IRSI was established to provide the intellectual stimulation and support intrinsic to groupings of like-minded social science scholars. IRSI Researchers investigate such topics as health, human ecology, economics, race and ethnic studies, family and gender studies, marketing and communications, and religion, to name a few. IRSI's mission is supported by the GIS Research Center, the Global Health Communications Center, the Survey Research Center, the Center for Health Geographics, the Health Research Group, the Violence Against Women and Human Rights Study Group, and international partnerships which include the IUPUI-Moi Workgroup and China Studies Workgroup.

IRSI Collaborating Centers include the Center for the Study of Religion and American Culture, the Family Violence Institute, the Center for Health Research, and The Polis Center.

The Spanish Resource Center

The Spanish Resource Center (SRC) in the IU School of Liberal Arts at IUPUI(located in Cavanaugh Hall 205) is the result of cooperative efforts between the Department of World Languages and Cultures and the Spanish Embassy's Ministry of Education. Its mission is to improve the teaching of the Spanish language and culture in Indiana, Kentucky, Ohio, and Illinois, providing a meeting place for those involved in the teaching and study of Hispanic language and culture, including teachers, students, and administrators of all levels. Established in 1998, it is the only Spanish Resource Center in Indiana, and one of only 12 across the country. It provides a large collection of Spanish learning resources (books, videos, DVDs and CDs) and other services to students and teachers of Spanish such as conversation hours, film series, professional development workshops, and immersion days. The Center also promotes various programs and scholarships run by the Spanish Ministry of Education in conjunction with the Departments of Education of the four states mentioned above and several school districts and universities in the Midwest.

The Survey Research Center

The Survey Research Center is a resource for students, faculty, and administration within the IU system, as well as local non-profits and government agencies. The Center can assist academic and applied researchers to develop and implement their projects by providing the following services in their entirety or individually: study design, sampling, instrument development, data collection, data processing, and data analysis. The SRC has the capacity to complete telephone (using a 16-station computer assisted telephone interviewing—CATI—facility), mail, on-line, or face-to-face surveys, and can also help researchers to navigate external, existing survey research data sources. The SRC can be reached at (317) 278-5204.

The Center for the Study of Religion and Amercan Culture

The Center for the Study of Religion and American Culture is a research and public outreach institute devoted to the promotion of the understanding of the relation between religion and other features of American culture. Established in 1989, the Center is based in the IU School of Liberal Arts at Indiana University-Purdue University Indianapolis. Now with almost 50 research fellows, the Center for the Study of Religion and American Culture is considered the premier research institute in the nation working in American religious studies.

Center activities include national conferences and symposia, books, essays, bibliographies and research projects, fellowships for young scholars, data-based communication about developments in the field of American religion, a newsletter devoted to the promotion of Center activities, and the semiannual scholarly periodical Religion and American

Culture: A Journal of Interpretation, which is among the highest-ranked academic journals in the nation.

The Sussman-Steinmetz Research Library

The Sussman - Steinmetz Research Library was established through a contribution of the books, journals, and papers of Marvin B. Sussman, an internationally known family sociologist, through the initiative of Professor Suzanne K. Steinmetz of the IUPUI Sociology Department. Located in Cavanaugh Hall 316, the library contains an extensive collection of family science and sociology books and journals with emphasis on population/demography, aging, family violence, sexuality, medical/health, law, history, race/ethnicity, and deviance. The library is available to students, staff, and faculty for research use. Materials do not circulate.

The Indiana Center for Intercultural Communication

The Indiana Center for Intercultural Communication (ICIC) is a university-based research and service organizaton created in 1998 to enhance links between the city of Indianapolis, the state of Indiana, and cultures/nations throughout the world. ICIC strives for excellence in language and intercultural training in academic, professional, and other occupational contexts. The Center is part of the Indiana University School of Liberal Arts in the Department of English at Indiana University-Purdue University Indianapolis (IUPUI).

The Writing Center

The English Department Writing Program coordinates all first and second semester writing courses at IUPUI, the guided self-placement program, and the University Writing Center. Our mission is to enable all IUPUI students to become better writers for academic, professional, personal, and civic purposes.

The Indiana Teachers of Writing (ITW) Writing Project offers professional development programs for teachers of writing at all levels, kindergarten through university, through summer institutes on campus and year-round programs in schools. ITWWP is part of the National Writing Project, a network with headquarters in Berkeley, California.

Africana Studies

- **Director** Professor Bessie House-Soremekun, *Political Science and Africana Studies*
- **Professors** Edward E. Curtis IV, *Religious Studies*; Ch. Didier Gondola, *History*; Bessie House-Soremekun, *Political Science and Africana Studies;* Missy Kubitschek, *English;* John McKivigan, *History;* Obioma Nnaemeka, *World Languages and Cultures/Women's Studies*
- **Associate Professors** Ramla Bandele, *Political Science*; Kelly Hayes, *Religious Studies;* Gina Sanchez Gibau, *Anthropology;* Ronda Henry, *English;* Monroe Little, *History;* Najja Modibo, *Sociology;* Una Osili, *Economics;* Jennifer Thorington-Springer, *English;*
- **Assistant Professors** Joseph L. Tucker Edmonds, *Religious Studies and Africana Studies*; Modupe Labode, *Museum Studies;*

Africana Studies encompasses the scholarly exploration of African and African American life and culture from an interdisciplinary perspective. Courses in Africana Studies are offered within the program and in many departments of the School of Liberal Arts.

American Sign Language/English Interpreting

- **Director** Janet Acevedo
- **Academic Advising** Cavanaugh Hall, Room 422, 317-274-4025, jacevedo@.

Contact by videophone: Call Video Relay Services, (317) 493-0364

Increasing numbers of Deaf people seek the communicative access that interpreters provide, and this access is mandated by legislators, yet there is a shortage of qualified interpreters nationally and locally. IUPUI's American Sign Language (ASL)/English Interpreting Program is one of very few baccalaureate degree programs available in the country. It prepares students to become capable and flexible participants in the rewarding profession of interpreting.

The ASL/English Interpreting Program introduces students to the theory and practice of interpreting. It provides a strong foundation in language, culture, interpreting, and linguistics. Students develop their abilities in ASL and English, analyze features of ASL and English, discuss ethical issues, and perform guided practice with both simultaneous and consecutive interpreting. The combination of this background with a broad liberal arts education prepares students to enter the profession of interpreting, which serves diverse populations and encompasses a wide range of subjects and settings.

American Studies

- **Director** Martin A Coleman, Philosophy
- **Professors** David Bodenhamer, History; Jonathan Eller, English; Carol Brooks Gardner, Sociology; Philip Goff, Religious Studies; Sara A. Hook, School of Informatics; Nathan Houser, Philosophy; Missy Dehn Kubitschek, English; John R. McKivigan, History; Jane Schultz, English; Peter J. Thuesen, Religious Studies; William Touponce, English; Marianne S. Wokeck, History
- **Associate Professors** Annie G. Coleman, History; Owen Dwyer, Geography; Karen R. Johnson, English; Thomas Marvin, English; Nancy Marie Robertson, History; Susan C. Shepherd, English; Rachel Wheeler, Religious Studies
- **Assistant Professors** Martin A Coleman, Philosophy; Jason Kelly, History;
- **Lecturers** Robert L. Beck, Geography and John Gosney, UITS
- **Executive Director, Institute for American Thought** David E. Pheifer

The field of American studies extends across a broad spectrum of disciplines to offer integrating perspectives on American experience, thought, and expression. In this respect, American studies is decidedly interdisciplinary in its approaches, but at the same time it is very much a field unto itself, generating its own lines of inquiry concerning the American cultural mosaic.

The American Studies Program includes overseas exchanges with the University of Derby, U.K., and Newcastle University, U.K.,which are both open to IUPUI students.

Women's Studies

- **Director** Associate Professor Nancy Marie Robertson
- **Professors** Gabrielle S. Bersier, German; Dennid Bingham, English; Paul Carlin, Economics; Ulla M. Connor, English; Carol Brooks Gardner, Sociology; Linda L. Haas, Sociology; Bessie House-Soremekun, Political Science and Africana Studies; Karen M. Kovacik, English; Missy Dehn Kubitschek, English; Obioma G. Nnaemeka, French and Africana Studies; Jean Robertson, Herron; Jane E. Schultz, English; Patricia Wittberg, Sociology; Marianne Wokeck, History
- **Associate Professors** Ronda C. Herny Anthony, English and Aricana Studies; Lorraine Blackman, Social Work; Terri A. Bourus, English; Peg Brand, Philosophy; Herbert Brant, Spanish; Jeanette Dickerson-Putman, Anthropology; Catherine A. Dobris, Communication Studies; Lynn Duggin, Labor Studies; Margaret Robertson Ferguson, Political Science; Gina Sánchez Gibau, Anthropology; Elizabeth M. Goering, Communication Studies; Kelly E. Hayes, Religious Studies; Susan Brin Hyatt, Anthropology; Karen Ramsay Johnson, English; Elizabeth A. Jones, Physical Education; Daniella Kostroun, History; Nancy Marie Robertson, History; Kristina Horn Sheeler, Communication Studies; Susan C. Shepherd, English; Jennifer Thorington-Springer, English; Rosa Tezanos-Pinto, Spanish; Kim White-Mills, Communication Studies; Reiko Yonogi, Japanese Studies
- **Assistant Professors** Jennifer Bute, Communication Studies; Modupe Labode, History; Roberta Lindsey, Music; Megan L. Musgrave, English
- **Senior Lecturers** Anita J. Morgan, History; Teresa Molinder Hogue, English
- **Lecturers** Patricia Clark, Biology; Martina L. Dalinghaus, Classical Studies; Sumana Jogi, Communication Studies; Shenan Kroupa, Psychology
- **Affiliates** Kathleen S. Grove, Director of the Office for Women; Krista Hoffmann-Longtin, School of Medicine; Kristi L. Palmer, Associate Librarian

The Women's Studies Program at IUPUI provides undergraduate students the opportunity to pursue a sequence of courses in a growing academic discipline—the study of women and their changing role in society. The program is interdisciplinary because women's experiences encompass the full range of human activity, and separate disciplines offer unique starting points in interpreting these experiences.

The importance of women's studies lies both in its interdisciplinary approach and in the timely opportunity it offers for the study of issues long neglected by scholarship.

Completion of the Women's Studies Program may provide an additional basis for pursuing future training in law, psychology, history, literature, or public or business administration in areas related to women. For students who do not continue professional or graduate training in an academic discipline, specializing in women's studies may provide a useful background in careers that focus on concerns of women, such as paralegal and probation work, secondary and elementary school counseling, journalism, and community agency service.

Individualized Major Program

- **Director** Professor Robert F. Sutton, World Languages and Cultures, Classical Studies

Committee for the Individualized Major

- **Professors** Richard Bein, Geography; Thomas Davis, Religious Studies; John Parrish-Sprowl, Communication Studies; William Schneider, History/Medical Humanities; Richard E. Ward, Anthropology
- **Associate Professors** Enrica Ardemagni, World Languages and Cultures, Spanish; Dennis Bingham, English/Film Studies; Timothy S. Brothers, Geography; David Craig, Religious Studies; Kristine Karnick, Communication Studies; Karen Kovacik, English; Thomas Marvin, English; Nancy Robertson, History/Women's Studies/American Studies; Susan Shepherd, English/Linguistics; Reiko Yonogi, World Languages and Cultures, Japanese.
- **Assistant Professors** Jing Wang, World Languages and Cultures, Chinese; David Weiden, Political Science
- **Lecturers** Erin Engels, Political Science; Sharokh Towfighi, Economics
- **Faculty** All members of the IUPUI faculty are eligible to teach courses and serve as Faculty Advisors for an Individualized Major.
- **Academic Advising** Cavanaugh Hall 540B, 317-274-7611
- **Web site** liberalarts.iupui.edu/imp/

While the needs of most students are well served by existing majors offered on campus, some students have academic interests that do not fit well into existing programs or traditional disciplinary boundaries. The Individualized Major Program (IMP) in the School of Liberal Arts meets the needs of such students. It serves disciplined and self-motivated students who may wish to major in traditional disciplines or interdisciplinary areas for which majors are not available at IUPUI, as well as those who wish to fashion unique and original interdisciplinary majors that reflect their individual experience, interests, and needs. These include students whose work and life experiences suggest the need for fresh ways of organizing existing courses into meaningful new majors, as well as innovative students who wish to bring together course work in several disciplines to focus on a thematic area or make unusual yet valid connections between areas that are rarely studied together. The IMP can also serve transfer students who wish to continue work started elsewhere in areas in which IUPUI has faculty expertise but no organized majors.

Unlike other majors, which prescribe a fixed area of study, the individualized major provides a structure that allows such students, in consultation with faculty members, to design their own majors on various topics and fields of study. Each major course of study varies in accordance with the needs and interests of individual students. Students work closely with faculty advisors, and all individualized majors are overseen and approved by a faculty committee that ensures each student-designed major has intellectual integrity and rigor.

Admission and Academic Progress

For information and initial counseling,students should should contact the Program Office in CA 540B, 317-274-7611. All students seeking admission to the IMP must be admitted to the School of Liberal Arts and normally have a minimum cumulative GPA of 2.5 and declare their major as prospective (Pre-Individualized Major) in CA 401. All liberal arts students, except those on academic probation, are eligible to apply for an Individualized Major Program. Before making formal application for admission to the Individualized Major Program, students should normally have completed at least 30 hours of general education requirements including English W132, Communication R110, and Mathematics M118 (or its equivalent).

Students desiring to pursue an individualized major should confer with the director of the program who will provide assistance in identifying and securing the agreement of a faculty member to serve as advisor. Under the supervision of this advisor the student will take I360, a 1-credit hour tutorial course in which he or she prepares a proposal for an individualized major. A student is admitted into the Individualized Major Program when this major proposal is approved by a small committee appointed by the director. These committees are individualized for each student; they include the advisor, members of the faculty Committee for the Individualized Major, and other faculty members with appropriate expertise who may be recommended by the student and advisor. Once the major proposal is approved, students declare their major as Individualized Major in CA 401. The major plan may subsequently be amended only in consultation with the advisor and with approval of the student's committee.

After gaining admission to the program, students must meet each semester with their advisors to register for courses and consider academic progress. A key component of the senior year is the variable credit capstone course I460, an independent study project in which students synthesize their work in the major. The project is approved and graded by the IMP Committee or a panel of experts appointed by the committee. The advisor and the IMP director certify students for graduation with the individualized major.

Requirements

The individualized major requires a minimum of 34 credit hours:

1. Two courses are required of all students (4-7 cr.):
   - I360 Individualized Major Plan (1 credit hour), a tutorial in which a student develops his or her plan for a major, including a list of courses, schedule, and rationale. This proposal must be more than a simple list of courses. Students proposing majors in traditional fields should discuss the history and nature of the discipline, describe its subfields and the methodologies it employs, and show how the proposed major fits within this framework. Those designing unique majors need to establish the intellectual unity of the proposed major and show appreciation of the different disciplinary traditions and methodologies on which it will draw. Upon approval of this plan by an advisor and the faculty Individualized Major Program Committee, the student is accepted into the Individualized Major Program.
   - I460 Individualized Major Senior Project, a variable credit tutorial (3-6 cr.) preferably taken over two semesters as a 6-credit hour course devoted to a capstone project that culminates and integrates the individualized major. Normally this is a major research paper with an oral presentation. Other options, such as a performance, multimedia product, work of literature, film, or work of art, may be approved if appropriate for a particular plan of study. Normally the project is defended through a seminar or colloquium. Ideally the grade for this course is recommended by the advisor and approved by the faculty Committee for the Individualized Major. In practice, the committee grants authority to the director to appoint individual faculty committees to assist advisors in assigning grades.

2. The remaining courses are selected from existing courses.
   - No lower- or upper-division courses applied to general education requirements may be included in the individualized major.
   - At least 15 credit hours in the major must be at the 300 or 400 level (in addition to I360 and I460).
   - No more than 6 credit hours of independent study may be counted in the major.
   - All courses counted in the major must be taken for letter grade; no course receiving a grade below C may be counted toward the major.

International Studies

Director Associate Professor Michael Snodgrass, History

Professors Frederick Bein, Geography; David Bell, Sociology; Linda Bell, Communication Studies; Gabrielle Bersier, World Languages and Cultures; Ulla Connor, English; Edward Curtic IV, Religious Studies; Jon Eller, English; Linda Haas, Sociology; Didier Gondola, History; Bessie House-Soremekun, Political Science; John McCormick, Political Science; Obioma Nnaemeka, World Languages and Cultures; John Parrish-Sprowl, Communication Studies; Peter Rangazas, Economics; William Schneider, History; Robert White, Sociology;

Associate Professors Marta Anton, World Languages and Cultures; Robert Aponte, Sociology; Enrica Ardemagni, World Languages and Cultures; Wan-Ning Bao, Sociology; Didier Bertrand, World Languages and Cultures; Herbert Brant, World Languages and Cultures; Tim Brothers, Geography; Kevin Cramer, History; Jeanette Dickerson-Putman, Anthropology; Thomas Fedor, Geography; Carrie Foote, Sociology;Gina Sánchez Gibau, Anthropology; Elizabeth Goering, Communication Studies; Ain Haas, Sociology; Kelly Hayes, Religious Studies; David Hoegberg, English; Sue Hyatt, Anthropology; Jason Kelly, History; Daniella Kostroun, History; Una Osili, Economics; Scott Pegg, Political Science; Kevin Robbins, History; Eric Saak, History; Rosa Tezanos-Pinto, World Languages and Cultures; Jennifer Thorington Springer, English; Gail Gráinne Whitchurch, Communication Studies; Gregory Witkowski, Philanthropic Studies; Reiko Yonogi, World Languages and Cultures; Xin Zhang, History

Assistant Professors Joseph Tucker Edmonds, Religious Studies, Africana Studies; Andrea Jain, Religious Studies; A Kate Miller, World Languages and Cultures; Ben Van Wyke, World Languages and Cultures; Jing Wang, World Languages and Cultures; Ye Zhang, Economics; Iker Zulaika, World Languages and Cultures

Senior Lecturers Claudia Grossman, World Languages and Cultures; Erik Lindseth, History

Lecturers Fadia Antalbi, World Languages and Cultures; Amy Bomke-Keating, World Languages and Cultures; Amira Mashhour, World Languages and Cultures; Tijen Demeril-Pegg, Political Science; Jasper Sumner, Political Science; Dawn Whitehead, Office of International Affairs; Peg Williams, Anthropology; Rafia Zakaria, Political Science

The world is becoming a smaller place in which to live, and the interdependence of our political, cultural and economic systems is growing by the day. Locally, Indiana's economic health is increasingly tied to foreign direct investment (FDI) and exports of agricultural, life science, or automotive products. The state ranks in the top 15 nationally in FDI and exports, while the 'Crossroads of America' is now a major international freight hub. Record numbers of immigrants from places like Mexico, South Asia, and West Africa are transforming the cultural and political landscape of central Indiana. Meanwhile, Hoosiers are serving abroad in the military, in the Peace Corps, as missionaries, or as members of the international business community. To prepare students for life and careers in an increasingly globalized world, the School of Liberal Arts offers the B.A. and a minor in International Studies.

The interdisciplinary character of International Studies distinguishes it from International Relations, the Political Science subfield with which it is often confused. In the IS program students learn another language, specialize in one of five world regions, enrich their academic experience through study abroad, and study the cultural, historical, political, and economic forces at work in our 21st century world. They take advantage of the international opportunities offered at IUPUI, one of five 2011 recipients of the Paul Simon Award for Comprehensive Internationalization

The most innovative feature of the major is that students tailor a combination of area and thematic concentrations to meet their own academic interests and career goals. A student pursuing a career in the burgeoning non-governmental organization sector could combine a thematic concentration on development or global civil society with an area concentration on Africa or Latin America and the Caribbean. Another student interested in a Foreign Service career might combine a thematic concentration on international relations with an area concentration on the Middle East and study Arabic as their foreign language. In short, students customize their area and thematic coursework to meet any variety of different interests and needs.

Medical Humanities and Health Studies

Director Professor William H. Schneider, *History, Medical Genetics, Center for Bioethics*
Professors Kimberly Quaid, *Medical Genetics*; Carol Gardner, *Sociology*; Richard Gunderman, *Philosophy and Radiology*; Eleanor Kinney, *Law*; Eric Meslin, *Philosophy and Medicine*; David Orentlicher, *Law and Medicine*; Sandra Petronio, *Communication Studies*; Lynn Pike, *Sociology*; William Schneider, *History and Medical Genetics*; *Jane Schultz,* English; Richard Ward, *Anthropology and Dentistry*; Eric Wright, *SPEA and*

Associate Professors David Craig, *Religious Studies*; Jeanette Dickerson-Putman, *Anthropology*; Jason Eberl, *Philosophy*; Carrie E. Foote, *Sociology*; Margaret Gaffney, *Medicine*; Gregory Gramelspacher, *Medicine*; William Gronfein, *Sociology*; Peter Marcus, *Ob/Gyn*; Wendy Morrison, *Economics*; *Rebecca Sloan, Nursing; Kathleen Zoppi*, Family Medicine

Assistant Professors Susan Hickman, *Nursing*; Lois Lane, *Nursing and Regenstrief Institute*; Tamara G. J. Leech, *Sociology*; Jeremy J. Wilson, *Anthropology*

Senior Lecturer Archana Dube, *Economics and Public Health*

Assistant Scholar Emily Beckman, *Medical Humanities-Health Studies*

The Medical Humanities and Health Studies Program provides a unique opportunity for students in liberal arts, pre-medicine, allied health sciences, pre-dentistry, and nursing, and for all those interested in the state of health care in America, to explore the concepts of health and illness from an interdisciplinary and multidisciplinary perspective.

Minor in Medical Humanities and Health Studies

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; the meanings of suffering, illness, and dying; the role of technology in improving care but creating a legacy of dehumanization of patients; and the role of the consumer in the health care system.

The minor entails successful completion of a minimum of 15 credit hours, distributed as follows:

Required Core Course

MH301 Perspectives on Health, Disease, and Healing (3 cr.) The course utilizes the perspectives of the humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying, as well as the art and science of healing.

Required Exit Course

MH495 Independent Project Seminar in the Medical Humanities and Health Studies (3 cr.) Each student pursuing a minor degree in the Medical Humanities and Health Studies Program who has completed at least 9 credit hours toward the degree will take a seminar or be given the opportunity to develop a research or applied project related to the interests of the Medical Humanities and Health Studies Committee. This seminar or project will allow the student to apply the knowledge gained from the course work taken in the Medical Humanities and Health Studies Program, serving to tie together the humanistic and social scientific bases of

health care in a directed endeavor of interest to the student. The student should contact the chairperson to arrange the details of this independent project.

Electives (3 courses/9 credits)
At least 3 credits from each of both

- Humanistic perspectives
- Social Science perspectives

An additional 3 credits chosen from the above categories or from

Other electives

NOTE: No more than two courses from any one discipline can count toward this interdisciplinary minor.

Communication Studies

- C392 Health Communication (3 cr.)
- C410 Health Provider–Consumer Communication (3 cr.)

English

L431 Literature and Medicine (3 cr.)

History

- H364 History of Medicine and Public Health (3 cr.)
- H374 History of Science and Technology II (3 cr.)
- H425 Topics in History: Humanitarian Assistance (3 cr.)

Medical Humanities & Health Studies

- M492 Topics in MHHS: Perspectives on Medicine in Film (3 cr.)
- M492 Topics in MHHS: Culture of Mental Illness - Literary Representations of Mental Illness (3 cr.)

Philosophy

- P393 Biomedical Ethics (3 cr.)

Religious Studies

- R384 Religion, Ethics and Health (3 cr.)
- R327 Sociology of Death and Dying (3 cr.)

Anthropology

- A337 African American Health Care (3 cr.)
- A460 Diseases in Human Evolution (3 cr.)
- B370 Human Growth and Development (3 cr.)
- B480 Human Variation (3 cr.)
- E421 The Anthropology of Aging (3 cr.)
- E445 Medical Anthropology (3 cr.)

Economics

- E307 Current Economic Issues: Health Economic Issues (3 cr.)
- E387 Health Economics (3 cr.)

Geography

- G410 Medical Geography (3 cr.)

Sociology

- R285 AIDS and Society (3 cr.)
- R321 Women and Health (3 cr.)
- R381 Social Factors in Health and Illness (3 cr.)
- R382 Social Organization of Health Care (3 cr.)
- R410 Alcohol, Drugs, and Society (3 cr.)
- R415 Sociology of Disability (3 cr.)
- R485 Sociology of Mental Illness (3 cr.)

The remaining 3 credit hours of electives may come from the courses above or the following courses:

Medical Humanities and Health Studies

- MH492 Topics in Medical Humanities and Health Studies (3 cr.)
- MH498 Readings in Medical Humanities and Health Studies (1-3 cr.)

Nursing

- S474 Applied Health Care Ethics (3 cr.)

SPEA

- H316 Introduction to Environmental Health (3 cr.)
- H320 Introduction to Health Administration (3 cr.)
- H322 Principles of Epidemiology (3 cr.)
- H354 Health Economics (3 cr.)
- H420 Health Policy (3 cr.)

Note: Other courses may be accepted upon approval of the Medical Humanities and Health Studies Committee. See the Medical Humanities and Health Studies Committee Chairperson or Lead Advisor for information.

The School of Liberal Arts at IUPUI offers students the special option to design programs of study that are outside the scope of existing major programs. Students have utilized this option to design interdisciplinary majors in medical humanities and health studies-oriented fields of study such as international health and culture studies. For more information, please contact the MHHS Program or the Individualized Major Program, (317) 274-7611, Cavanaugh Hall 540B.

Museum Studies

- **Director** Associate Professor Elizabeth Kryder-Reid, Museum Studies, Anthropology
- **Professors** Debra Mesch, SPEA; Paul Mullins, Anthropology; Jean Robertson, Art History; Philip Scarpino, History;; Larry Zimmerman (Public Scholar of Native American Representation) Museum Studies, Anthropology
- **Associate Professors** Jeanette Dickerson-Putman, Anthropology; Owen Dwyer, Geography; Matt Groshek (Public Scholar of Exhibit Planning and Design), Museum Studies, Visual Communication; Youngbok Hong, Visual Communication; Jennifer Lee, Fine Arts; Elizabeth Brand Monroe, History;; Kevin Robbins, History; Elizabeth Wood (Public Scholar of Museums, Families, and Learning), Museum Studies, Education

- **Assistant Professors** Modupe Labode (Public Scholar of African American History and Museums), Museum Studies, History; Rebecca Shrum, History;
- **Academic Advising** Cavanaugh Hall 419, (317) 274-1406
- **Department E-mail** museum@iupui.edu
- **Department Web site** http://liberalarts.iupui.edu/mstd/

The Museum Studies Program provides an integration of museum history and theory with hands-on instruction in museum techniques and practices. It encompasses the scholarly exploration of museums, including their history, operations, ethics, and role in society, from interdisciplinary perspectives while also training students in the technical aspects of museum work such as collections care and management, administration, education, exhibit planning and design, curatorial practices, visitor studies, and technology.

As an urban university, IUPUI is part of a community with a rich heritage of museums and cultural arts. Faculty appointed as Public Scholars of Civic Engagement craft relationships and sustainable partnerships with area museums and cultural institutions and involve undergraduate and graduate students in meaningful ways in those collaborations. The program also offers extensive opportunities for student learning through the resources of the museum community, with experiences such as internships, involvement in exhibit development and design, exhibition, and collections focused courses, access to collections, collaboration with faculty on museum research projects, and participation in museum-sponsored seminars, lectures, and professional meetings. The integral role of Indianapolis museums in the museum studies curriculum fosters a critical, reflective, and scholarly discourse on museums that is applied to current practices and issues in the field.

The program offers a master's degree and both an undergraduate and a graduate certificate. Undergraduate students considering application to the certificate are welcome in the classes. Up to nine credits earned as a graduate non-degree student may be applied toward the graduate certificate or degree upon admission to the program. Please see the Web site for admissions deadlines and current course offerings.

Philanthropic Studies

Executive Director, Center on Philanthropy at Indiana University Patrick M. Rooney

Director of Academic Programs Dwight F. Burlingame

Chair of Faculty Debra J. Mesch

Director of Graduate Programs Gregory R. Witkowski

Director of Undergraduate Programs Julie A. Hatcher

Director of Student Services Marsha Currin McGriff

Professors Dwight F. Burlingame, *Libraries*; Phillip Cochran, *Business*; Ulla Connor, *English*; Thomas Davis, *Religious Studies*; Robert Dibie, *SPEA (IUK)*; Guiliana Gemeli, *History* (*Bologna)*; Kirsten A. Grønbjerg, *SPEA (IUB)*; Bessie House-Soremekun, *Political Science*; Leslie Lenkowsky*, SPEA (IUB)*; Debra J. Mesch, *SPEA*; Michael McGinnis*, Political Science*; Micheal McGuire, *SPEA*; James L. Perry, *SPEA, (IUB)*;David Reingold, *SPEA (IUB*); Patrick Rooney, *Economics*; Adrian Sargeant, *SPEA*; Philip V. Scarpino, *History*; William H. Schneider, *History*; Jane Schultz, *English*; John H. Stanfield, II, *African American and African Diaspora Studies (IUB)*; Richard Steinberg, *Economics*; Eugene R. Tempel, *Education*; Robert White, *Sociology;* Patricia Wittberg, *Sociology*

Associate Professors *Karl Besel, SPEA (IUK); David Craig, Religious Studies; Kevin Cramer, History;Aurelian Craiutu, Political Science; Richard Gunderman, Medicine and Philosophy; Julie A. Hatcher, Philanthropic Studies, Susan Hyatt, Anthropology; Robert Katz, Law; Elizabeth Kryder-Reid, Anthropology and Museum Studies; Una Okonkwo Osili, Economics; Nancy M. Robertson, History; Michael Rushton, SPEA (IUB); Brian Steensland, Sociology (IUB); Andrea Walton, Education (IUB); Mark Wilhelm, Economics; Gregory R. Witkowski, Philanthropic Studies*

Assistant Professors *Matthew Baggetta, SPEA; Jennifer Brass, SPEA; Beth Gazley, SPEA (IUB); Fran Huehls, Libraries; Yanna Krupnikov, Political Science; Lauren Morris MacLean, Political Science; Deanna Malatesha, SPEA; SPEA (IUB); Timothy Seiler, Philanthropic Studies; Genevieve Shaker, Philanthropic Studies, Yue (Jen) Shang, SPEA (IUB); ;* Ye Zhang, *Economics*

Adjunct Professors *Matthew Todd Bradley, Political Science (IUK); Hayley Froysland, History; Brenda Burke, University Library; Nancy Goldfarb, Philanthropic Studies; ; Marjorie Hershey, Political Science; Thom Jeavons, Philanthropic Studies; Sheila Kennedy, SPEA; Laura Littlepage, SPEA; Alvin Lyons, SPEA;* Eric M. Meslin, *Medicine and Philosophy*; Daniel Pesut, Nursing; *Anne Marie Thomson, SPEA (IUB); Lilya Wagner, Philanthropic Studies*[GW1]

Emeritus Faculty *Constance M. Baker, Mary Anne Baker, Gerald L. Bepko,* Wolfgang Bielefeld, Robert G. Bringle, *Edmund Byrne, Anne Donchin, Lawrence J. Friedman, Roger Hamburg, Giles Hoyt, Peter P. Jacobi, Lawrence Lambert, Angela McBride, Paul Nagy, Jeanne Peterson,* William M. Plater, *Jan B. Shipps, Sheldon Siegel, David H. Smith,* Susan Sutton, *Richard C. Turner, Carl H. Ziegler*

Professional Staff Office Coordinator, Susan Lutz; Student Services Coordinator, Peggy Smith; PhD Coordinator, Emily Griffith

Academic Advising *Sigma Theta Tau (TG) 301, 317-278-8911*

Philanthropic Studies at Indiana University is interdisciplinary, inter-professional, and system-wide. The field addresses voluntary contributions of service and funds, voluntary associations, and what has been called ''the social history of the moral imagination.'' Areas of inquiry range from the history of philanthropy and philanthropy in literature (in the School of Liberal Arts at IUPUI) to fundraising management and legal issues (in other schools at IUPUI and IU Bloomington). Undergraduate and graduate degrees, minors, and certificates in various areas of philanthropic studies are currently available in the School of Liberal Arts and in other schools at IUPUI and IU Bloomington. For more information, visit the Center on Philanthropy at www.philanthropy.iupui.edu.

Film Studies

For information on film studies, see the description of the film studies minor included in the “English” section of this bulletin. For course descriptions, consult the “Courses” sections in this bulletin. For English majors, film studies courses are considered part of the major.

Film Studies

- FILM C292 An Introduction to Film (3 cr.)
- FILM C350 Film Noir
- FILM C351 Musicals
- FILM C352 Biopics
- FILM C361 Hollywood Studio Era 1930-1949
- FILM C362 Hollywood in the 1950s
- FILM C380 French Cinema (3 cr.)
- FILM C390 The Film and Society: Topics (3 cr.)
- FILM C391 The Film: Theory and Aesthetics (3 cr.)
- FILM C392 Genre Study in Film (3 cr.)
- FILM C393-C394 History of European and American Films (3-3 cr.)
- FILM C491 Authorship in Cinema (3 cr.)
- FILM C493 Film Adaptations of Literature (3 cr.)

English

- ENG W260 Film Criticism (3 cr.)

German

- GER G370 German Cinema (3 cr.)
- GER G371 Der deutsche Film (3 cr.)

Communication Studies

- COMM M373 Film and Video Documentary

Urban Studies

- **Advisor** Professor William Blomquist, *Political Science*
- **Professors** Robert Barrows, History; David Bodenhamer, *History*; Ain Haas, Sociology; Paul Mullins,Anthropology; Susan Sutton, *Anthropology*
- **Associate Professors** *Ramla Bandele, Political Science; Owen Dwyer, Geography; Susan Hyatt, Anthropology;* Monroe Little, *History*;

Programs

- Africana Studies
- American Sign Language/English Interpreting
- American Studies
- Film Studies
- Individualized Major Program
- International Studies
- Medical Humanities and Health Studies
- Motorsports Studies
- Museum Studies
- Philanthropic Studies
- Urban Studies
- Women's Studies

Motorsports Studies

The Certificate in Motorsports Studies will serve student interests and community needs. The motorsports industry has a significant influence on the social and economic fabric of central Indiana, the mid-west, the United States and, indeed, the world. For those interested in increasing their understanding of motorsports, the certificate will provide that background. At the same time, various sectors of the industry need employees with a general understanding of motorsports, but who also bring training and skills in communications, business, management, and tourism, among other areas. Three tracks of the certificate will provide that focus.

By drawing on the expertise available through the curriculum offered by the IUPUI School of Engineering and Technology and their BS in Motorsports Engineering, in addition to courses offered through the School of Business, the School of Journalism and the School of Physical Education and Tourism Management, this Motorsports Studies Certificate will offer a unique opportunity to study many different facets of the motorsports industry. Special emphases (“tracks”) are available for students interested in communication and public relations, business, finance, management, and tourism management, as related to the motorsports industry. The required capstone course, which may include internships, will help place students in jobs in the motorsports industry, if they so desire.

These four areas of emphasis will be available within the program:

- **Motorsports Studies**
- **Communication and Public Relations**
- **Business, Finance, and Management**
- **Tourism and Event Management**

The Certificate is designed to supplement an undergraduate student's major field of study or stand alone. The Certificate will be awarded after the student has completed 21 hours of coursework, which includes 9 hours of core courses in Motorsports Studies, 9 hours of focused electives, and a 3 credit capstone course. Each of these courses must be passed with a grade of C or above in order to count for the Certificate. Electives must be approved by the Motorsports Studies Director prior to registration.

Required Courses:

- **MSPT Z100** Motorsports Studies (3cr)
- **MSTE 27200** Introduction to Motorsports (3cr)

One of the following (3cr):

- **COMM C380** Organizational Communication
- **ENG W231** Professional Writing Skills
- **COMM G310** Introduction to Communication Research
- **SOC R351** Social Science Research Methods *and*
- **MSPT Z444** Motorsports Studies Capstone (3cr) *or* **MSPT Z445** Motorsports Studies Internship

Note 1: Students may not "double count" required courses and courses in the different areas described below. For example, R351, Social Science Research Methods, will not be counted as both a required motorsports course and a course in the Motorsports Studies Emphasis. Note 2: The instructors of MSPT 100 and MSTE 272 will collaborate to insure that these courses are complementary.

Electives

In order to complete one of the four areas of emphasis listed above, students will select 9 hours of electives in consultation

with the Director of the Motorsports Studies. The Motorsports Studies Capstone will be designed by the student in consultation with the Director of Motorsports Studies. The capstone will help students synthesize and demonstrate what they have learned while readying them for opportunities in the motorsports industry. The capstone may consist of either an internship with a motorsports related organization or significant research project. The student's chosen emphasis will appear on the transcript.

The following is a sample list of elective courses for each track:

Motorsports Studies Emphasis (3 courses/9 credits from the list below):

- **HIST A421** Topics in United States History: History of Sports, Recreation, and Leisure (3cr)
- **GEOG G310** Introduction to Communication Research *or* **SOC R351** Social Science Research Methods (3cr)
- **COMM C380** Organizational Communication (3cr)
- **ENG W231** Professional Writing Skills (3cr)
- **ECON E307** Economics of Sport (3cr)
- **AFRO A303** Topics in African American and African Diaspora Studies (such as, Sport, Culture, and African Americans) (1-3cr)
- **AMST A303** Topics in American Studies (1-3cr)
- **WOST W300** Topics in Women's Studies (1-3cr)

Note: Although variable credits are available in some of the above listed courses, 9 total credits are required.

Communication and Public Relations Emphasis (3 courses from the list below):

- **ENG W231** Professional Writing Skills (3cr)
- **COMM C380** Organizational Communication (3cr)
- **TCEM 231** Tourism and Hospitality Marketing (3cr)
- **JOUR J219** Introduction to Public Relations (3cr)
- **JOUR J340** PR Tactics and Techniques (3cr)
- **JOUR J360** Understanding Sports Media (3cr)

Note: JOUR J360 is a temporary number.

Several of the courses listed have pre-requisites or require consent of the instructor. For example, W231, Professional Writing Skills, has a pre-requisite of W131, Elementary Composition 1 (and a grade of C or better), and E307, Economics of Sport, has a pre-requisite of E201 (Introduction to Microeconomics), sophomore standing, or consent of the instructor. 200 level Business courses have no pre-requisites; the 300 level Business courses have several prerequisites.

Students are encouraged to examine the IUPUI Campus Bulletin, to consult with their advisor, and to consult with the Director of Motorsports Studies prior to embarking on a course of studies that leads to a Motorsports Studies Certificate.

Business, Finance, and Management Emphasis (3 courses from the list below):

- **MSTE 31000** Business of Motorsports I (3cr)
- **MSTE 31100** Business of Motorsports II (3cr)
- **ENG W231** Professional Writing Skills (3cr)
- **JOUR J360** Sports Marketing and Advertising (3cr)
- **BUS M200** Marketing and Society: A Look at Roles and Responsibilities *or* **BUS M300** Introduction to Marketing (3cr)
- **BUS W200** Introduction to Business and Management (3cr)
- **BUS F200** Foundations of Financial Management *or* **BUS F300** Introduction to Financial Management (3cr)
- **BUS P200** Foundations of Operations and Supply Chain Management *or* **BUS P300** Introduction to Operations Management (3cr)

Note: JOUR J360 is a temporary number.

Tourism and Event Management Emphasis (3 courses from the list below)

- **ENG W231** Professional Writing Skills (3cr)
- **TCEM 219** Management of Sport Events (3cr)
- **TCEM 231** Tourism and Hospitality Marketing (3cr)
- **TCEM 329** Sport Marketing (3cr)
- **TCEM 362** Tourism Economics (3cr)

III. What are the Admission Requirements?

Students usually will enter the program fall semester, but may apply for spring semester under special circumstances. Admission to the program requires junior standing. Motorsports Studies will make the decision on admission to the program. Students currently enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Have earned 55 credit hours towards their degree at IUPUI
2. Have at least a cumulative 2.5 GPA

Students who have not enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Apply for Undergraduate Admission to IUPUI and specify the Motorsports Studies Certificate as their objective.
2. Have 55 credit hours of transferable work.
3. Have at least a cumulative 2.5 GPA

Anthropology

- **Chair:** Professor Paul Mullins
- **Professors:** Kenneth Barger (*Emeritus*), Barbara Jackson (*Emerita*), Susan Sutton *(Emerita),* Paul Mullins*,* Richard Ward, Larry Zimmerman
- **Associate Professors:** Jeanette Dickerson-Putman, Susan Hyatt, Elizabeth Kryder-Redi, Gina Sanchez Gibau
- **Assistant Professors:** Jeremy Wilson
- **Lecturers:** Kathryn C. Glidden, Marjorie Williams
- **Adjunct Professors:** Timothy E. Baumann, Glenn A. Black Laboratory of Archaeology, IU Bloomington; Professor David Burr, *Anatomy;* Professor Della Cook,*Anthropology, IU Bloomington;* Associate Professor Eleanor Donnelly*(Emerita)*, *Nursing;* Professor Paul Jamison *(Emeritus)*, *Anthropology, IU Bloomington;* Hilary Kahn, *Associate Director, Center for the Study of Global Change,*

IU Bloomington; Robert Kasberg, *Director of Admissions, IU School of Dentistry;* Harrison Maithya, *Anthropology, Moi University, Kenya;* Ian McIntosh, *IUPUI Office of International Programs;* Professor Robert Meier*(Emeritus)*, *Anthropology, IU Bloomington;* George William Monaghan, *Glenn A. Black Laboratory of Archaeology, IU Bloomington*; Elizabeth Moore, *Health Outcome Analyst;* Associate Professor Susan Shepherd, *English;* Baldemar Velasquez, *Farm Labor Organizing Committee*

Academic Advising
Cavanaugh Hall 413CPhone: 317.274.5787

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.

The anthropology curriculum at IUPUI emphasizes the practical application of anthropological concepts, theory, and methods. It contributes to student growth in three ways: 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 cult by broadening their understanding of the human experience across cultures and time; by providing a comparative perspective from which to develop an appreciation of human diversity and an understanding of different values and ethical beliefs in a complex, international world; and by providing practical learning experiences in a variety of settings, including community agencies, museums, governmental institutions, health agencies, and neighborhood associations. The anthropology program also has laboratories to assist the faculty and students with guided research in archaeology, ethnography, biological anthropology, and forensics. Frequent summer field courses, both local and international, give students additional opportunities for experiential learning.

Thus, a degree in anthropology from IUPUI prepares a student for lifelong success by improving their ability to think critically, and to integrate and apply knowledge, and by fostering a broad understanding of culture and society. Our graduates have found work in a variety of social service agencies, educational institutions, museums, and governmental organizations. In addition, approximately half of our graduates go on to seek advanced degrees in anthropology or related fields.

In addition to the Bachelor of Arts degree, we offer minors in anthropology and cultural diversity. These programs provide a base to complement careers in fields such as nursing, social work, education, psychology, or urban planning. We also offer a graduate minor in the anthropology of health and support both a graduate and an undergraduate certificate in the Museum Studies Program. Finally, the Anthropology Club serves as a forum for students to exchange ideas, organize field trips, and serve their community.

Communication Studies

- **Chair:** Associate Professor Kristina Horn Sheeler
- **Professors:** Linda Bell, Richard K. Curtis (Emeritus), Robert C. Dick (Emeritus), John Parrish-Sprowl, Sandra Petronio, Dorothy L. Webb (Emerita), J. Edgar Webb (Emeritus)
- **Associate Professors:** David G. Burns (Emeritus), Catherine A. Dobris, Elizabeth M. Goering, Kristine B. Karnick, Nancy Rhodes, Kristina Horn Sheeler, Gail G. Whitchurch, Kim White-Mills
- **Assistant Professors:** Jennifer Bute, Jonathan Rossing
- **Senior Lecturers:** Jennifer Cochrane, Jan DeWester, Kate Thedwall, Ronald M. Sandwina
- **Lecturers:** Jaime Hamilton, Sumana Jogi, Stephen LeBeau, Michael Polites, Trevor Potts, Charles Reyes, Ian Sheeler
- **Professional Staff:** Robin Waldron, Assistant to the Chair

Academic Advising
Cavanaugh Hall 309
Phone: 317.274.0566

Communication Studies is an integral part of Liberal Arts. The Department of Communication Studies at IUPUI offers an undergraduate major, five minors, two certificate programs, and a Master of Arts degree in Applied Communication. The curriculum focuses on the application of communication theories, methods, and competencies toward solving practical problems and creating civically engaged citizens.

Communication Studies coursework assists students in enhancing such competencies as critical inquiry, problem solving, media and message design, campaign development, oral performance, relational interaction, and cross cultural communication. The Communication Studies curriculum provides a foundation for students interested in pursuing careers that apply communication principles in variaous contexts and fields, such as public relations, sales, marketing, media, corporate, political, health, training and development, human resources, public affairs, consulting, and special events planning. In addition, it prepares students for graduate work in various areas, including communication, informatics, humanities, or social sciences, or in professional programs such as law, business, health, and social work.

The department offers a competitive intercollegiate forensics program, undergraduate and graduate student organizations, and scholarship, research and study abroad opportunities.

For more information, contact the department office at (317) 274-0566, or by e-mail at commdept@iupui.edu, or visit the Communication Studies Web site: iupui.edu/~comstudy.

Economics

Economics is the study of how people and societies determine how much to work both in the marketplace and at home, how much to spend, save, and invest. A major in economics supports the liberal arts tradition of promoting students' growth in critical thinking and developing an understanding of the world around them. Economics provides insight into how markets can function in coordinating the activities of many diverse buyers and sellers. It also indicates

conditions which make it difficult for markets to function well without either governmental or nonprofit sector intervention.

Economics also analyzes trends and forces affecting the economy as a whole such as a sound monetary system, price level changes, employment and income growth. A degree in economics provides problem-solving and analytical skills, which are applicable in many professions and careers. It is excellent preparation for graduate and professional school, including law school, and for rewarding careers in consulting, finance, and other private and public sector employment.

- **Chair:** Professor Paul Carlin
- **Professors:** David Bivin, Subir Chakrabarti, Robert Harris, E. Jane Luzar, Peter Rangazas, Patrick Rooney, Steven Russell, Robert Sandy, Martin Spechler (Emeritus), Richard Steinberg, Mark Wilhelm
- **Associate Professors:** Marc Bilodeau, Gwendolyn Morrison, Una Okonkwo Osili, Anne Royalty
- **Assistant Professors:** Yaa Akosa Antwi, Sumedha Gupta, Jaesoo Kim, Jisong Wu, Ye Zhang
- **Senior Lecturer:** Archana Dubé
- **Lecturers:** Mark Chappell, Shahrokh Towfighi
- **Adjunct Professor:** Ann Holmes
- **Academic Advising**
- Undergraduate advisor: Archana Dubé, Cavanaugh Hall 509, (317) 278-7244
- Graduate advisors:
- Masters program: Professor Peter Rangazas, Cavanaugh Hall 518, (317) 274-4756
- Ph.D. program associate: Professor Anne Royalty, Cavanaugh Hall 509D, (317) 278-0449

The Center for Economic Education

The Center's goal is to have all Indiana schools meet or exceed the Voluntary National Content Standards in Economics so that all students will leave school with a basic understanding of economics and with the problem solving skills needed to become prosperous workers, consumers, and citizens in the next century. To meet these goals, the IUPUI Center for Economic Education and the Indiana Council for Economic Education strive to increase the economic understanding and decision making skills of students by providing educators with a basic understanding of economics, teaching strategies, and curriculum materials which are objective and consistent with state and national educational guidelines.

English

- **Chair:** Professor Thomas A. Upton
- **Professors:** Dennis Bingham, Ulla M. Connor, Jonathan R. Eller, Karen Kovacik, Missy Dehn Kubitschek, Jane E. Schultz, William F. Touponce, Thomas A. Upton
- **Associate Professors:** Julie Belz, Terri Bourus, Frederick J. DiCamilla, Mitchell L.H. Douglas, Stephen Fox, Ronda Henry, David Hoegberg, Karen R. Johnson, Kim Brian Lovejoy, Thomas Marvin, Robert Rebein, Susan C. Shepherd, Jennifer Thorington Springer
- **Assisstant Professors:** Andre Buchenot, Estela Ene, Megan Musgrave
- **Senior Lecturers:** M. Catherine Beck, Gail Bennett-Edelman, Aye-Nu Duerksen, Julie Freeman, Hannah Haas, Sharon Henriksen, Terry Kirts, Francia Kissel, Brian McDonald, Teresa Molinder Hogue, Jim Powell, David Sabol, Suzan Stamper, Scott Weeden, Anne C. Williams, Mel Wininger
- **Lecturers:** Janet Acevedo, David Beck, Sally Hornback, Michal Hughes, Lynn Jettpace, Vera Masters, Leslie L. Miller, Frank Smith, Jeffrey Stenzoski
- **Adjunct Faculty:** Associate Professor Catherine Dobris, Associate Professor Marjorie Rush Hovde, Assistant Professor Susan Kahn, Assistant Professor Katheryn Lauten
- **Emeritus Faculty:** John D. Barlow, Marian D. Brock, Barbara Cambridge, Edwin Casebeer, Kenneth W. Davis, Sharon Hamilton, William M. Plater, Melvin L. Plotinsky, Mary J. Sauer, Phyllis Scherle, Helen J. Schwartz, Richard C. Turner, Harriet Wilkins
- **Academic Advising:**
- Cavanaugh Hall 423, (317) 274-3824
- English department faculty advise majors under the coordination of Jim Powell, associate chair for students, Cavanaugh Hall 429, (317) 278-2985, jepowell@iupui.edu

Through its courses and other activities in writing, creative writing, literature, linguistics, language instruction, and film, the Department of English seeks to foster students' abilities to read closely, think deeply and critically, research effectively, and write with clarity and purpose, preparing students for meaningful lives and a variety of careers.

The Department of English offers introductory and advanced instruction in the methods and traditions of literary analysis, writing, and language study. Its offers concentrations in five areas: creative writing, film studies, language and linguistics, literature, and writing and literacy.

The department also administers the English for Academic Purposes Program, the Writing Program, and the University Writing Center as well as the program in American Sign Language/English Interpreting.

Contact the department office at (317) 274-3824 or english@iupui.edu with messages, questions, and announcements, or to subscribe to the department's e-mail list for announcements and news.

Geography

- **Chair:** Professor Jeffrey Wilson
- **Professors:** Frederick Bein, Jeffrey Wilson
- **Associate Professors:** Timothy Brothers, Owen Dwyer, Thomas Fedor, Pamela Martin
- **Assistant Professors:** Rudy Banerjee, Daniel Johnson
- **Adjuncts:** Associate Librarian James Baldwin; Professor Greg Lindsey; Gilbert Liu, MD; Instructor Kevin Mickey; Professor Gilbert Nduru; Professor John Ottensmann; Professor Catherine Souch; Sarah Wiehe, MD
- **Lecturers:** Andrew Baker; Professor Robert Beck;
- **Academic Advising:**

- Owen Dwyer, Undergraduate Advisor
- Rudy Banerjee, Graduate Advisor

Cavanaugh Hall 213, phone: (317) 274-8877; fax: (317) 278-5220; e-mail: @.; Department Web site: www.iupui.edu/~geogdept. Please refer to this Web site for updates of all degree and certificate requirements.

Geography, like history, is a way of looking at the world. Whereas historians study variation through time, geographers study variation through space: how and why the earth's natural and human features vary from place to place. Underlying this spatial approach are such recurring themes as spatial diffusion of people, goods, and ideas; the significance of location in human interaction; the power of place in human conscience; and the interaction of physical and human processes to create landscapes. Geographers work at the intersection of social and natural sciences, using the concepts and methods of both to examine human-environmental relationships in their full complexity. This integrative approach is a hallmark of geography and one of its main attractions. Geographers can be found in a great variety of positions often not specifically identified as geographic: environmental management, urban planning, conservation, recreation and tourism, transportation planning, international affairs, and many others.

Programs in Geographic Information Science

During the last two decades, rapid growth has occurred in the field of geographic information. Stimulated by advances in technology and the collection, storage and analysis of data, a new sub-discipline has emerged: geographic information science. Geographic information science involves research on the development and application of spatial technologies, including geographic information systems, remote sensing, and the global positioning system. At the core of geographic information science is the integration of these technologies and their application to problems of spatial analysis. The fundamental theories and principles of geographic information science are based in geography. However, virtually all fields (engineering, medicine, science, management, business, social sciences, and humanities) are now embracing geographic information science in theoretical and applied research.

The IUPUI Department of Geography offers an Undergraduate Certificate, Graduate Certificate, and Master of Science in Geographic Information Science.

History

- **Chair:** Professor Robert G. Barrows
- **Professors:** Robert G. Barrows,David J. Bodenhamer, Bernard Friedman (Emeritus), Didier Gondola, Ralph Gray (Emeritus), John R. Kaufman-McKivigan, Miriam Z. Langsam (Emerita), Philip V. Scarpino, William H. Schneider, Peter J. Sehlinger (Emeritus), Mary Seldon (Emerita), Jan Shipps (Emerita), Marianne S. Wokeck
- **Associate Professors:** Kevin Cramer, Kenneth E. Cutler (Emeritus), Sabine Jessner (Emerita), Jason Kelly, Daniella Kostroun, Justin Libby (Emeritus), Monroe Little Jr., Elizabeth Brand Monroe, Berthold Riesterer (Emeritus), Kevin C. Robbins, Nancy Marie Robertson, Eric Saak, Michael Snodgrass, Xin Zhang
- **Assistant Professors:** Sheila M. Cooper (Emerita), Modupe Labode, Rebecca Schrum
- **Senior Lecturers:** Erik Lindseth, Anita Morgan
- **Adjunct Professors:** John Dichtl, National Council on Public History; P.M.G. Harris; Elizabeth Kryder-Reid, Anthropology (Museum Studies); David Vanderstel
- **Academic Advising:** Cavanaugh Hall 504M, (317) 274-3811

The Department of History offers students the opportunity to better understand the human social condition through the systematic study of the human past. A variety of courses is offered, dealing with the history of the United States, Europe, Latin America, and some non-Western areas. The history major not only provides opportunities to serve the avocational interest of the liberal arts student, but also provides a foundation for continued work at the graduate level. Courses in history serve the student admirably in fulfilling the tradition of a liberal education. They also provide a solid basis for professional training in fields such as law, business, environmental affairs, historic preservation, public administration, and government.

Philosophy

- **Chair:** Professor John J. Tilley
- **Professors:** Michael Burke (Emeritus), Edmund Byrne (Emeritus), André De Tienne, Anne Donchin (Emerita), Richard Gunderman, Nathan Houser (Emeritus), Laurence Lampert (Emeritus), Michael McRobbie, Eric Meslin, Paul Nagy (Emeritus), John Tilley
- **Associate Professors:** Peg Brand, Martin Coleman, Cornelis de Waal, Jason Eberl, Robert Frye (Emeritus), Timothy Lyons, Ursula Niklas Peterson (Emerita)
- **Assistant Professors:** Chad Carmichael, Peter Schwartz
- **Senior Lecturers:** J. Gregory Keller, Christian Kraatz, Luise Morton, David Pfeifer, Victoria Rogers
- **Adjunct Professors:** Carl Hausman, John L. Hill
- **Assistant Secretary:** Michelle Ruben
- **Academic Advising**
- Cavanaugh Hall 340A or 344, (317) 274-3842 or (317) 274-5338 or (317) 274-4690

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 perspectives embodied within 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; the nature of time, mind, language, and science; the sources and limits of human knowledge; the nature of the good life; the foundations of state authority; the requirements of social justice; and the nature of art, beauty, and aesthetic experience. Philosophical questions are addressed not by reference to empirical information alone, but by means of analysis, synthesis, argument, and the construction and evaluation of philosophical theories.

What attracts students to philosophy is the intrinsic interest of its subject matter. But the study of philosophy has practical benefits as well. Philosophy majors are practiced in the close reading of complex texts, in the careful analysis and evaluation of arguments, in original and creative thinking, and in the clear, precise, and persuasive communication of ideas. The skills thus acquired are not only a source of deep

personal satisfaction, but a strong asset in any profession. That the study of philosophy is highly effective in enhancing academic skills is evidenced by the fact that philosophy majors receive exceptionally high scores on the Law School Admissions Test (LSAT), the Graduate Record Exam (GRE), and other standardized admissions tests.

Since philosophy examines the presuppositions and the basic concepts and methods of all other disciplines, a minor in philosophy can be an ideal complement to a major in any other field of study. In addition to the perspective it offers on other fields, a minor in philosophy sharpens intellectual skills, opens a broad intellectual vista, and affords an opportunity to consider fundamental questions of human concern.

Departmental Honors Program

To provide superior students the option of advanced work in philosophy, the department offers H-Options in all 200- to 500-level courses other than P265. To graduate with honors in philosophy, a student must complete at least 24 credit hours of honors work, including at least 12 credit hours in philosophy and at least 6 credit hours outside philosophy, and must satisfy the requirements for a major in philosophy. The student must maintain a minimum overall grade point average of 3.3, with a 3.5 in philosophy and a 3.5 in honors courses. For further information, contact the department chair.

Political Science

- **Chair:** Associate Professor Margaret Ferguson
- **Professors:** William A. Blomquist, Bessie House-Soremekun, John McCormick, Brian Vargus
- **Associate Professors:** Margaret Ferguson, Scott Pegg
- **Assistant Professors:** Ramla Bandele, Aaron Dusso, David Weiden
- **Lecturers**: Erin Englels, Jasper Sumner, Scott Wallace
- **Academic Advising:** Cavanaugh Hall 504J, (317) 274-7387

Politics is all about power: who has it, how it is used, and what effect it has. The goal of the Department of Political Science is to provide students with a superior program of study of the many different and intriguing ways in which power is given, taken, distributed, limited, manipulated, and used, and to help them better appreciate and understand the many different forms taken by systems of government around the world.

The department offers introductory courses in all the major subfields of the discipline: American politics, public policy, public law, political theory, comparative politics, and international relations. We also offer a wide variety of advanced courses in which students can learn more about topics as varied as Indiana state government; national politics in Washington, D.C.; the political systems of Africa, Asia, and Europe; the mechanics of voting and public opinion; and critical policy issues of our time, such as welfare, crime, war, globalization, the environment, and women in politics. Our students also gain hands-on experience through internships and multicollege political simulations.

Our majors have gone on to careers in fields as diverse as politics, business, teaching, human services, the media, and working for interest groups, and many have gone on to graduate school in politics and law. Courses in political science help majors and nonmajors alike become critical observers of—and informed participants in—politics and government at the local, national, and international levels.

Pre-Law Program

While law schools do not require a specific undergraduate major or a specific set of undergraduate courses as prerequisites for admission, they do urge students to take additional writing and public speaking courses, as well as courses involving research and analysis. The Department of Political Science in the IU School of Liberal Arts and SPEA provide pre-law advising and a series of courses related to the law and government that are attractive to students interested in the study of the law. Other schools also offer courses of relevance to students considering the study of the law.

Religious Studies

- **Chair:** Professor Peter J. Thuesen
- **Professors:** Edward E. Curtis IV, Thomas J. Davis, Philip K. Goff, Peter J. Thuesen
- **Associate Professors:** David M. Craig, Kelly E. Hayes, Rachel M. Wheeler
- **Assistant Professors:** Johnny P. Flynn, Andrea R. Jain, Joseph L. Tucker Edmonds
- **Lecturers:** Matthew G. Condon
- **Academic Advising**
- Cavanaugh Hall 335, (317) 274-1465

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. Through this curriculum, students are provided the skills that will allow them to understand religions as a part of the study of human history and traditional and nontraditional values. The department offers both a major and a minor, allowing students to investigate religious phenomena in depth and encouraging connections with other areas of the humanities and social sciences.

Program Planning

In the degree programs, the Department of Religious Studies pays special attention to the student's expressed hopes and plans, and the faculty counsels its majors carefully toward that end. Thus, students can construct undergraduate programs of study that meet both personal goals and the faculty's sense of what constitutes a coherent and focused concentration in religious studies. With these possibilities in mind, students are encouraged to declare their intentions to major in religious studies as early as possible in their college careers.

Those students who choose to major in the department are invited first to explore courses, designated by the faculty, to introduce the wide breadth of concerns that belong to the field. On the basis of these studies, students are then able to pursue more specialized courses of inquiry, depending on their personal interests and concerns. The faculty stands prepared to help in this regard by presenting more selective

and rigorous options within the department, by helping to locate ties with cognate areas in other departments and schools, and by working with upper-level students in courses of independent study.

Religious studies majors have gone into careers in a variety of fields that require critical thinking, subtle analysis, and skilled articulation. Some graduates have obtained positions in education, business, medicine, social work, journalism, the arts, politics, and the administration of nonprofit organizations. Others find employment in a variety of areas, including religious ministries, social service organizations, health and welfare agencies, and not-for-profit communities. Many students continue their education in graduate or professional school.

Sociology

- **Chair:** Neale Chumbler, PhD
- **Professors:** David C. Bell, Neale Chumbler, Carol B. Gardner, Linda Haas, Jay Howard, Lynn Pike, Robert J. White, Colin Williams, Patricia Wittberg
- **Associate Professors:** Robert Aponte, Wan-Ning Bao, Carrie Foote, William Gronfein, Ain Haas, Najja Modibo, Peter Seybold
- **Assistant Professors:** Tamara Leech, Marci Littlefield
- **Clinical Associate Professor:** James Wolf
- **Adjunct Professors:** Betsy Fife and Eric Wright
- **Adjunct Associate Professors:** Gail Whitchurch
- **Adjunct:** Assistant Professor Devon Hensel
- **Lecturers:** David Strong, Aimee Zoeller
- **Academic Advising:** Cavanaugh Hall 303, (317) 274-8981; www.liberalarts.iupui.edu/sociology

The Department of Sociology has a twofold mission: (1) to provide courses in sociology to all segments of the university, thereby acquainting the general student with the unique perspective and uses of sociology; and (2) to prepare sociology majors for advanced study or careers in sociology or related fields.

Sociology courses are designed to take advantage of the unique resources of an urban campus. The curriculum emphasizes the applied aspects of sociology as well as those segments of sociology necessary for advanced study. Courses in sociology serve to broaden the understanding of all students and should be of particular interest to students preparing for careers in professional social science, education, government, law, criminal justice, urban affairs, social service, medical service fields, and business. In an ever-changing environment, the Department of Sociology strives to provide students with diverse educational experiences, including traditional education and fieldwork and/or survey research experience. Both undergraduate majors and graduate students are encouraged to participate in internships and research projects as part of their educational experience.

World Languages and Cultures

(Arabic, Chinese, Classical Studies, French, German, Italian, Japanese Studies, Spanish)

- **Chair:** Professor Gabrielle Bersier
- **Academic Advising:** Cavanaugh Hall 545, (317) 274-0062, (317) 278-3658, http://liberalarts.iupui.edu/wlac

The IUPUI Department of World Languages and Cultures offers a Master of Arts Degree in Teaching Spanish, seven undergraduate programs of language and culture study leading to the Bachelor of Arts degree, and an undergraduate Certificate in Translation Studies. Our department also teaches the content courses for the Bachelor of Science degree and teacher certification with the IU School of Education, as well as a dual degree option with the Purdue School of Engineering and Technology at IUPUI. Languages taught for credit at IUPUI include the courses offered by the three degree-granting programs in French, German, and Spanish; courses offered by Japanese Studies and Classical Studies, which offer minors and an Individualized Major; and all other courses for languages presently under development into programs, including Arabic, Chinese, and Italian. The language-specific programs are listed alphabetically, followed by the Undergraduate Certificate in Translation Studies and Interpreting and other World Languages and Cultures courses.

Credit in World Languages by Placement and Course Credential

All students admitted to IUPUI with previous knowledge of a world language taught at IUPUI are urged to take the appropriate placement test as the best means to assess their level of proficiency. The electronic test in French, German, or Spanish is free of charge and helps students place into a more advanced class depending upon their results. (Placement assessment for Arabic, Chinese, Italian, Japanese, and Latin is conducted by appropriate faculty.) Students may test out of the first and/or second year of course work and qualify for special credits at a reduced fee after successfully completing the course into which they are placed. Special credits in world languages meet distribution requirements and count toward graduation. Up to a maximum of 16 special credits at the first- and second-year levels may be earned after IUPUI course validation, provided that the student is not a native speaker of the language. The Testing Center can be reached at (317) 274-2620 in the Business building, BS3003.

Native Speaker

A native speaker of the language is defined as a student who has attended a high school in the language for which credit is sought. Native speakers cannot obtain special credits at the first-year level in their native language as defined above, but may apply for second or third year special credit after IUPUI course validation.

The Multimedia Language Resource Center (MLRC)

The MLRC, located in CA 319, provides a variety of cutting-edge technological resources to enhance language learning: the Macintosh Computer Lab with Internet access, the Sony Listening Lab with video and audio playback, streaming audio, and recording consoles.

Study Abroad

Many study abroad programs are available to IUPUI students. Study or internship experience abroad dramatically improves language students' listening and conversational skills and ability to interact with people of different backgrounds while enhancing their employment opportunities

in all fields. The Study Abroad Office website has details about approved programs offered: abroad.iupui.edu.

Arabic

- **Director:** Lecturer Amira Mashhour (Ph.D.)
- **Academic Advising:** Cavnaugh Hall 501A, (317) 274-0064

The study of Arabic opens the door to the cultures of the Middle East and the vast Islamic world. It is an important language for the fields of political science, religion, art history, business, and the foreign service. The Program in Arabic offers courses in beginning, intermediate and advanced Arabic.

Arabic & Islamic Studies

The Program in Arabic has collaborated with the Religious Studies department to offer a Minor in Arabic and Islamic Studies, and has also partnered with the Individualized Major Program to be able to offer an Individualized Major in Arabic and Islamic Studies. Please contact the Director of the Program in Arabic for more information.

Chinese

Director: Assistant Professor Jing Wang

Chinese is spoken by more than one billion people. The importance of learning Chinese is increasing every day as China rapidly emerges as a major player in business and world affairs. The Program in Chinese offers an individualized major in Chinese Studies, a minor in Chinese Studies, and an a certificate in Chinese Studies.

Individualized Major in Chinese

Students may also create an individualized major in Chinese. Students who are interested in designing their own Chinese major must first consult with Assistant Professor Jing Wang, Chinese Program Director and Professor Susan Shepherd, Director of the Individualized Major Program.

Chinese Studies Minor

The Minor in Chinese Studies consists of fifteen (15) credit hours in Chinese Studies or related courses approved by the Program Director (a minimum of 6 credit hours must be completed on the IUPUI campus). Courses at the 100-level do not count toward the minor.

Study Abroad

Study abroad in China is offered through the Confucius Institute. Students should contact the Confucius Institute for details.

French

- **Director:** Associate Professor Didier Bertrand
- **Chancellor's Professor:** Obioma Nnaemeka
- **Associate Professor:** Didier Bertrand
- **Assistant Professor:** Kate Miller
- **Professors Emeriti:** Larbi Oukada, Rosalie A. Vermette
- **Assistant Professor Emeritus:** James G. Beaudry
- **Academic Advising:** Cavanaugh Hall 539A, (317) 274-3902
- **Website:** liberalarts.iupui.edu/wlac/undergraduate/french

The Major in French

In addition to fulfilling the general education requirements for a B.A. degree in the School of Liberal Arts, the major in French requires the following:

30 credit hours above the 100 level (12 of which must be completed at IUPUI), including 15 hours of required courses: F203 (4 cr.), F204 (4 cr.), F328 (3 cr.), F300 (3 cr.), and F497 (1 cr.).

The Minor in French

14 credit hours: F203, F204, F328, and F300 or F360 (a minimum of 6 credit hours must be completed on the IUPUI campus).

Teacher Certification in French Teaching Major Requirements

The teaching major in French requires the completion of a minimum of 36 credit hours beyond the 100 level, including 30 credit hours in 300 and 400 level courses. F300, F307, F328, F331, F360, and F402 are required. A year of a second foreign language is advisable. See also the requirements of the School of Education. Students working toward certification are urged to work with the School of Education's advisor as well as their department advisor.

Teaching Minor Requirements

The teaching minor in French requires the completion of a minimum of 24 credit hours beyond the 100 level, including 18 credit hours in 300- and 400-level courses. F300, F307, F328, F331, F360, and F402 are required. See also requirements of the School of Education.

Departmental Honors Program

To provide recognition to outstanding students in French, the department offers an Honors Program as well as H-Option courses. The program is open to all majors in the department who carry a minimum GPA of 3.3 overall and 3.5 in the major. Courses above F204 that are approved by the department may be taken for honors credit or for the H-Option. For further information, contact the department.

Foreign Study

Programs abroad are open to students majoring in all academic disciplines and are not restricted to language majors. For students with one or two years of French, there is a three-week program in Strasbourg, France, in July, offered through the IUPUI Program in French. The Program for International Engineering at IUPUI offers students of engineering a study abroad internship in France as part of the dual degree program leading to a Bachelor of Science in Engineering and a Bachelor of Arts in French.

Students may also participate in Indiana University study abroad programs that include yearlong programs at the Université d'Aix-en-Provence and the Université de Nantes that are open to juniors and seniors who have had three years of college French and one-semester programs at the Université de Rennes and the Université d'Aix. For students with two years of college French, there is a summer program in Paris, France.

Students with at least one year, or two semesters, of college-level French may participate in a summer program in Québec, Canada, or Dakar, Senegal. Indiana University credit is granted for work that is satisfactorily completed in these IU programs. Students interested in studying abroad

should discuss their options with the director of the Program in French or with the Office of International Affairs as soon as possible.

Classical Studies

- **Director:** Martina Dalinghaus.
- **Professor Emeritus:** Robert F. Sutton Jr.
- **Academic Advising:** Cavanaugh Hall 545, (317) 278-3654 or (317) 274-0062
- **Website:** liberalarts.iupui.edu/wlac/undergraduate/classical_studies
-

Classical studies is an interdisciplinary field, examining the vanished civilizations of ancient Greece and Rome and their languages. Although the study of the Greek and Latin languages no longer holds a central place in a university curriculum, the art, literature, and intellectual traditions of the classical world remain basic to Western civilization. Today's student may encounter the classical world through the many fine translations available, the physical evidence of art and archaeology, and the study of the Greek and Latin languages themselves. Courses are offered in four areas: classical archaeology, classical civilization, and each of the classical languages, ancient Greek and Latin.

Classical Archaeology

These courses focus on the art and archaeology of Greece and Italy, as well as the nearby lands affected by their civilization from earliest times through the end of the Roman world. Advanced work in the field leads to careers in archaeological research, museums, and teaching. These interdisciplinary courses may be of special interest to students in anthropology, history, and the history of art. Courses in classical archaeology require no knowledge of the Greek and Latin languages.

Classical Civilization

These general courses in the literature, history, culture, and intellectual traditions of ancient Greece and Rome require no knowledge of Greek or Latin. Such courses provide valuable background to students in a number of fields and may be especially attractive to those planning to teach English, history, or related areas. In addition to the courses listed below, other relevant courses include History C386 and C388 and Philosophy P307.

The Classical Languages

The study of ancient Greek or Latin, like that of any foreign language, provides the most direct means for understanding and appreciating the thought of another culture. The traditional emphasis on formal grammar and vocabulary in teaching the classical languages has long proven valuable for students wishing to improve their English language skills.

Ancient Greek

Study of ancient Greek allows students direct access to masterpieces of Greek literature, historical sources, and the New Testament, while opening up a limited number of careers in teaching, mostly at the university level. For ancient Greek literature in translation, see the listings under "Classical Civilization."

IUPUI students may take courses in Ancient Greek at Butler University and in New Testament (Koine) Greek at the University of Indianapolis through the Consortium of Urban Education (CUE). There is a narrow window for registration each semester.

Latin

Studying Latin allows students direct access to masterpieces of Latin literature and ancient historical sources, as well as ecclesiastical and other materials of the postclassical age. Knowledge of Latin is useful for students of English, modern languages, and history, and can lead to careers in teaching at various levels. A shortage of Latin teachers at the secondary level may make this an attractive second area for students in education. For Latin literature in translation, see the listings under "Classical Civilization."

IUPUI students may take advanced courses in Latin at Butler University through the Consortium of Urban Education (CUE). There is a narrow window for registration each semester.

Study Abroad

Students have the opportunity to study in Greece through an arrangement between Indiana University Overseas Study and College Year at Athens (CYA). Students may receive IU credit for study in Greece at CYA for a semester, an entire academic year, or the summer. Program faculty regularly offer a short summer course in Athens; students may stay on to take an anthropology service learning course on modern Greece taught on the island of Paros. For information, contact the IUPUI Office of Overseas Study or consult its Web site at http://abroad.iupui.edu/. Scholarships and grants are available to help students participate in these programs.

Majors

Students may design a major in classical studies through the School of Liberal Arts Individualized Major Program. Such a major, if properly designed, should allow good students to gain admission to graduate programs in classical studies or classical archaeology and to pursue careers in the field. Students interested in planning an individualized major in classical studies should consult the director of the Classical Studies Program and the director of the Individualized Major Program as early as possible in their academic careers.

Minors in Classical Studies, Ancient Greek, and Latin

A minor in classical studies, ancient Greek, or Latin can be an attractive complement to many majors, particularly history, English, and other foreign languages.

The minor in classical studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the Program Director (a minimum of 6 credit hours must be completed on the IUPUI campus). Students may wish to design concentrations in areas of particular interest (e.g., classical art and archaeology or Greek or Roman civilization). At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, History C388, and Philosophy P307.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students interested in graduate study in classical studies are

encouraged to learn to read French and German prior to beginning graduate work.

German

- **Director:** Claudia Grossman
- **Professors:** Gabrielle Bersier
- **Associate Professor:** Daniel Nützel
- **Senior Lecturer:** Claudia Grossmann
- **Professors Emeriti:** John Barlow, Giles Hoyt
- **Adjunct Assistant Professor:** Ruth Reichmann
- **Adjunct Associate Professor:** Julie A. Belz
- **Academic Advising:** Cavanaugh Hall 539D, (317) 274-3943
- **Website:** liberalarts.iupui.edu/wlac/undergraduate/german

The IUPUI German program trains students to achieve linguistic proficiency and cross-cultural competency in German. Linguistic proficiency is the ability to communicate orally and in writing about subjects of common knowledge in the target language. A step-by-step systematic progression of language courses aids students to achieve fluency in German and allows them later to concentrate on chosen areas of linguistic specialization.

To gain cross-cultural competency, students acquire a solid knowledge of contemporary life in the German-speaking countries and learn to compare their institutions, customs, and mentalities with contemporary U.S. culture. Students also gain intercultural competency through critical knowledge of the historical and cultural movements and personalities that have had the most impact on contemporary culture in the German-speaking countries, especially Germany.

In addition, all students in the program have the option of studying in Germany or Austria for a limited or extended period of time, or to gain practical career experience in business or technology by working as an intern overseas or in a local international corporation.

Courses in German not only broaden students' cultural horizons by giving them immediate access to a key region of central Europe, but also prepare students for a variety of careers in international business communication, translation, travel, education, and technology exchange. By combining the study of another discipline with specialization in German, students can also prepare more thoroughly and adequately for graduate studies.

Major in German

In addition to the area distribution requirements for the School of Liberal Arts, the major in German requires the following:

- 29 credit hours above the 100 level,
- including at least one 400-level language course (G423, G431, G445, G465),
- one contemporary culture course (G365),
- at least one 400-level historical culture and literature course (G407, G408, G409, G410) and
- a capstone portfolio (G498).

Other courses may also be selected on the basis of placement level by test or course work and/or focus of interest. They include all 200-, 300-, and 400-level courses, except courses taught in English.

Minor in German

The minor in German language skills is for students who are interested in the German language as a tool of communication. Its emphasis is on competence in the skills of reading, writing, and understanding spoken German, as well as on conversational proficiency in German.

Requirements consist of 14 credit hours, to include G225 and G230 or G299, plus a minimum of 6 credit hours from courses at the 300 or 400 level taught in German (a minimum of 6 credit hours must be completed on the IUPUI campus).

Program for International Engineering

Students majoring in biomedical, mechanical, electrical, or computer engineering can also earn an applied German major. German language requirements and some School of Liberal Arts requirements are modified for this major. The dual degree program takes five years to complete and includes a one-semester internship in Germany during the fourth year of study. Students may formally enter into the program after completion of the Freshmen Engineering program. For further information, contact the director of the Program in German and refer to the Purdue School of Engineering and Technology section of this bulletin.

Teacher Certification for Secondary School

Teaching certification can be required after completion of the B.A. degree with a major in German through successful completion of the Transition-to-Teaching Program in the School of Education. Please contact the School of Education regarding details and the application process.

Honors in German

Honors in German can be achieved either through an honors degree or through the H-Option in individual courses. For the Honor's Degree, a cumulative GPA of 3.3 and a GPA of 3.5 in German courses must be achieved. 24 credit hours of coursework must be earned with honors, with a minimum of 18 credits in German courses above the 100-level. Honors credits through the H-option are available in upper-division language courses, as well as upper division literature, film, culture, and topics courses taught in German.

Study Abroad

Any form of foreign study is highly recommended, and the department gives credit for such study wherever possible. IUPUI offers a two-week summer study abroad program in Heilbronn in southwestern Germany for students who have completed at least first-year German. The program includes intensive language training, educational field trips, and a service learning component. Outstanding students with a substantial command of German, a minimum GPA of 3.0 and a B average in German courses may apply for the Overseas Study academic year program in Freiburg, Germany, during their junior year. Up to 30 IU credit hours may be earned through the program. Semester programs are also available in Freiburg. A summer program is offered in Graz, Austria, for students who have completed course work through G230. Contact the German Program or International Affairs for more information.

Internship in Baden-Württemberg

Students in the Schools of Liberal Arts; Science, Engineering, and Technology; and Business may apply for a two-month summer internship with a German firm in southwestern Germany. Advanced standing, a minimum overall GPA of 3.0, and German language skills are required. Each area of

the exchange has a specific language requirement. Three credits may be earned.

Other Activities

German Club The department sponsors a German Club, open to all interested students. Various topics are discussed and events of cultural interest are presented during the academic year.

Max Kade German-American Center The Center is established to facilitate research and teaching in German-American Studies and also offers two awards annually for students to study German overseas, two graduate fellowships, and a scholarship for the Dual-Degree Program in Engineering and German.

Italian

Italian is important to those who need a linguistic entry into Italian art, cinema, opera, and cuisine, or who simply want to prepare to travel to Florence, Venice, Rome or Sicily. The Program in Italian offers courses in beginning and intermediate Italian.

Japanese Studies

- **Director:** Associate Professor Reiko Yonogi
- **Academic Advising:** Cavanaugh Hall 501C, (317) 274-8291
- **Website:** liberalarts.iupui.edu/wlac/undergraduate/japanese

Japanese studies is an interdisciplinary field that includes the study of the language, culture, and literature of Japan. Courses are offered in language, literature, and culture. The major objectives of the program are (1) to provide students with adequate ability to understand, speak, read, and write Japanese; and (2) to give students a general introduction to Japanese culture, literature, and society. Courses offered in English provide students who have little or no knowledge of Japanese with an introduction to various facets of Japanese studies.

Minor in Japanese

The minor in Japanese studies may be of particular interest to students in business, social sciences, and other languages and interdisciplinary subjects. It includes both language and literature and other Japanese area studies courses.

The minor in Japanese studies consists of 15 credit hours in Japanese studies or related courses approved by the program director, excluding courses at the 100 level. At least 6 credit hours taken toward the minor must be at the 300 level or above IUPUI offers a two-week summer study abroad program in Heilbronn in southwestern Germany for students who have completed at least first-year German. The program includes intensive language training, educational field trips, and a service learning component. The following courses fulfill the requirements. Prerequisite: completion of first-year college Japanese or equivalent.

Individualized Major in Japanese

This program provides an opportunity for students who wish to major in Japanese studies. They will construct individually a program to fit their academic interests. The program is overseen by a faculty director and monitored by the committee for the individualized major.

Study Abroad

IUPUI Hakuoh Program: Semester/academic year at Hakuoh University in Tochigi, Japan. Students will be enrolled full time, take courses in Japanese language and culture designed for international students, and receive IU credit. This program is open to students of all majors who have completed three years of Japanese before they start their study at Hakuoh University and have a cumulative GPA of 3.0 and a 3.0 average in Japanese. Indiana University also offers mature and motivated undergraduates direct IU credit for study for an academic year at the Center for Japanese Studies at Nanzan University in Nagoya, Japan.

This program emphasizes intensive study of Japanese in combination with courses in English on various aspects of Japanese culture and society and the applied arts. This program is open to students of all majors who have completed at least fourth-semester Japanese and have attained a 3.0 GPA. In addition, students with first-year proficiency may apply to the semester program at Kanda University of International Studies in Tokyo.

Spanish

- **Director:** Associate Professor Marta Antón
- **Professors:** Enrica Ardemagni
- **Associate Professors:** Marta Antón, Herbert Brant, Rosa Tezanos-Pinto
- **Assistant Professors:** Benjamin Van Wyke, Iker Zulaica-Hernández
- **Associate Professors Emeritae:** Nancy Newton, Lucila Mena
- **Lecturers:** Audrey Gertz, Daniela Schuvaks Katz
- **Coordinator of First-Year Program:** Daniela Schuvaks Katz
- **Academic Advising:** Cavanaugh Hall 545,(317) 274-0062
- **Website:** liberalarts.iupui.edu/wlac/undergraduate/spanish

Mission

The mission of the program in Spanish at IUPUI is to assist students in achieving proficiency in the Spanish language and to lead them to an understanding of and appreciation for the wide range of Hispanic cultural, literary, and linguistic manifestations. To meet this goal, the program in Spanish offers introductory and advanced instruction in language, linguistics, culture and civilization, literature, and applied language studies.

The introductory and intermediate sequences of courses are designed to provide non-majors with an exploration into Spanish language and Hispanic culture as an essential component of a liberal arts education. The sequences aim to develop an interest in the language and the people who speak it, as well as to prepare students for a variety of careers with international dimensions.

The advanced curriculum prepares students to communicate orally and in writing on the different content areas that comprise the study of Spanish, providing them with the knowledge and skills necessary to achieve success in their future careers, to meet their academic and personal goals, and to prepare them for graduate work. The study of Spanish at IUPUI incorporates the Standards for Foreign Language Learning and gives students the ability to:

1. communicate with Spanish speakers in the United States and abroad;
2. understand better the cultural manifestationa of other peoples;
3. gain greater insight into the nature of language itself as well as their own native language;
4. reinforce knowledge gained from other disciplines and connect it with the study of a second language; and
5. develop a sense of a multilingual international community of which they form an integral part.

The curriculum in Spanish also incorporates most of the Principles of Undergraduate Learning and culminates in a capstone experience.

Considering the rapidly growing Spanish-speaking population in the United States, a major in Spanish is becoming increasingly desirable in the workplace. The major in Spanish can prepare students for a wide variety of careers in such fields as education, social services, international business and finance, government service, international communications and information services, and the travel and hospitality industry.

For more detailed information about the program in Spanish, visit the Department of World Languages and Cultures on the Web: liberalarts.iupui.edu/wlac/undergraduate/spanish.

Major in Spanish

In addition to fulfilling the general distribution requirements for a Bachelor of Arts degree established by the School of Liberal Arts, the Spanish major must complete 30 credit hours i ncourses at the 300 and 400 levels (12 of which must be completed *on the IUPUI Campus*) with a grade of C (2.0) or higher. Required courses at the 300 level are S313, S323, S326, S360, and S363. Required courses at the 400 level are one course in literature (S407, S408, S431, S432, S445, S450, S455, S457, S461, S470, S471, S472, S477, or S495), one course in culture and civilization (S411 or S412), one course in linguistics (S425, S427, S428, S440, or S441), one elective, and the senior capstone (S487 or S498).

Senior Capstone

Only majors with senior standing may register for S487 Capstone Internship of S498 Capstone Seminar in Spanish with authorization. Working with a project director, students will prepare a learning portfolio that integrates their undergraduate study through writing and reading projects, discussions with their capstone director, a research or internship project, and a final oral presentation.

Minor in Spanish

The minor in Spanish requires 15 credit hours of course work (a minimum of 6 credit hours must be completed *on the IUPUI campus*), with a grade of C (2.0) or higher. Required courses are S311, S313, S317, and 6 additional credit hours from the 300 and 400 levels. **Note for heritate and native speakers of Spanish**: S317 is not open to either heritage or native speakers. Heritage students without native fluency in Spanish must obtain instructor's consent to take the course. Spanish Minors with native fluency must take another course at the 300 or 400 level in Spanish to replace S317.

Teacher Certification

Teacher certification is obtained through the School of Education. Students who wish to pursue certification at the secondary level must complete all professional courses required by the School of Education and should work with a School of Education advisor in consultation with a Spanish advisor.

Teaching Major Requirements

The teaching major in Spanish requires the completion of a minimum of 39-41 credit hours beyond the 100 level, including 33 credit hours in 300- and 400-level courses. The following courses are *specifically* required: S313, S326, S360, S363, to additional foundation courses (S311, S317, S323), one course in literature (S407, S408, S431, S432, S445, S450, S455, S457, S461, S470, S471, S472, S477, or S495), one course in culture and civilization (S411 or S412), one course in linguistics (S425, S427, S428, S440, or S441), and S487 or S498. **Note for heritate and native speakers of Spanish**: since S317 is not open to either heritage or native speakers, another course at the 300 or 400 level must be substituted. Please consult the Director of the Program in Spanish.

Study Abroad Programs

Indiana University administers or co-sponsors a variety of programs that permit students to live and study in a Spanish-speaking country as part of their normal degree programs. Students receive IU credit and grades for program participation and can apply most financial aid to program costs. These include an academic-year program in Madrid, Spain, and semester programs in the Spanish cities of Alicante, Madrid, and Seville, and in Santiago, Chile, and a spring semester program for business majors in Monterrey, Mexico. Six-week summer programs are offered in Cuernavaca, Mexico, for intermediate students; in Salamanca, Spain, for students who have completed two or more years of Spanish; and in Guanajuato, Mexico, for advanced students.

A two-week program in the Dominican Republic is offered in conjunction with S363. A three-week summer program is offered in Pachuca, Mexico, for students who have completed at least first-year Spanish. Graduate credit is available through the Salamanca program. Students majoring in any discipline are encouraged to study abroad. All programs require applicants to have an overall B average. Some programs require as little as one semester's previous study of Spanish, while others are appropriate for students in advanced Spanish courses.

Students interested in study opportunities in Spanish-speaking countries should visit the Office of International Affairs, ES 2129B, IUPUI, (317) 274-2081 or the Department of World Languages and Cultures office in CA545.

The Spanish Resource Center at IUPUI

The Spanish Resource Center (SRC) in the IU School of Liberal Arts at IUPUI is the result of cooperative efforts between the Department of World Languages and Cultures and the Spanish Embassy's Ministry of Education. Its mission is to improve the teaching of the Spanish language and culture in Indiana, Kentucky, Ohio, and Illinois, providing a meeting place for those involved in the teaching and study of Hispanic language and culture, including teachers, students, and administrators of all levels.

Established in 1998, it is the only Spanish Resource Center in Indiana, and one of only 12 across the country. I provides a large collection of Spanish learning resources (books,

videos, DVDs and CDs) and other services to students and teachers of Spanish such as conversation hours, film series', professional development workshops, and immersion days. The Center also promotes various programs and scholarships run by the Spanish Ministry of Education in conjunction with the Department of Education of the four states mentioned above, as well as several school districts and universities in the Midwest.

The center is located at Cavanaugh Hall 205 on the IUPUI campus, (317) 278-1210.

DELE Exams

IUPUI is an official testing site for the DELEs, Diplomas of Spanish as a Foreign Language, issued by Spain's Ministry of Education. They offer official accreditation of mastery of the Spanish language for citizens of countries in which Spanish is not the official language. The examinations are offered at the six levels established by the Common European Framework of Reference for Languages (A1, A2, B1, B2, C1, C2), and consist of five sections: reading comprehension, written expression, listening comprehension, grammar and vocabulary, and oral expression. The diplomas are recognized by official institutions of Spanish-speaking countries, by corporations, chambers of commerce, and educational institutions in the United States.

Applicants must provide proof of citizenship in a country in which Spanish is not the official language (anyone with a United States passport is eligible). Applicants for the advanced level must be sixteen years of age or older; there is no minimum age for the intermediate or the high intermediate levels. For more information, contact the Spanish Resource Center (317) 278-1210 or manton@iupui.edu. General information on the exams and sample test formats and prices may be found at diplomas.cervantes.es or cvc.cervantes.es/aula/dele.

Other Activities

Sigma Delta Pi A chapter of the national Spanish honorary society, Sigma Delta Pi, was established in 1990. Undergraduate and graduate students meeting the qualification requirements may be eligible for induction into the IUPUI chapter, Sigma Epsilon.

Spanish Club The Program in Spanish sponsors a Spanish Club, open to all interested students. Various events of cultural and academic interest are presented during the academic year.

Translation Studies

Director: Professor Enrica Ardemagni

Globalization and the changing US demographics have increased demand for translation skills in many fields, educational, medical, legal and technical.

According to a recent article in the Las Vegas Review-Journal, Translators and Interpreters will be the top profession in 2012! Read the full article here.

The Program in Translation Studies offers:

* introductory coursework leading to an Undergraduate Certificate in Translation Studies

Departments

- Anthropology
- Communication Studies
- Economics
- English
- Geography
- History
- Philosophy
- Political Science
- Religious Studies
- Sociology
- World Languages and Cultures

Opportunities

The IU School of Liberal Arts recognizes its students' accomplishments at a special Honors Convocation and Celebration of Scholarship held each year. More detailed information about the following awards and scholarships may be found on the Liberal Arts home page (http://www.liberalarts.iupui.edu under "Scholarships"), by contacting the Miriam Z. Langsam Office of Student Affairs (CA401), or by contacting the individual department or program. To be eligible for awards and scholarships, recipients must be enrolled at IUPUI.

- Departmental and Program Scholarships and Awards
- School-Level Awards and Scholarships

Additionally, School of Liberal Arts students are encouraged to apply for IUPUI scholarships administered through the IUPUI Office of Student Scholarships. For information on IUPUI scholarships, visit http://www.iupui.edu/~scentral or call (317) 274-5516. Applications are due each February for scholarships to be announced in late spring and awarded during the following academic year.

Activities

The department sponsors this club, which oprovides members with activities and meeting created to enhance the study of English.

The club meets weekly and presents film screenings that feature changing monthly themes.

Forensics/Debate

Francophone Student Alliance

genesis: This semiannual literary journal has been edited and produced solely by IUPUI undergraduate students since 1972. It publishes the work of student authors and artists.

Geography Club

German Club

Historical Society

Japanese Club

Lambda Pi Eta

Liberal Arts Student Council

Museum Studies Club

Paralegal Student Association

Philosophy Club

POLSA (Political Science Student Association)

RSSA (Religious Studies Student Association)

The Rufus Reiberg Creative Reading Series: Named for a former chair of the English department, the Reiberg Series brings to campus each year an array of well-known and emerging fiction writers and poets for readings.

Sociology Club

Spanish Club

Student Ambassadors

Student Readings: As part of the developing literary scene in Indianapolis, the IUPUI Student Readings are home to an ever-expanding family of aspiring writers, performance poets, and musicians. Events take place monthly at a local coffeehouse.

Women United

World Relations Group: The department sponsors this club, which provides members with activities and meetings created to enhance the study of English.

School-Level Awards and Scholarships

Margaret A. Cook Foreign Study Award Each year an award will be made to one or more undergraduate students majoring or minoring in the liberal arts at IUPUI to assist in participating in a language based study-abroad program approved by Indiana University. Priority will be given to junior or senior students majoring or minoring in a modern foreign language. Selection will be based on cumulative grade point average, language ability, and the applicants' plans for continued study of foreign languages. The award has been established in honor of Professor Margaret A. Cook, who helped establish the first foreign language programs at IUPUI and who devoted her life to improving our understanding of foreign cultures.

Mary F. Crisler Scholarship These $3,000 scholarships encourage collaboration between IU School of Liberal Arts faculty and students on academic research or scholarship. The purpose is to provide opportunities for students to gain research experience while an undergraduate and thereby strengthen the community of scholarship. Eligible students must have at least a 3.5 GPA in their major. Up to five Crisler Scholarships are awarded annually.

The James R. East Scholarship This scholarship will be awarded annually to an alumnus or alumna of the Boys and Girls Clubs of Indianapolis.

Faculty Medal for Academic Distinction This award is presented to a graduating senior who, in the judgment of the Faculty Affairs Committee of the IU School of Liberal Arts faculty, is clearly outstanding in scholastic achievement, interdisciplinary interests, and extracurricular activities.

Thomas E. Grossman, Jr. Scholarship Funded by the family of Thomas E. Grossman, Jr. to recognize the efforts of adult returning students enrolled in a degree program in the IU School of Liberal Arts who demonstrates financial need and academic achievement. Full- or part-time students may be considered.

Audrey Harshbarger Study Abroad Scholarship Created to honor the memory of Audrey Harshbarger, Jean Oswalt's grandmother, whose belief and faith in young people and commitment to their learning through experience has inspired many, to further Indiana University's mission, and to encourage others to give to Indiana University. This award seeks to support students who study abroad for a semester or academic year because that experience develops a person's understanding of our place in a global society, and the donors believe that this experience is integral to a person's education.

Sidney W. Houston Memorial Scholarship An annual scholarship is awarded in honor of Professor Sidney W. Houston, who served from 1963 to 1975 in the Departments of English in the Indianapolis regional campuses of both Purdue University and Indiana University. The recipient shall be an outstanding student in the language and literature departments of the IU School of Liberal Arts. The recipient must have completed at least 56 credit hours, but no more than 90, with a minimum cumulative grade point average of 3.5 and must be considered a person of moral responsibility and high professional potential.

Christian J. W. Kloesel Educational Travel Fund This scholarship honors the memory of English Professor Emeritus Christian J. W. Kloesel. Created by Mrs. Kelly Kloesel together with colleagues, family and friends, it provides educational travel support to undergraduates and graduate students majoring in the IU School of Liberal Arts who have records of academic excellence.

Liberal Arts Dean's Scholarship These scholarships are made possible through private contributions that are matched by the dean. Recipients must be juniors and seniors with outstanding academic achievement, an expressed understanding of the value of a liberal arts education, an intention to continue their studies, and an ability to represent the IU School of Liberal Arts in the community.

Liberal Arts Dean's Fellows Study Abroad Scholarship This scholarship promotes and encourages international experiences for IU School of Liberal Arts majors. It is inspired by the generosity of the Liberal Arts Dean's Council Fellows.

Liberal Arts Staff Scholarship Faculty and staff contributions support the educational goals of Liberal Arts staff through this scholarship. Recipients must be full-time staff members of the School of Liberal Arts for at least one full year and must be pursuing courses at IUPUI toward an undergraduate degree, certificate, or a graduate degree.

Loretta Lunsford Scholarship Scholarships of $3,000 will be awarded to students who have declared majors in the IU School of Liberal Arts with a minimum GPA of 3.4. Preference will be given to candidates with an interest in educating others and with a willingness to volunteer five hours a week in any kind of educational organization or institution on a project mentored by a liberal arts faculty. Ten or more scholarships may be awarded annually.

Sam Masarachia Scholars Program Award
These full-tuition and fees scholarships are presented to full-time IU School of Liberal Arts undergraduate students interested in working in the fields of labor, senior citizens, or community organizations. This program is made possible through the generosity of Sam Masarachia, a representative for the Steelworkers Union in Indiana and an effective advocate for the fields studied in this program.

IU School of Liberal Arts McNair Scholarship This scholarship supports Liberal Arts majors who are participants in the IUPUI McNair Scholars Program - a federally funded undergraduate research program for students from underrepresented groups who intend to pursue graduate and doctoral degrees.

Olaniyan Scholars Program The Olaniyan Scholars Program promotes the development of undergraduate research and professional experience through Africana Studies. Scholars enter into a highly structured course of study focusing on the lives, history, traditions, interests, and communities of people of African descent. Scholars will conduct research, enroll in specially designed academic courses, and participate in community internship learning opportunities, expanding their studies beyond the boundaries of the classroom. The program provides an award equivalent to instate tuition and a stipend. It is renewable for up to four years.

Rebecca E. Pitts Scholarship This scholarship is awarded annually to one or more students majoring in the liberal arts at IUPUI who have completed at least 90 credit hours and who plan to seek a graduate degree in a liberal arts discipline. The scholarship is intended to assist an outstanding student in attaining an extraordinary educational experience that will enhance her or his opportunity for advanced study. Applicants must propose uses for the scholarship and describe how the opportunity would make a difference in their education. The scholarship has been established in honor of Professor Rebecca E. Pitts, whose lifelong study of literature instilled in many students a desire for learning at the highest levels of excellence.

Gail M. and William M. Plater International Scholarship for Civic Engagement Established by Chancellor Emeritus Gerald Bepko and his wife, Jean, this scholarship supports the connection of academic work and learning with community engagement. Recipients work with faculty on projects that have a community partnership component.

Frances Dodson Rhome Scholarship This scholarship goes to support a student excelling in Women's Studies or English. It was established through gifts honoring Professor Frances Dodson Rhome, who taught English and classical studies for many years.

Barbara White Thoreson Scholarship This scholarship supports Liberal Arts students who are pursuing futures in teaching. It is given in honor of the memory of Barbara White Thoreson, whose devotion to teaching and to the students she taught inspired a love of learning in those who knew her.

Zora Neale Hurston-Mari Evans Scholarship Created in honor of Zora Neale Hurston and Mari Evans, this scholarship encourages the study of subjects that transcend gender, race, age, culture, and economic status. It is designed to support students whose creativity, academic achievements, and goals reflect the issues articulated in the works of these two prominent American literary figures.

IU School of Liberal Arts Dean's List - Liberal Arts undergraduate students with high academic achievement are recognized each semester through the Dean's List. Full-time undergradate students enrolled in and completing 12 or more credit hours for the semester must earn a semester GPA of at least 3.3. Part-time undergraduate students enrolled in and completing 6-11.5 credit hours must earn a semester GPA of at least 3.4. Students must be officially registered as Liberal Arts majors to be eligible.

Graduation with Distinction - Liberal Arts undergraduate students with outstanding academic achievement are recognized by IUPUI at graduation by the designations of Distinction, High Distinction and Highest Distinction. These recognitions are bestowed on the top 10% of each graduating class. For eligibility requirements, refer to the "Graduation with Distinction" section under "General Information" in the IUPUI Bulletin and to additional guidelines on the IUPUI and IU School of Liberal Arts websites.

Departmental and Program Scholarships and Awards

Africana Studies

- **Africana Studies Academic Achievement Award** - This award is presented by the Africana Studies Program to the outstanding graduating senior in the program and to students who have demonstrated academic excellence in Africana studies.
- **Preston Eagleson Award** - The Preston Eagleson Award is presented to an IUPUI student for outstanding achievement in a paper written on the Afro-American experience. The prize honors Preston Eagleson, the first black American to receive an advanced degree from Indiana University.
- **Marie Turner-Wright Scholarship in Africana Studies** - In commemoration of the important people in her life, Marie Turner-Wright created this scholarship for undergraduates in the Africana Studies Program.

American Studies

- **American Studies Award** - The American Studies program presents an annual award, on the basis of nominations from the faculty, to an upper-division minor in the academic program who has demonstrated excellent abilities in the interdisciplinary study of American culture.

Anthropology

- **Anthropology Academic Achievement Award** - The Department of Anthropology honors an outstanding departmental major whose academic record reflects both scholastic excellence and intellectual breadth.
- **Friends of Anthropology Scholarship** - This scholarship is awarded to a promising anthropology major who demonstrates academic excellence, intends to pursue a career in anthropology, has financial need, and contributes to the department through his or her interactions with other students as well as faculty.

- **Manuela Reynolds Award** - This award supports advanced Anthropology student research. The award is meant to enable an Anthropology student to attend a symposium in their area of anthropological research, to present their research findings, to attend field school, or to engage in related travel and/or publication.

Classical Studies

- **Arete Award** - Presented as the occasion demands to a senior student with a record of excellence in the field of classical studies.
- **P. Ovidius Naso Living Myth Prize** - Awarded annually for the best creative retelling, in any medium, of a classical Greek or Roman myth by a student in an IUPUI classical mythology course.

Communication Studies

- **Academic Achievement Award** - Presented to the communication studies graduating senior who has demonstrated excellence in the field of communication studies, made outstanding contributions to the department, achieved a superior grade point average, and earned the recommendations of the faculty.
- **Outstanding Research or Creative Project** - This award is made in recognition of a superior research paper or creative project upon the recommendation of faculty in the Department of Communication Studies. Up to four awards may be given.
- **The Service Award** - This award is given to a student, upon recommendation of the faculty in the Department of Communication Studies, in recognition of outstanding service to the department, school, and/or university.
- **The Burns/Wagener Scholarship** - This scholarship honors emeriti faculty Professor David Burns and Professor B. Bruce Wagener as two of the founding faculty of the department. The scholarship is granted to a student majoring in communication studies for outstanding accomplishments and contributions to the department.

Economics

- **Economics Award** - This award is presented to the senior economics major with the highest cumulative grade point average above 3.4.
- **Robert Kirk Outstanding New Economics Major Award** - The Kirk award is presented to an outstanding student in his or her first year as an economics major. The award recognizes Professor Kirk's dedication to students during his 28 years with the department.
- **The Department of Economics** gives a one-year subscription to the Wall Street Journal to the outstanding junior economics major.

English

- **Academic Achievement Awards** - Presented to students who have demonstrated consistent excellence in their work with language and literature. The Department of English bases its selection on superior scholastic achievement, faculty recommendations, and special contributions to the English program.
- **Creative Writing Award** - Presented to the student who has submitted the best work of literary art-fiction or poetry-in a creative writing class during the academic year.
- **Film Studies Award** - This award is presented to a student who has done exceptional work in film criticism and research in upper-level film studies courses during the past year.
- **Hal Tobin Outstanding First-Year Writing Award** - This award is presented to the student who has submitted the best essay in English W131 or W140 in the preceding calendar year.
- **Upper-Division Literature Outstanding Student Award** - Recognizes an outstanding achievement by a student in advanced literature courses during the past year.
- **Linguistics Award** - This award goes to the student considered by the linguistics faculty of the Department of English to be the most outstanding student of linguistics. Candidates must be students who have taken at least three linguistics courses. Students may nominate themselves for the award.
- **Nonfiction Writing Award** - Presented to a declared English major for the best portfolio of nonfiction pieces submitted for anonymous judging by a faculty committee. Papers are judged on effectiveness of expression in a variety of writing genres.
- **Peter Bassett Barlow Prize** - This award is for the best paper submitted by a student enrolled in the Department of English master's degree program. The award honors the memory of a man who served the community as a physician; his passionate humanism and great intellect bore witness to the lifelong value of a liberal education.
- **Marianne Hedges Award for Excellence in Poetry** - This award is for an outstanding poem. The award is given in memory of Marianne Hedges, a former IUPUI student and a fine poet.
- **Sarah Jamison Keller Scholarship** - A scholarship for tuition is annually open to a senior majoring in English language or literature at IUPUI who is a resident of the state of Indiana and who has achieved a minimum cumulative grade point average of 3.3 for all undergraduate courses and not less than a 3.5 cumulative average for all courses in English language and literature. The winning candidate will have submitted as part of his or her candidacy a scholarly or critical essay in English on any aspect of English language or literature. The scholarship pays the tuition for up to 15 credit hours in the fall semester of the student's senior year and is renewable for the following spring semester for up to 15 credit hours provided the student achieves a minimum cumulative grade point average of 3.7 for all courses in English language and literature taken in the preceding fall semester.
- **Rebecca E. Pitts Fiction and Poetry Awards** - Two annual competitions, one in fiction writing and the other in poetry, are held in honor of Professor Rebecca E. Pitts, who served from 1966 to 1976 in the Department of English. Applicants must be currently enrolled at IUPUI or have been enrolled during the last 18 months before each spring's competition.
- **Mary Louise Rea Short Story Award** - An annual award is presented in recognition of Professor Mary

Louise Rea, who served from 1946 to 1985 in the departments of English in the former Indianapolis regional campus of Purdue University and the Indiana University School of Liberal Arts. The recipient shall be the winner of the annual competition in short story writing. Applicants must be currently enrolled in the following IUPUI creative writing courses or have been enrolled during the preceding 18 months before each spring's competition: W103, W203, W301, W401, and W411.

- **Marie Turner-Wright Scholarship in English** - In commemoration of the important people in her life, Marie Turner-Wright created this scholarship for English majors with demonstrated interest in African American literature.

French (World Languages and Cultures)

- **Margaret A. Cook Award** - The Margaret A. Cook Award is presented to a student who has demonstrated outstanding achievement in the study of French language and literature. This award is named in honor of Professor Margaret A. Cook, who for 26 years provided leadership in promoting foreign language study at Indiana University's operations in Indianapolis.
- **Beaudry Summer Scholarship for French and Francophone Studies** - This scholarship is awarded to an IUPUI student participating in a summer French language and culture study program in a French-speaking country. This scholarship is made possible through the generosity of James G. Beaudry, Professor Emeritus of French.
- **Marius J. Fauré Family Scholarship** - The Marius J. Fauré Family Scholarship is awarded each year by the faculty in French to an outstanding student with junior status who has a declared major in French language and literature. The Fauré scholarship honors Mr. and Mrs. Marius J. Fauré, and was established by their daughter Louise Fauré, who was a devoted student of French at IUPUI. Marius Fauré was an immigrant from Sète, France, and was for many years a landscape architect in the Indianapolis area.

Geography

- **Geography Award** - This award is presented to graduating seniors for demonstrated excellence in geographic studies and a high grade point average.
- **Geography Alumni New Major Scholarship** - Established by alumni of the department, this scholarship recognizes the most promising new geography major.

German (World Languages and Cultures)

- **World Languages and Cultures Academic Achievement Award in German** - This award is presented to students who have attained a high grade point average and demonstrated academic excellence in the field of German language and literature.
- **IUPUI Max Kade German-American Study Abroad Scholarship** - The Max Kade German American Center at IUPUI awards two scholarships for studying German in approved overseas study programs. German majors, minors, and other IUPUI majors who will earn credits toward their degree are eligible.

History

- **Seregny Award for the Best History Student** - This award is presented to the senior judged to exhibit greatest overall competence and accomplishment in history. It honors the memory of Professor Scott Seregny by recognizing the graduating senior who best embodies the qualities that he brought to his field and the department: intellectual accomplishment, originality, and curiosity.
- **Thelander Memorial Prize** - The Thelander Memorial Prize is awarded to an IUPUI student for superior achievement in a paper on a historical subject. The prize is presented by the Department of History faculty in memory of a former member of that department, Theodore Thelander Jr.

Indiana Center for Intercultural Communication

- **Larry and Joan Cimino Thesis Award in Intercultural Communication** - This award is for the best paper or thesis on intercultural communication submitted by a graduate student in the IU School of Liberal Arts. It is made possible through the generosity of Larry and Joan Cimino.

Individualized Major Program

- **Individualized Major Award** - Recognizes students who embody the ideals of the program and complete an Individualized Major with academic distinction.

International Studies Program

- **International Studies Award** - This award honors the graduating senior who has demonstrated outstanding academic achievement and strong potential for intellectual growth.

Medical Humanities

- **Medical Humanities Student Essay Award** - This award is presented to IUPUI students whose writing is judged to be the best on a topic in medical humanities. The award is sponsored by the Center for Law and Health, the John Shaw Billings History of Medicine Society, and the Medical Ethics Program of the IU School of Medicine.

Museum Studies

- **Museum Studies Award** - The Museum Studies Graduate Program and Undergraduate Certificate program recognizes with its award outstanding students in these two programs whose record reflects both academic excellence and a commitment to the museum field.

Philosophy

- **Philosophy Academic Achievement Award** - An award is presented to the outstanding philosophy major in the graduating class by the faculty of the department.

- **Jean Martin Maxwell Prize** - The Jean Maxwell prize is awarded annually through the Institute for American Thought in conjunction with the Philosophy Department for the best master's thesis containing a genuine contribution to American philosophy. The prize is named in remembrance of Jean Maxwell (1924-2005), who completed her own thesis on William James and phenomenology at Northern Illinois University in 1968. The prize is made possible through the generous contributions of family and friends.
- **Laurence Lampert Scholarship in Philosophy** - Recognizes an extraordinary philosophy major, this scholarship honors the extraordinary career of distinguished scholar and professor of philosophy Dr. Laurence Lampert, upon the occasion of his retirement.
- **John M. Riteris Award** - This scholarship is awarded annually to a philosophy student who demonstrates a commitment to the study of philosophy and the potential for high-quality work in the discipline. The recipient is selected by the faculty of the Department of Philosophy.

Political Science

- **Academic Achievement Awards** - Honor the graduating seniors who have achieved an outstanding grade point average and demonstrated the greatest potential for intellectual growth.
- **Clara Margaret Powell Award** - This award is presented to an undergraduate student with exceptional research skills. The scholarship is intended to support the recipient's research project or to support attendance at a conference.
- **Political Science Intern Award** - Recognizes the participant in the Applied Politics Internship Program who has demonstrated superior academic accomplishment, diligent service to the intern agency, and promise in career plans.
- **Robert V. Kirch Scholarship** - An annual scholarship is awarded to an outstanding political science student in honor of Robert V. Kirch, the first chairperson of the IUPUI Department of Political Science and a lifelong student of state and local politics.
- **Survey Research Award** - This award recognizes the student who has made the largest contribution to survey research during the academic year.

Religious Studies

- **Religious Studies Outstanding Student Award** - This award is granted to the religious studies student who has displayed consistent excellence in scholarship.
- **Rowland A. Sherrill Prize in Religious Studies** - Established in memory of longtime Chair and Professor of Religious Studies Rowland A. Sherrill, this award recognizes the best papers and essay on topics in religious studies on topics in religious studies.

Sociology

- **Sociology Award** - Presented to the outstanding student in the department for distinguished achievement in sociology.
- **Service Award** - The Department of Sociology presents an award to the student whose outstanding service to faculty, students, and department has been invaluable.

Spanish (World Languages and Cultures)

- **Nancy Newton Study Abroad Scholarship** - Provides support to undergraduate IUPUI Spanish majors and graduate students in the IUPUI Spanish M.A.T. for IUPUI and IU sponsored Spanish language study abroad programs. The award honors Professor Nancy Newton who helped establish the Spanish M.A.T. program at IUPUI.
- **World Languages and Cultures Academic Achievement Award in Spanish** - This award is presented to the outstanding student in the Spanish program.

Women's Studies

- **Arminda B. and Jean C. Bepko Scholarship in Women's Studies** - This award provides a scholarship for an outstanding student obtaining a minor in women's studies at IUPUI.
- **Senior Award** - Presented to the senior with a minor in women's studies who has made an outstanding contribution to women's studies.
- **Anne Donchin Graduate Essay Award** - This award is presented to the graduate student who submits the most outstanding essay on a topic in women's studies.
- **Dolores Donchin Memorial Service Award** - Honor an IUPUI student who has made a substantial contribution to women's studies related service. This award is made possible through gifts in memory of Dolores Donchin.
- **Indianapolis Women's Rotary Club Scholarship Fund Award** - Awarded to assist adult returning women students at IUPUI.
- **Friends of Women's Studies Scholarship Fund** - Awarded to outstanding students in the Women's Studies Program. Students must have taken a minimum of 6 credit hours in the Women's Studies Program.
- **Outstanding Essay Award** - This award is presented to the student who submits the most outstanding essay on a topic in women's studies.

Student Council Awards

- **Outstanding Advisor Award** - The IU School of Liberal Arts Student Council, in recognition of the role of advisors in enhancing students' growth, has created an award to be given to an outstanding Liberal Arts academic advisor. Any liberal arts student may nominate an advisor; the final decision will be made by the council.
- **Outstanding Club Advisor** - The IU School of Liberal Arts Student Council, in recognition of the importance of extracurricular activities related to the majors and minors, presents an award to the faculty member who has gone out of their way to assist in strengthening a liberal arts student club or organization.
- **Outstanding Departmental/Program Staff Award** - The IU School of Liberal Arts Student Council, in

recognition of the critical role of departmental staff in providing information, advice, and sympathy-lifelines for students majoring in liberal arts-has created a special award to recognize their outstanding contributions.

- **Outstanding Mentor/Motivator Award** - The IU Liberal Arts Student Council created this award to recognize an individual (faculty, staff, or a fellow student) who has provided support and encouragement as a mentor or motivator, often outside of the official description of their role on campus.

Internship in English

An internship is an on-the-job learning opportunity designed to supplement students' course work with practical, hands-on experience. IUPUI's Department of English offers internship credit as E398.

Interested students must have junior or senior standing, maintain a grade point average of at least 2.5, and furnish writing samples or have successfully completed advanced writing courses. They must register with the Professional Practices Program (PPP) in Business/SPEA Building 2010, (317) 274-3211, and meet with Department of English internship coordinator, Jim Powell, (317) 278-2985, @.jepowell@iupui.edu.

The Department of English also offers W396, an undergraduate tutoring internship in the University Writing Center. For more information, contact Writing Center Coordinator Tere Molinder-Hogue, Cavanaugh Hall 504K, (317) 274-5650, tmhogue@iupui.edu. @.

Self-Acquired Competency

Credit may sometimes be granted for learning experiences acquired through means other than normal college course work. Credit is available for course-specific learning or for non–course-specific learning in (1) arts and humanities, and (2) social sciences.

Faculty will evaluate the experience and determine whether credit should be awarded and the amount of credit to be granted. Students may be asked to prepare a portfolio, take examinations, or document their learning in other suitable ways so that the faculty can make such judgments. Only 12 credit hours of self-acquired competency can be applied toward a degree. A brochure providing additional information is available in the Miriam Z. Langsam Office of Student Affairs, CA401.

Academic Standing

Academic Probation

Only IUPUI grades will be considered in determining probation and dismissal. Students are placed on academic probation when their cumulative grade point average falls below 2.0 (C), and they remain on probation until the cumulative grade point average is 2.0 (C) or higher. Students on probation are encouraged to talk with their faculty advisor or with an advisor in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401), (317) 274-8495, or a counselor in the IUPUI Counseling and Psychological Services, (317) 274-2548, to determine how they may become more successful in their studies. Students on probation must schedule an appointment with their faculty advisors before registering. Students without a faculty advisor should go to the Miriam Z. Langsam Office of Student Affairs.

Students who have two consecutive semesters (excluding summer sessions) with semester grade point averages below 2.0 (C) may be placed on probation at the discretion of the Associate Dean for Student Affairs regardless of their cumulative grade point average, since they are failing to make progress toward a degree.

Dismissal

Students will be dismissed from the IU School of Liberal Arts when they have a cumulative grade point average lower than 2.0 (C) and a semester grade point average of lower than 2.0 (C) for two semesters (18 credit hours or fewer totaled over several semesters, excluding summer sessions, for part time students). Students eligible for dismissal will be notified in writing that they have been dismissed and that they must remain out of school at least one semester. The letter will also inform such students that they will be withdrawn from classes for which they have registered. Once dismissed, students must petition for readmission. (See "Readmission.")

Students who have been dismissed a second time must remain out of school for at least two semesters and petition for readmission. (See "Readmission.")

A third dismissal is final.

Readmission

Any student who has been dismissed from the IU School of Liberal Arts (or its equivalent on another IU campus) must petition for readmission. A Petition for Readmission form may be obtained from the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401). Petitions for readmission must be filed by the following deadlines:

To enroll for the fall semester: July 15

To enroll for the spring semester: November 15

To enroll for summer session: April 15

Academic Policies

Program Planning, Advising, and Career Counceling Services

The IU School of Liberal Arts provides advising services to assist students in planning their program of study. Students pursuing an Associate of Arts and those who have not yet chosen a major area of study are counseled through the IU School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, in Cavanaugh Hall 401, (317) 274-3976. Students who have chosen a major are assigned a departmental faculty advisor and should make an appointment with that advisor before each registration period in order to discuss long-term goals as well as specific course work for the upcoming semester. Consulting with their advisor is a semester-by-semester obligation of students to ensure ongoing progress toward a degree.

Students, however, not their advisors, are responsible for their programs. Whenever possible students should avail themselves of the online "advisement report" available through the "Onestart" webpage. They should familiarize themselves with the general requirements for a Liberal Arts

degree as well as with those of the department in which they plan to major. Students are urged to complete most, if not all, of their general education requirements during the freshman and sophomore years.

In planning a program, students should refer to both the Schedule of Classes and this bulletin. Special attention should be paid to course descriptions and prerequisites. This bulletin identifies prerequisites with a ‘‘P,'' corequisites with a ‘‘C,'' and recommended courses with an ‘‘R.'' Students should not enroll in courses for which they do not have the prerequisites. Instructors may require a student to drop a class if the student has not fulfilled the prerequisites.

Career Services

The Miriam Z. Langsam Office of Student Affairs also offers career services for students and recent graduates through the Career Development Office in CA243. These services include workshops, courses and individual consultations to help you connect your academic interests and accomplishments along with your work experiences, volunteer activities and on-campus involvement with potential career opportunities. Our career services staff can help you explore and plan your academic journey including on-campus leadership and job opportunities, community engagement through volunteering and internships, and preparation for professional job searching and graduate school applications. We help students learn to identify and articulate their unique skills and strengths, particularly through creating effective resumes, cover letters, graduate school essays and when preparing for interviewing and networking.

Pass/Fail (P/F) Option
Any IU School of Liberal Arts undergraduate in good standing (not on probation) may enroll in a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). The Pass/Fail option can be used for a maximum of two courses per year, including summer sessions. The course selected for Pass/Fail must be an elective. It may not be used to satisfy any of the major or school distribution requirements, with the exception of the 300- to 400-level course requirement (Area III).

Final Examinations
Final examinations or other activities in lieu of a final are to be scheduled during finals week at the time indicated in the Schedule of Classes.
Students scheduled for three or more finals in a 24-hour period may have their examination schedule adjusted. They should notify the instructors involved by mid-semester and determine if any of them are willing to schedule an alternate examination. Students having problems with an instructor may consult the chair of the department or the Miriam Z. Langsam Office of Student Affairs, in CA401, (317) 274-3976.

Forgiveness Policy
The IU School of Liberal Arts has adopted a modified version of the IUPUI forgiveness policy (http://registrar.iupui.edu/forgive.html) for students who have been out of school for three or more years. For more information about the policy, call (317) 274-3976 or visit CA401.

Petition for Grade Change
Either students or faculty members may petition for a change in course grade.

A student desiring a change of grade should first discuss the situation with the instructor. If the instructor agrees, and no more than one full semester has elapsed since the course was finished, the faculty member must file a Grade Change Authorization Form with the Associate Dean of the Miriam Z. Langsam Office of Student Affairs. If more than one full semester has elapsed, the faculty member still files the Grade Change Authorization Form, but the form may be sent to the IU School of Liberal Arts Academic Affairs Committee, depending on the reason given for the change of grade. Campus policy limits petitions for change of grades to five years after the course.

If the instructor and student do not agree on a change of grade, or if the instructor cannot be located, the student should discuss the matter with the chairperson, director, or coordinator of the department or program in which the course was offered. Following that, the student may petition the Academic Affairs Committee directly, using the Change of Grade Petition Form; these forms should be completed online at http://registrar.iupui.edu/grdfrm.html. The petition must include (1) a statement of an attempted but unsuccessful interview with the faculty member and chair, and (2) supporting evidence for the petition. The decision of the Academic Affairs Committee is final and there are no additional avenues of appeal.

Academic PoliciesII

This is my first new page.

Faculty

Administrative Officers

- William A. Blomquist, Ph.D., Dean
- Marianne S. Wokeck, Ph.D., Associate Dean for Academic Affairs
- Philip Goff, Ph.D., Associate Dean for Research and Graduate Programs
- Gina Sanchez Gibau, Ph.D., Associate Dean for Student Affairs
- R. Rick Hanson, M.P.A., M.B.A., Assistant Dean for Finance and Administration
- Gail Plater, M.A., Assistant Dean, Development and External Affairs
- Michael Scott, M.S., Director of Liberal Arts Technical Services

Departmental Chairpersons

- ANTHROPOLOGY-Paul R. Mullins, Ph.D.
- COMMUNICATION STUDIES-Kristina Horn Sheeler, Ph.D.
- ECONOMICS-Paul S. Carlin, Ph.D.
- ENGLISH-Thomas A. Upton, Ph.D.
- GEOGRAPHY-Jeffrey S. Wilson, Ph.D.
- HISTORY-Robert G. Barrows, Ph.D.
- PHILOSOPHY-John Tilley, Ph.D.
- POLITICAL SCIENCE-Margaret R. Ferguson, Ph.D.
- RELIGIOUS STUDIES-Peter Thuesen, Ph.D.
- SOCIOLOGY-Neale Chumbler, Ph.D.
- WORLD LANGUAGES AND CULTURES-Gabrielle Bersier, Ph.D.

Academic Programs

- Africana Studies-Bessie House-Soremekun, Ph.D.
- American Sign Language-Janet Acevedo, M.A., C.S.C.
- American Studies-Martin Coleman, Ph.D.
- Classical Studies-Martina Dalinghaus, Ab.D.
- English for Academic Purposes-Estella Ene, Ph.D.
- Health Studies and Medical Humanities-William Schneider, Ph.D.
- International Studies-Michael Snodgrass, Ph.D.
- Legal Studies-David Weiden, J.D.
- Motorsports Studies-Robert W. White, Ph.D.
- Museum Studies-Elizabeth Kryder-Reid, Ph.D.
- Paralegal Studies-David Weiden, J.D.
- Philanthropic Studies-Dwight Burlingame, Ph.D.
- Professional Editing-David Pfeifer, Ph.D.
- Urban Studies-William Blomquist, Ph.D.
- Women's Studies Program-Nancy Marie Robertson, Ph.D.

Centers and Projects

Faculty Awards

This award is presented to faculty in recognition of excellence in teaching, research, and service. Recipients are selected annually by a committee of the Faculty Assembly of the School of Liberal Arts.

Resident Faculty Award

- 2010-2011 Jason Eberl
- 2009-2010 Anne Royalty
- 2008-09 Larry Zimmerman
- 2007-08 Mary Sauer
- 2006-07 Ulla Connor
- 2005-06 William J. Jackson
- 2004-05 Christian Kloesel
- 2003-04 Rosalie A. Vermette
- 2002-03 David A. Ford
- 2001-02 Susan B. Sutton
- 2000-01 Richard E. Ward
- 1999-00 David W. Moller
- 1998-99 John J. Tilley
- 1997-98 Robert F. Sutton
- 1996-97 Michael B. Burke
- 1995-96 Catherine J. Souch
- 1994-95 William A. Blomquist
- 1993-94 Richard S. Steinberg
- 1992-93 Scott Seregny
- 1991-92 Larbi Oukada
- 1990-91 Rowland A. Sherrill
- 1989-90 Linda Haas
- 1988-89 Michael Balmert
- 1987-88 Edmund Byrne
- 1986-87 David G. Burns
- 1985-86 No award
- 1984-85 Jan Shipps
- 1983-84 Rufus Reiberg
- 1982-83 Warren G. French
- 1981-82 Frederick L. Bein
- 1980-81 Richard C. Turner
- 1979-80 Patrick J. McGeever
- 1978-79 John D. Barlow and Miriam Z. Langsam
- 1977-78 Ralph D. Gray
- 1976-77 Laurence Lampert
- 1975-76 Joseph R. Keller
- 1974-75 Bernard Friedman

Associate Faculty Award

- 2010-2011 Moffett Craig
- 2009-2010 John Wieland
- 2008-09 Jennifer Mahoney
- 2007-08 Tere Molinder-Hogue
- 2006-07 Mary Cohen
- 2005-06 Terry Daley
- 2004-05 David W. Cardwell
- 2003-04 Leslie L. Miller
- 2002-03 Mary F. Henggeler
- 2001-02 Jolene Ketzenberger
- 2000-01 James E. Powell
- 1999-00 Michael R. Hughes
- 1998-99 Sarah V. Hale
- 1997-98 Margaret Daniel
- 1996-97 Mel Winninger
- 1995-96 William E. Taylor
- 1994-95 Jennifer Cochrane and Robert Kasberg
- 1993-94 Joseph C. Farah
- 1992-93 Nancy Eddy
- 1991-92 Ellen Brennan
- 1990-91 No award
- 1989-90 Elizabeth Crozier
- 1988-89 Marilyn Dapper
- 1987-88 Pamela Moss
- 1986-87 Michael S. Talbett
- 1985-86 Robert L. Beck and Clara Heath
- 1984-85 Joyce Hendrixson
- 1983-84 Barbara Zimmer
- 1982-83 Rebecca A. Fitterling

Outstanding Lecturer

- *2010-2011 Anita Morgan*
- *2009-2010 M. Catherine Beck*
- *2008-09 Kate Duffy Sim*
- *2007-08 Anne Williams*
- *2006-07 Christian L. Kraatz*
- *2005-06 Erik Lindseth*
- *2004-05 Claudia E. Grossmann*

Resident Faculty

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- Bantz, Charles, *Vice President and Executive Vice President of Indiana University and Chancellor of IUPUI, Professor of Communication Studies, Professor of Business Management, and Professor of Organizational Leadership and Supervision (2003); B.S., University of Minnesota; M.A. 1973, Ph.D., The Ohio State University, 1975*
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- Beck, Robert L., *Senior Lecturer in Geography (2002); B.A., Hastings College, 1973; M.A., Indiana State University, 1976; Ph.D., 1982*
- Bein, Frederick L., *Professor of Geography (1978); B.A., University of Colorado, 1969; M.A., University of Florida, 1971; Ph.D., 1974*
- Bell, David, *Professor of Sociology (2006), B.A., University of Texas, 1968; Ph.D., Johns Hopkins University, 1977*
- Bell, Linda, *Professor of Communication Studies and Professor of Family Health (2006); B.A., Oberlin College, 1967; M.A., University of Texas, 1968; Ph.D., Duke University, 1973*
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- Davis, Thomas J., *Lake Chair and Professor of Religious Studies (1989); B.A., West Georgia College, 1979; M.Div., Louisville Presbyterian Theological Seminary, 1982; Ph.D., University of Chicago, 1992*
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- Dobris, Catherine A., *Associate Professor of Communication Studies, Adjunct Associate Professor of English, and Adjunct Associate Professor of Women's Studies (1993); B.S., Emerson College, 1981; M.A., Indiana University, 1984; Ph.D., 1989*
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- Dube, Archana, *Senior Lecturer in Economics (2001), B.A., Lady Shree Ram College, 1978; M.A., St. John's University, 1980; Ph.D., University of Pittsburgh, 2001*
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- Dwyer, Owen, III; *Associate Professor of Geography (2000) and Adjunct Associate Professor of Museum Studies; B.S., Pennsylvania State University, 1992; M.S., 1995; Ph.D., University of Kentucky, 2000*
- Eberl, Jason T., *Associate Professor of Philosophy (2003); B.A., University of San Diego, 1996; M.A., Arizona State University, 1998; Ph.D., Saint Louis University, 2003*
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- Flynn, Johnny, *Assistant Professor of Religious Studies (2004); B.A., University of California, 1984; M.A., 1987; Ph.D. 1991*
- Foote, Carrie, *Associate Professor of Sociology (2002), B.A., Metropolitan State College, 1994; Ph.D., University of Colorado, 2002*
- Fox, Stephen Lee, *Associate Professor of English and Director of Writing (1986); B.A., University of Georgia, 1976; M.A., Duke University, 1977; M.Div., Southern Baptist Theological Seminary, 1984; Ph.D., University of Wisconsin, 1992*
- Freeman, Julie E., *Senior Lecturer in English (1991); B.A., Indiana Wesleyan University, 1979; M.S., Indiana University (IUPUI), 1994*
- Gardner, Carol Brooks, *Professor of Sociology and Adjunct Professor of Women's Studies (1986); B.A., University of California, 1969; Ph.D., University of Pennsylvania, 1983*
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- Gibau, Gina Sanchez, *Associate Professor of Anthropology and Associate Professor of University College (2000); A.B., Rollins College, 1991; M.A., University of California, 1993; Ph.D., University of Texas, 1999*
- Glidden, Kathryn C., *Lecturer in Anthropology (2000); B.A., Indiana University (IUPUI); M.A., Ball State University, 2002*
- Goering, Elizabeth Marie, *Associate Professor of Communication Studies (1990); B.A., Bethel College, 1979; M.A., Wichita State University, 1984; Ph.D., Purdue University, 1991*
- Goff, Philip, *Associate Dean for Research and Graduate Programs in the IU School of Liberal Arts, Professor of Religious Studies, Adjunct Professor of American Studies, and Director of the Center for the Study of Religion and American Culture (2000); B.A., Nyack College, 1986; M.A., University of Kansas, 1988; Ph.D., University of North Carolina, 199*3
- Gondola, Ch. Didier, *Professor of History (1999); B.A., Université Paris-1, 1987; M.A., Université Paris-7, 1988; Ph.D., 1993*
- Gronfein, William P., *Associate Professor of Sociology (1986); B.A., University of Chicago, 1968; M.A., State University of New York, 1981; Ph.D., 1983*
- Groshek, Matthew*, Assistant Professor of Museum Studies, Assistant Professor of Fine Arts (Herron), and Public Scholar of Civic Engagement (2004); B.F.A., University of Wisconsin (Milwaukee), 1982, M.F.A., University of Wisconsin (Stevens Point), 1986*
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- Gunderman, Richard B., *Professor of Medical Education, Professor of Radiology, Professor of Pediatrics, Professor of Philosophy, and Director of Pediatric Radiology (1997); A.B., Wabash College, 1983; Ph.D., University of Chicago, 1989; M.D., 1992; M.P.H., Indiana University, 2002*
- Gupta, Sumedha*, Assistant Professor of Economics (2010); M.Sc., University of Nottingham (2003); M.A., Boston University (2004); M.Phil., Tinbergen Institute-Amsterdam (2006); Ph.D., VU University-Amsterdam/Tinbergen Institute (2010)*
- Haas, Ain E., *Associate Professor of Sociology (1977); B.A., Indiana University, 1972; M.S., University of Wisconsin, 1973; Ph.D., 1977*
- Haas, Hannah, *Senior Lecturer in English (1998), B.A., Indiana University, 1995; M.F.A., University of Arizona, 1997*
- Haas, Linda L., *Professor of Sociology, Adjunct Professor of Women's Studies, and Adjunct Professor of University College (1977); B.A., Indiana University, 1972; M.S., University of Wisconsin, 1973; Ph.D., 1977*
- Hamilton, Jaime L*., Visiting Lecturer of Communication Studies and Director of the IUPUI Speech and Debate Program (2008); B.S., Central Missouri State University, 2001, M.A., 2004*
- Harris, Robert B., *Professor of Economics and Director of the Center for Economic Education (1981); B.A., The Ohio State University, 1968; M.A., 1970; Ph.D., 1979*
- Hatcher, Julie Adele*, Associate Professor of Philanthropic Studies (2010); B.S., Indiana University (1975); M.S., (1988); Ph.D., (2008)*
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- Henriksen, Sharon, *Lecturer in English (2002), B.S., Ball State University, 1990; M.A., 1999*
- Henry Anthony, Ronda Carter, *Associate Professor of English, Associate Professor of Africana Studies, and Public Scholar of African American and Undergraduate Research (2007); B.A., DePauw University, 1990; M.A., Loyola University, 2004; Ph.D., 2005*
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- Hossler, Donald, *Professor of Education (IUB), Adjunct Professor of Philanthropic Studies (IUPUI) (1985); B.A., California Lutheran College, 1971; Ph.D., Claremont Graduate School, 1979*
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- Hyatt, Susan B., *Associate Professor of Anthropology (2005); B.A., Grinnell College, 1976; M.A., University of Michigan, 1980; Ph.D., University of Massachusetts, 1996*
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- Labode, Modupe, *Assistant Professor of History, Adjunct Assistant Professor of Museum Studies, Adjunct Assistant Professor of Africana Studies, and Public Scholar of African American History and Museums (2007); B.S., Iowa State University, 1988; D.Phil., Oxford University, 1992*
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- Leech, Tamara G.J., *Assistant Professor of Sociology (2008); B.A., Princeton University, 2000, M.A., The University of Michigan, 2002, Ph.D., 2006*
- Lindseth, Erik, *Senior Lecturer in History and Adjunct Senior Lecturer in Library and Information Science (1990); B.A., Wabash College, 1983; M.L.S., IUPUI, 1999; Ph.D., Edinburgh University, 1992*
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- Littlefield, Marci, *Assistant Professor in Sociology (2005); B.A., Oberlin College, 1989; M.P.A., University of Texas, 1994; Ph.D., 2003*
- Lovejoy, Kim Brian, *Associate Professor of English (1987); B.A., St. Michael's College, 1974; M.A., Purdue University, 1976; Ph.D., University of Missouri, 1987*
- Luzar, E. Jane*, Founding Dean of the Honors College, IUPUI and Professor of Natural Resource Economics (2009); B.A., University of Oregon, 1975, M.S., University of Kentucky, 1982, Ph.D., Virginia Polytech Institute and State University, 1986*

- Lyons, Timothy D., *Associate Professor of Philosophy (2002); B.A., University of Colorado, 1997; Ph.D., University of Melbourne, 2002*
- Marvin, Thomas, *Associate Professor of English and Adjunct Associate Professor of American Studies, Director of the Masarachia Scholars(1992); B.A., McGill University, 1982; M.A., University of Virginia, 1983; Ph.D., University of Massachusetts, 1993*
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- Meslin, Eric M., *Professor of Medicine, Professor of Philosophy, Professor of Philanthropic Studies, Professor of Medical and Molecular Genetics, Director of the Indiana University Center for Bioethics, and Assistant Dean for Bioethics (2001); B.A., York University, 1983; M.A., Georgetown University/Kennedy Institute of Ethics, 1985; Ph.D., 1989*
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- Morgan, Anita, *Senior Lecturer in History (1997); B.S., Purdue University, 1978; M.S., 1984; M.A., 1992; Ph.D., 1997*
- Morrison, Gwendolyn, *Professor of Economics and Research Scientist for the Regenstrief Institute Inc. at Indiana University School of Medicine (2001); B.A., McMaster University, 1987; B.A., 1989; M.Sc., University of London, 1990; Ph.D., University of York, 1996*
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- Osili, Una O., *Associate Professor of Economics and Associate Professor of Philanthropic Studies (1999), A.B., Harvard and Radcliffe Colleges, 1994; M.A., Northwestern University, 1995; Ph.D., 1998*
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- Pegg, Scott, *Associate Professor of Political Science and Director of International Studies (2001); B.A., University of Richmond, 1987; M.Sc., London School of Economics, 1991; Ph.D., University of British Columbia, 1997*
- Petronio, Sandra, *Associate to the Chancellor, Professor of Communication Studies, Adjunct Professor of Medicine, and Adjunct Professor of Informatics (2003), B.A., State University of New York, 1973; M.A., University of Michigan, 1977; Ph.D., 1979*
- Pfeifer, David, E., *Director of the Institute for American Thought and Senior Lecturer in Philosophy (2005); B.A., North Park College, 1964, M.A., University of Illinois, 1966, Ph.D., 1971*
- Pike, Lynn, Professor of Sociology (2006); *B.S., State University of New York, 1973; M.E.D., University of Arizona, 1978; Ph.D., The Ohio State University, 1983*
- Polites, Michael J., *Lecturer in Communication Studies (2004); B.S., Ball State University, 1996; M.A., Ball State University, 2003*
- Potts, T. G., *Lecturer in Communication Studies (2003); B.A., Miami University, 1992; M.A., University of Dayton, 1994*
- Powell, James, *Senior Lecturer in English (1982); B.A., Purdue University, 1972; M.F.A., Bowling Green State University, 1976*
- Rangazas, Peter C., *Professor of Economics (1989); B.S., Plattsburgh State University, 1978; Ph.D., Indiana University, 1983*
- Rebein, Robert, *Associate Professor of English (1998); B.A., University of Kansas, 1988; M.A., Exeter University, 1990; Ph.D., State University of New York, 1995; M.F.A., Washington University, 1997*

- Reyes, Charles, *Lecturer in Communication Studies (2001); B.A., New Mexico State University, 1997; M.A., 2001*
- Rhodes, Nancy, *Associate Professor of Communication Studies (2008); B.A., University of Vermont and State Agriculture College, 1982, M.S., Texas A & M University, 1986, Ph.D., 1991*
- Robbins, Kevin C., *Associate Professor of History and Adjunct Associate Professor of Philanthropic Studies (1991); B.A., Reed College, 1981; M.A., University of Pennsylvania, 1985; Ph.D., Johns Hopkins University, 1991*
- Robertson, Nancy Marie, *Associate Professor of History, Adjunct Associate Professor of Philanthropic Studies, Adjunct Associate Professor of Women's Studies, and Adjunct Associate Professor of American Studies, and Director of the Women's Studies Program (1999); A.B., Mount Holyoke College, 1978; M.A., New York University, 1984; Ph.D., 1997*
- Rogers, Victoria, *Lecturer in Philosophy (2004); B.S., California State Polytechnic University 1979; M.U.R.P., 1989; M.A., California State University, 1999; Ph.D., University of Southern California, 2004*
- Rooney, Patrick, *Professor of Economics, Adjunct Professor of Philanthropic Studies, and Executive Director and Chief Operating Officer for the Center on Philanthropy, (1987); B.A., University of Notre Dame, 1980; M.A., 1985; Ph.D., 1987*
- Rossing, Jonathan Paul, *Assistant Professor of Communication Studies (2011); B.A. and B.S., University of Texas at Austin (2000); M.S., Indiana University (2004); Ph.D., (2010)*
- Royalty, Anne B., *Associate Professor of Economics, Adjunct Associate Professor of Philanthropic Studies and Director of Graduate Studies in Economics (1999); B.A., University of North Carolina, 1983; Ph.D., Yale University, 1993*
- Russell, Steven, *Professor of Economics (1993); B.A., University of Minnesota, 1981; B.S., 1981; Ph.D., 1989*
- Saak, Eric, *Associate Professor of History and Director of Undergraduate Studies in History (2004); B.A., University of California, 1985; Ph.D., University of Arizona, 1993*
- Sabol, David, *Senior Lecturer in English and Adjunct Senior Lecturer of University College (2001); B.S., Butler University, 1989; M.A., 1994*
- Sandwina, Ronald M., *Senior Lecturer in Communication Studies (1992); B.A., San Diego University, 1985; M.A., 1987; Ph.D., Purdue University, 2003*
- Scarpino, Philip V., *Professor of History, Adjunct Professor of Museum Studies, and Director of the Graduate Programs in Public History (1986); B.A., University of Montana, 1971; M.A., University of Missouri, 1975; Ph.D., 1983*
- Schneider, William H., *Baker-Ort Chair in International Health Care Philanthropy, Professor of History, Adjunct Professor of Philanthropic Studies, Adjunct Professor of Medical and Molecular Genetics, and Director of Health Studies and Medical Humanities (1989); B.A., Stanford University, 1967; M.A., Duquesne University, 1970; Ph.D., University of Pennsylvania, 1976*
- Schultz, Jane E., *Professor of English, Adjunct Professor of Women's Studies, and Adjunct Professor of American Studies (1988); B.A., Stanford University, 1976; M.A., University of Michigan, 1979; Ph.D., 1988*
- Schuvaks-Katz, Daniela, *Lecturer in (Spanish) World Languages and Cultures (2007); B.A., Montclair State University, 1991; M.A., Arizona State University, 1994*
- Seybold, Peter J., *Associate Professor of Sociology and Academic Curriculum Specialist for University College (2001); B.A., University of Bridgeport, 1972; M.A., State University of New York, 1974; Ph.D., 1978*
- Shaker, Genevieve G., *Assistant Professor of Philanthropic Studies (2011); B.A., Minnesota State University (1997); M.A., Indiana University (1998); Ph.D., (2008)*
- Sheeler, Ian Allen, *Lecturer in Communication Studies (1994); B.S., Ball State University, 1986; M.S., Ball State University, 1991; M.S., Ball State University, 1995*
- Sheeler, Kristina Kay Horn, *Associate Professor of Communication Studies and Adjunct Associate Professor of Women's Studies (2000), B.S., Ball State University, 1987; M.A., 1989; Ph.D., Indiana University, 2000*
- Shepherd, Susan C., *Associate Professor of English, Adjunct Associate Professor of Anthropology, and Adjunct Associate Professor of Women's Studies (1988); B.A., The Ohio State University, 1975; M.A., Stanford University, 1978; Ph.D., 1981*
- Shrum, Rebecca, *Assistant Professor of History (2011); B.A., University of South Carolina Honors College (1993); M.A., University of South Carolina (2001); Ph.D., (2007)*
- Smith IV, Frank M., *Lecturer in English (English for Academic Purposes Program) (2007); B.A., Georgia State University, 1998, M.A., 2000*
- Snodgrass, Michael, *Associate Professor of History (2000); B.A., University of Iowa, 1987; M.A., University of Texas, 1993; Ph.D., 1998*
- Stamper, Suzan, *Lecturer in English (English for Academic Purposes) (2005); B.S., Ball State University, 1982; M.A., 1983*
- Steinberg, Richard, *Professor of Economics, Adjunct Professor of Philanthropic Studies, and Adjunct Professor of Public and Environmental Affairs (1991); S.B., Massachusetts Institute of Technology, 1977; Ph.D., University of Pennsylvania, 1984*
- Stenzoski, J. J., *Lecturer in English (1999); B.A., U.S. Naval Academy, 1980; M.S., U.S. Naval Postgraduate School, 1992*
- Strong, David A., *Lecturer in Sociology (1999); B.A., University of Minnesota, 1992; M.A., Indiana University, 1994*
- Sumner, Jasper, *Lecturer in Political Science (2001); B.A., Indiana University, 1999; M.A., University of Oklahoma, 2004*
- Tezanos-Pinto, Rosa, *Associate Professor of (Spanish) World Languages and Cultures (2006); B.A., University of Miami, 1978; M.A., 1994; Ph.D. 2003*
- Thedwall, Kate, *Senior Lecturer in Communication Studies, Adjunct Senior Lecturer in University College, and Director of the Gateway to Graduation*

Program (1990); B.S., Mansfield State College, 1974; M.A., University of Scranton, 1987

- Thorington-Springer, Jennifer, *Assistant Professor of English, Adjunct Assistant Professor of Women's Studies, and Adjunct Assistant Professor of Africana Studies (2001); B.A., Westfield State College, 1994; M.A., University of Miami, 1998; Ph.D., 2001*
- Thuesen, Peter J., *Chair and Professor of Religious Studies and Adjunct Professor of American Studies (2004); B.A., University of North Carolina at Chaptel Hill, 1993; M.A., Princeton University, 1995; Ph.D., 1998*
- Tilley, John J., *Chair and Professor of Philosophy (1988); B.S., U.S. Military Academy (West Point), 1975; M.A., University of Georgia, 1983; Ph.D., University of Wisconsin, 1988*
- Touponce, William F., *Professor of English, Adjunct Professor of American Studies, Director of the Center for Ray Bradbury Studies, and Director of the Graduate Professional Editing Program (1985); B.A., Hampshire College, 1974; M.A., University of Massachusetts, 1977; Ph.D., 1981*
- Towfighi, Shah, *Lecturer in Economics (2004); B.S., Indiana University, 1975; M.A., 1985*
- *Tucker Edmonds, Joseph Lennis, Acting Assistant Professor of Religious Studies and Africana Studies (2011);*
- Upton, Thomas A., *Chair and Professor of English and Adjunct Professor of Education(1998); B.A., Wheaton College, 1983; M.A., 1985; M.A., University of Minnesota, 1989; Ph.D., 1993*
- Van Wyke, Ben, *Assistant Professor of (Spanish) World Languages and Cultures (2008); B.A., Calvin College, 1999; M.A., State Universty of New York, 2005; Ph.D., Binghamton University, 2009*
- Vargus, Brian S., *Professor of Political Science and Adjunct Professor of Communication Studies (1975); B.A., University of California, 1961; M.A., 1963; Ph.D., Indiana University, 1969*
- Wallace, Scott D*., Lecturer in Political Science (2008); B.A., Wabash College, 2001; M.A., University of Illinois, 2006*
- Wang, Jing*, Assistant Professor of (Chinese) World Languages and Cultures (2008); B.A., Harbin Institute of Technology, 1990; M.A., Shanghai Hiao Tong University, 1993; Ph.D., Florida State University, 2003*
- Ward, Richard E, *Associate Dean for Student Affairs in the Indiana University School of Liberal Arts, Professor of Anthropology, Adjunct Professor of Anthropology (IUB), Professor of Oral Facial Genetics, and Adjunct Professor of University College (1985); B.A., University of North Colorado, 1972; M.A., University of Colorado, 1976; Ph.D., 1980*
- Weeden, Scott, *Senior Lecturer in English (2001); B.A., New Yourk University, 1979; M.A., University of Iowa, 1988; Ph.D., Illinois State University, 1998*
- Weiden, David, *Assistant Professor of Political Science and Director of Paralegal Studies Program (2007); B.A., University of Colorado, 1989' J.D., University of Denver, 1992*
- Wheeler, Rachel, *Associate Professor of Religious Studies and Adjunct Associate Professor of American Studies (2004); B.A., Carleton College, 1991; M.A., Yale University, 1993; M.Phil., 1995; Ph.D., 1998*
- Whitchurch, Gail Grainne, *Associate Professor of Communication Studies, Adjunct Associate Professor of Sociology, and Adjunct Associate Professor of International Studies (1993); B.A., University of Minnesota, 1974; M.A., 1981; Ph.D, University of Delaware, 1989*
- White, Robert W., *Professor of Sociology, Adjunct Professor of Philanthropic Studies, and Adjunct Professor of Women's Studies and Director of the Motorsports Studies Program (1990); B.A., Indiana University, 1980; M.A., 1982; Ph.D., 1987*
- White-Mills, Kim, *Chair and Associate Professor of Communication Studies (1998); B.S., Indiana State University, 1981; M.A., 1983; Ph.D., The Ohio State University, 1987*
- Wilhelm, Mark O., *Professor of Economics (1998); B.S.E.E., Johns Hopkins University, 1979; M.S.E., University of Michigan, 1980; Ph.D., New York University, 1990*
- Williams, Anne C., *Senior Lecturer in English (1983); B.A., Butler University, 1970; M.S., Indiana University, 1976*
- Williams, Colin J., *Professor of Sociology (1969); B.S., London School of Economics, 1963; M.A., University of British Columbia, 1966; Ph.D., Rutgers University, 1970*
- Williams, Marjorie, *Lecturer in Anthropology (2004); B.A., University of Wisconsin 1983; M.A., Indiana University, 2001*
- Wilson, Jeffrey S., *Chair and Associate Professor of Geography, Adjunct Associate Professor of the Earth Sciences, and Adjunct Associate Professor of Geography (IUB) (1998); B.S., California University of Pennsylvania (1991); M.S., 1994; Ph.D. Indiana State University, 1998*
- Wilson, Jeremy J*., Assistant Professor of Anthropology (2010); B.S., Iowa State University (2001); M.A., Binghamton Univerity, SUNY (2004); Ph.D., (2010)*
- Wininger, Melvin, *Senior Lecturer in English (1989), B.A., Bob Jones University, 1979; M.A., Clemson University, 1986, M.A., Indiana University, 1990*
- Witkowski, Gregory*, Associate Professor of Philanthropic Studies (2011); B.A., College of the Holy Cross (1993); M.A., University of Buffalo, SUNY (1998); Ph.D., (2003)*
- Wittberg, Patricia Ann, *Professor of Sociology and Adjunct Professor of Women's Studies (1990); B.A., College of Mount St. Joseph, 1970; M.A., University of Chicago, 1978; Ph.D., 1982*
- Wokeck, Marianne S., *Associate Dean for Academic Affairs of the Indiana University School of Liberal Arts, Chancellor's Professor of History, Adjunct Professor of American Studies, Adjunct Professor of Women's Studies, Adjunct Professor of New Media, Adjunct Professor of University College, Faculty Fellow for the Max Kade German-American Center, and Editor and Director of the Santayana Edition (1991); Staatsexamen, Hamburg University, Germany, 1973; Ph.D., Temple University, 1982*
- Wood, Elizabeth J., *Assistant Professor of Museum Studies and Assistant Professor of Education (2005);*

B.A. Macalester College, 1993; M.Ed., University of Minnesota, 2001; Ph.D., University of Minnesota, 2005

- Wu, Jisong*, Assistant Professor of Economics (2009); B.E., Hoazhong University of Science and Technology, Ph.D. Vanderbilt University, 2009*
- Yonogi, Reiko, *Associate Professor of (East Asian Languages) World Languages and Cultures (1990); B.A., Aoyama Gakuin University, 1963; M.L.S., University of California, 1975; M.A., 1978; Ph.D., University of Illinois, 1989*
- Zhang, Xin, *Associate Professor of History (1993); East China Teacher's University, 1982; M.A., University of Chicago, 1986; Ph.D., 1991*
- Zhang, Ye, *Assistant Professor of Economics (2007); B.A., Fudan University, 2000; M.A., University of Maryland, 2003; Ph.D., 2007*
- Zimmerman, Larry S., *Professor of Anthropology, Professor of Museum Studies, and Public Scholar of Native American Representation (2004); B.A., University of Iowa, 1969; M.A., 1971; Ph.D., University of Kansas, 1976*
- Zulaica Hernandez, Iker*, Assistant Professor of World Languages and Cultures (2011);*

Faculty Emeriti

- Baker, Clayton, Associate Professor Emeritus of Spanish (1965-1992)
- Baker, Constance M., Professor Emerita of Philanthropic Studies and Professor Emerita of Nursing (1988-2006)
- Barger, W. Kenneth, Professor Emeritus of Anthropology (1977-2005)
- Barlow, John D., Dean Emeritus of the School of Liberal Arts (1988-1998) and Professor Emeritus of English and Professor Emeritus of German (1967-1998)
- Beaudry, James G., Assistant Professor Emeritus of French (1976-1995)
- Beck, Dorothy L., Professor Emerita of Communication Studies (1968-2000)
- Blasingham, Mary V., Assistant Professor Emerita of English (1965-1986)
- Bogar, Bernerd, Professor Emeritus of Economics (1966-1996)
- Bourke, Leon H., Professor Emeritus of French (1970-1990)
- Brock, Marian S., Associate Professor Emerita of English (1966-1991)
- Buhner, John C., Professor Emeritus of Political Science (1948-1984)
- Burns, David G., Associate Professor Emeritus of Communication Studies (1965-1990)
- Byrne, Edmund, Professor Emeritus of Philosophy (1969-1998)
- Casebeer, Edwin P., Professor Emeritus of English (1963-1997)
- Cherry, C. Conrad, Distinguished Professor Emeritus of Religious Studies (1988-2001)
- Cooper, Sheila, Associate Professor Emerita of History (1991-2000)
- Curtis, Richard K., Professor Emeritus of Communication Studies (1969-1993)
- Cutler, Kenneth, Associate Professor Emeritus of History (1972-2002)
- Dauner, M. Louise, Professor Emerita of English (1963-1977)
- Dial, Donna Kay, Associate Professor Emerita of Economics (1969-1997)
- Dick, Robert, Professor Emeritus of Communication Studies (1975-2002)
- Donchin, Anne, Professor Emerita of Philosophy (1982-2001)
- East, James R., Dean Emeritus of Weekend College and Professor Emeritus of Communication Studies (1967-1996)
- Fisch, Max, Adjunct Professor Emeritus of Philosophy (1975-1991)
- Ford, David A., Professor Emeritus of Sociology (1976-2009)
- Fredland, Richard A., Professor Emeritus of Political Science (1970-2001)
- French, Warren G., Professor Emeritus of English (1970-1986)
- Friedman, Bernard, Professor Emeritus of History (1961-1989)
- Frye, Robert, Associate Professor Emeritus of Philosophy (1956-1988)
- Gray, Ralph D., Professor Emeritus of History (1964-1997)
- Hamilton, Sharon J., Professor Emerita of English (1987-2008)
- Houser, Nathan R., Professor Emeritus of Philosophy (1983-2009)
- Hoyt, Giles R., Professor Emeritus of (German) World Languages and Cultures (1976-2008)
- Jackson, Barbara Dale, Professor Emerita of Anthropology (1974-2007)
- Jessner, Sabine, Associate Professor Emerita of History (1968-1988)
- Juillerat, Monte E., Professor Emeritus of Economics (1966-1994)
- Kinzer, Donald L., Professor Emeritus of History (1966-1983)
- Kirch, Robert Voss, Professor Emeritus of Political Science
- Kirk, Robert, Professor Emeritus of Economics (1972-2001)
- Koo, Shou-Eng, Professor Emeritus of Economics (1967-1987)
- Lampert, Laurence A., Professor Emeritus of Philosophy (1970-2005)
- Langsam, Miriam Z., Professor Emerita of History (1964-2003)
- Libby, Justin, Associate Professor Emeritus of History (1969-2002)
- McGeever, Patrick, Professor Emeritus of Political Science (1971-2001)
- Mena, Lucilia Ines, Associate Professor Emerita of World Languages and Cultures
- Mullen, E. Theodore, Professor Emeritus of Religious Studies (1978-2012)
- Nagy, Paul, Professor Emeritus of Philosophy and Professor Emeritus of American Studies (1968-2001)

- Oukada, Larbi, Professor Emeritus of World Languages and Cultures (1984-2011)
- Payton, Robert, Professor Emeritus of Philanthropic Studies (1988-1998)
- Peterson, Ursula Niklas, Associate Professor Emerita of Philosophy (1981-2012)
- Plater, William M., Professor Emeritus of English (1983-2010)
- Plotinsky, Melvin L., Associate Professor Emeritus of English and American Studies (1986-1997)
- Rea, Mary Louise, Professor Emerita of English (1946-1985)
- Rhome, Frances Dodson, Professor Emerita of English (1969-1986)
- Rieberg, Rufus, Professor Emeritus of English
- Riesterer, Berthold, Associate Professor Emeritus of History (1967-1999)
- Sachs, Stephen, Professor Emeritus of Political Science (1966-2002)
- Scherle, Phyllis, Assistant Professor Emerita of English (1962-1993)
- Schwartz, Helen J., Assistant Professor Emerita of English (1987-2007)
- Sehlinger, Peter, Professor Emeritus of History (1969-1999)
- Seldon, Mary Elizabeth, Professor Emerita of History (1949-1981)
- Shipps, Jan B., Professor Emerita of History (1973-1994)
- Spechler, Martin C., Professor Emeritus of Economics (1985-2011)
- Sutton Jr, Robert F., Professor Emeritus of World Languages and Cultures (1988-2011)
- Turner, Richard Charles, Professor Emeritus of English (1970-2009)
- Wagner, B. Bruce, Associate Professor Emeritus of Communication Studies (1963-1998)
- Wallihan, James, Professor Emeritus of Political Science and Professor Emeritus of Labor Studies (1974-2005)
- Webb, J. Edgar, Professor Emeritus of Communication Studies (1966-1993)
- Wilkins, Harriet, Associate Professor Emerita of English (1983-2003)
- Winslow, Charles H., Associate Professor Emeritus of Political Science (1967-1999)

Faculty-test

New page test

Courses

Africana Studies (AFRO)

AFRO-A 106 Perspectives from the African American Diaspora (1-3 cr.) This course is a study of selected topics or issues in Afro-American/African Diaspora Studies usually coordinated with symposia and/or conferences sponsored by the AADS Program. This course will expose students to current trends in research techniques, new research, allow them to interact with nationally and internationally known scholars and leaders in the area of AAADS. PUL=1A

AFRO-A 140 Introduction to African American and African Diaspora Studies (3 cr.) Introduction to the theory, method, and content of African American and African Diaspora Studies. Examines the social, political, cultural, and economic experiences of people comprising the African Diaspora. Utilizes an interdisciplinary approach and conceptual, theoretical, and analytical frameworks to illustrate the interconnectedness of black peoples experiences and the importance of studying AAADS as a field of scholarly inquiry. PUL=1A

AFRO-A 150 Survey of the Culture of Black Americans (3 cr.) An introduction to the traditions, life, and experiences of Africans in the United States. The course utilizes learning resources from a variety of disciplines, including history, literature, and the social sciences. PUL=1A

AFRO-A 152 Introduction to African Studies (3 cr.) This course provides students with an interdisciplinary, introductory perspective on African continuities and changes. The course will focus on contemporary African societies while considering the lessons learned through the vestiges of slavery, colonization, aparteid and liberation struggles on the continent. PUL=1A

AFRO-A 200 Research in African American and African Diaspora Studies (3 cr.) Introduce students to basic tools, techniques and processes of scholarly research in African American and African Diaspora Studies. Students learn and apply technology as it pertains to research, address ethical issues, gain an understanding of basic statistical techniques in research and gain proficiency in reading, writing, understanding, and critiquing research articles, abstracts, and proposals. PUL=1C

AFRO-A 202 The West and the African Diaspora (3 cr.) An introduction to Western Europe's and America's perception of Africa and Africans. Emphasis is on the image of Africans and their New World descendants, as constructed by European and American intellectuals. PUL=1A

AFRO-A 249 Afro-American Autobiography (3 cr.) A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America. PUL=1A

AFRO-A 255 The Black Church in America (3 cr.) History of the black church from slavery to the present emphasis on the church's role as a black social institution, its religious attitudes as expressed in songs and sermons, and its political activities as exemplified in the minister-politician. PUL=5

AFRO-A 303 Topics in African American and African Diaspora Studies (1-3 cr.) Study of selected topics or issues in Afro-American studies occasionally, but not always, coordinated with symposia and/or conferences sponsored by the AAADS Program. PUL=1A

AFRO-A 306 Globalization, Struggle, and Empowerment in the African Diaspora (3 cr.) Examines the shared cultural, political, social, and intellectual responses to the transoceanic experiences of African diasporic populations. Utilizes interdisciplinary tools and perspectives to understand the impact of colonialism, imperialism, and globalization on African populations of the United States, Canada, Great

Britain, and selected Western European nations during the modern era. PUL=5

AFRO-A 352 Afro-American Art II: Afro-American Artists (3 cr.) A survey of the artistic traditions of the Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists. PUL=1A

AFRO-A 355 African American History I (3 cr.) A study of the history of African Americans in the United States. Includes the role African-American culture has played in the development of the American nation, Slavery, Abolitionism, Reconstruction and the post-Reconstruction to 1900. PUL=2

AFRO-A 356 African American History II (3 cr.) This course will explore each of the major historical events and Black leaders of those times and their influence on the social and political advancement of African Americans from 1900 to the present. PUL=2

AFRO-A 369 The African American Experience (3 cr.) This integrator course introduces students to the methodological and analytical tools needed to understand the historical background, contemporary challenges, and current policy debates about issues confronting the African American community, such as credit market discrimination, affirmative action, and reparations. A chief goal of the course is to expose students to broad themes in African American history, while also providing them with the necessary interdisciplinary tools—both qualitative and quantitative—to analyze contemporary economic problems and prospects. PUL=1A

AFRO-A 402 Seminar in African American and African Diaspora Studies (3 cr.) Senior capstone course in African American and African Diaspora Studies. Involves intensive discussion of selected themes/topics related to AAADS. Students are expected to engage in in-depth library and/or field research to apply diasporic theory concepts and analysis to real life, peoples, events, and/or issues impacting people of African descent. PUL=4

AFRO-A 440 History of the Education of Black Americans (3 cr.) This course focuses on the education of Black Americans and its relationship to the Afro-American experience. Trends and patterns in the education of Black Americans as such relate to the notions of education for whom and for what. PUL=4

AFRO-A 495 Individual Readings in African American and African Diaspora Studies (1-3 cr.) By arrangement with instructor. Investigation of topics of special interest to students that are not covered in the regular program curriculum or that students wish to pursue in greater detail. May be repeated once for credit. PUL=3

AFRO-A 569 The African American Experience (3 cr.) This course introduces graduate students to the methodological and analytical tools needed to understand the historical background, contemporary challenges, and current policy debates about issues confronting the African American community, such as credit market discrimination, affirmative action, and reparations. A chief goal of the course is to expose students to broad themes in African American history, while also providing them with the necessary interdisciplinary tools—both qualitative and quantitative—to analyze contemporary economic problems and prospects.

AFRO-E 310 Culture of Africa (3 cr.) A basic ethnographic survey of African cultures, with attention to social groupings, tribalism, religion, language social change, and the ecological relationship between humans and nature. PUL=1A

American Sign Language (ASL)

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. PUL=1A

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. PUL=1A

ASL-A 211 Second Year American Sign Language I (5 cr.) First course in the second year sequence of language courses designed for students who have completed A131 and A132. Emphasis is on expansion of grammar, syntax, sentence structure, and vocabulary development, as well as continuation of Deaf Culture studies. PUL=1

ASL-A 212 Second Year American Sign Language II (5 cr.) Second course in the second year sequence of language courses designed for students who have completed A211. Emphasis is on the narrative, receptive, and expressive skill development and continuation of Deaf Culture studies. PUL=1A

ASL-A 215 Advanced Fingerspell & Numbers in ASL (3 cr.) An advanced class in expressive and receptive fingerspelling and in the numbering systems of American Sign Language. Emphasis is on clarity and accuracy through intensive practice in comprehension and production.

ASL-A 219 Deaf Community History & Culture (3 cr.) Students are introduced to American Deaf culture and components of the American Deaf community including history, norms, rules of social interactions, values, traditions, and dynamics. Educational, social and political factors unique to the Deaf community will be explored, as well as community organizations, the impact of technology, and emerging issues/trends.

ASL-A 311 Third Year American Sign Language I (5 cr.) First course in the third year sequence of language courses designed for students who have completed A211 and A212. Emphasis is on expansion of grammar, syntax, sentence structure, and vocabulary development. PUL=1

ASL-A 312 Third Year American Sign Language II (5 cr.) Second course in the third year sequence of language courses designed for students who have completed A311. Emphasis is on the narrative, receptive, and expressive skill development. PUL=1A

ASL-A 321 Linguistics of American Sign Language (3 cr.) Students will learn to analyze ASL linguistically, exploring the building blocks of ASL: phonemic analysis, phonology, morphology, syntax, and semantics. The application of these concepts to a visual language will be the focus of the course.

ASL-I 301 Introduction to Interpreting (3 cr.) Provides an overview of the field of ASL/English interpreting. Emphasis is on exploring a progression of philosophical frames in the development of the profession; exploring models of the

interpreting process and identifying requisite responsibilities, skills, and aptitudes for interpreters. PUL=5

ASL-I 303 American Sign Language for Interpreters (3 cr.) This course is designed for student interpreters to continue improving their fluency in American Sign Language (ASL). Emphasis is on the ability to compose and produce a variety of discourse genres in ASL, such as narratives, explanations, descriptions, expository talks, procedural talk, and others. There is an equal emphasis on comprehension of, and response to, the same discourse types. Students will begin to focus on features of language such as prosody, discourse markers, rhythm, accents, variations, cohesive devices, involvement strategies, and others. PUL=5

ASL-I 361 Basic Interpreting Skills (3 cr.) P: Director's permission. This is the first course in the professional skills preparation for interpreting. Students begin by analyzing texts for purpose, audience, linguistic features, and discourse structure. Students are taught discourse mapping and retelling texts in the same language. As students learn to analyze, they also learn how to evaluate adequate renditions. PUL=5

ASL-I 363 Interpreting Community Texts: Consecutive (3 cr.) P: Director's permission. This is the second interpreting course that prepares students for the analytical skills needed to interpret. In this course, students continue their practice with inter-lingual mapping exercises. The greatest change is from an unlimited to a limited time for preparation and production of texts. PUL=4; RISE=S

ASL-I 365 Interpreting Community Texts: Simultaneous (3 cr.) P: Director's permission. This is the third and final course to prepare student to do simultaneous interpreting. In this course, students continue with mapping exercises, working towards interpreting unfamiliar texts, and evaluating interpretations. The greatest challenge is eliminating pausing. PUL=4;

ASL-I 405 Practicum (3 cr.) An extensive practicum experience. Students will be placed at sites to experience several interpreting settings during the 15-week course. Students will be required to maintain a journal of their experiences and to meet with onsite practicum mentors and program faculty regularly throughout the course. PUL=3; RISE=S

ASL-I 407 Professional Seminar (3 cr.) This course provides for advanced level interpreting students to safely discuss practical work experiences, ethical decision making and professional communication. Students will engage in self-reflection activities and discussions that will lead them to a better understanding of the complex world of ASL/English interpreting.

ASL-L 340 Discourse Analysis: English (3 cr.) This course focuses on the analysis of language use in different genres of spoken English so that interpreting students become explicitly aware of everyday language. Students collect, transcribe, and analyze features of conversations, lectures, explanations, interviews, descriptions, and other types of speech genres while reading and discussing theoretical notions underlying language use in English. PUL=2

ASL-L 342 Disclosure Analysis: ASL (3 cr.) This course continues the introduction to discourse analysis, focusing on discourse in American Sign Language (ASL). Topics will include general discourse issues such as approaches to analysis, natural data analysis, technology for research in signed languages, and topics specific to ASL, including transcription in ASL, use of space and spatial mapping, involvement strategies, discourse structures and genres, cohesion and coherence, framing, and interaction strategies. One ongoing issue throughout the course will be the relevance to interpreting. PUL=2

American Studies

AMST-A 103 Topics in American Studies (1-3 cr.) Interdisciplinary consideration of various American studies topics sometimes coordinated with symposia and/or conferences sponsored by the IUPUI Center for American Studies. A103 cannot be counted as credit toward an American studies minor. PUL=1A

AMST-A 301 The Question of American Identity (3 cr.) Is American culture unified or does it consist of a potpourri of more or less distinct cultures? Beginning with the 1600s but emphasizing the nineteenth and twentieth centuries, this course explores classic texts in American culture, seeking to locate the terms of American unity in the midst of obvious diversity. PUL=5

AMST-A 302 The Question of American Community (3 cr.) What are the varieties and forms of American social life? This course will explore the manner in which Americans, from Puritan times through the later decades of the twentieth century, have structured and experienced social life in rural, urban, and suburban settings. PUL=5; RISE=E

AMST-A 303 Topics in American Studies (1-3 cr.) Interdisciplinary consideration of various American studies topics. PUL=5; RISE=E

AMST-A 304 The Transformation of America 1960–1980 (3 cr.) America in the years from John F. Kennedy to Ronald Reagan. An examination of such topics as the myth of Camelot, the civil rights movement and the subsequent black uprising, Vietnam and its aftermath, the rise of counterculture, campus unrest and the student movement, the road to Watergate and the retreat into narcissism, the pervasive influence of television, and the rise of neo-conservatism. Also, consideration of the literature: modernism and fabulism in fiction, social and cultural criticism, and the new journalism in nonfiction. PUL=5

AMST-A 497 Overseas Study, Derby, UK (1-4 cr.) Students participating in the exchange program with the University of Derby, UK, must register for sections of this course to receive credit for their work at the partner institution. The title of the course taken at Derby will appear on the student's transcript under this course number. Consent of instructor required. PUL=5; RISE=I

AMST-A 499 Senior Tutorial in American Studies (3 cr.) This course provides students with the opportunity to pursue particular interests in American studies on topics of their choices and to work in a tutorial relationship with an American studies faculty member. In this course of directed study, students will be required to produce research projects for filing in the library. PUL=5

AMST-B 497 Overseas Study, Newcastle, UK (1-5 cr.) Students participating in the exchange program with the Newcastle University, UK, must register for sections of this course to receive credit for their work at the partner

institution. The title of the course taken at Newcastle will appear on the student's transcript under this course number. Consent of instructor required. PUL=5; RISE=I

AMST-G 753 Independent Study (3 cr.) Authorization required.

Anthropology (ANTH, FOLK, MSTD)

Advanced Courses

ANTH-A 337 African American Health Care (3 cr.) An anthropological perspective on the study of African American health beliefs and practices. This course examines the major theories for African American health as well as the relevant issues for understanding these health care practices in delivering health services. Local and national health care issues will be examined. PUL=2

ANTH-A 360 The Development of Anthropological Thought (3 cr.) An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures. PUL=4

ANTH-A 361 Applied Cultural Change (3 cr.) A survey of major concepts of cultural and social change, and an evaluation of different models of applied change. The course emphasizes both a sound understanding of change and its practical application in developmental change. PUL=3

ANTH-A 395 Field Experiences in Anthropology (1-3 cr.) P: permission of instructor. A supervised field experience in a selected area of anthropology. May not be repeated for more than 6 credit hours. PUL=3; RISE=E

ANTH-A 401 Cultural Resource Management (3 cr.) The concept of cultural resource management as a theoretical and functional tool to effect the conservation and protection of archaeological resources. Law, project review, site registration, and preservation strategies will be addressed. PUL=2,3,6

ANTH-A 412 Senior Project (3 cr.) An independent study course, taken toward the end of undergraduate studies in which students apply their anthropological expertise to projects that range from original research to applied work in the community. Students work on individual projects of their own design in consultation with faculty supervisors. Registration is by instructor authorization. PUL=3; RISE=R,E

ANTH-A 413 Senior Seminar (1 cr.) This course examines the present state of anthropology, strategies for career development, and issues involved in using and applying anthropology. Designed to be taken toward the end of undergraduate studies, usually in conjunction with the A412 Senior Project, this course is generally restricted to anthropology majors. Registration is by instructor authorization. PUL=3

ANTH-A 454 Human Ecology (3 cr.) A survey of the biological and cultural means by which humans adapt to their environment. This course emphasizes the unique nature of human adaptation, focusing on specific human groups and on the general processes of adaptation. PUL=5

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. PUL varies with topic.

ANTH-A 462 Truth & Reconciliation (3 cr.) This course provides students with the opportunity to review and analyze novel truth and reconciliatory trends from around the world, in particular: apologies and other symbolic gestures; reparations and compensation; memorials and museums; truth commisions; treaties and peach accords; musical, sporting, and artistic performances. PUL=2,5,6

ANTH-A 485 Topics in Applied Anthropology: (variable title) (1-3 cr.) An examination of a selected topic where the concepts, principles, and methods in anthropology are utilized to address a particular community or social issue. May not be repeated for more than 6 credit hours.

ANTH-B 301 Laboratory in Bioanthropology (3 cr.) Laboratory investigations of human skeletal biology, including age and sex determinations, bone pathologies, and forensic identification, human paleontological and primate observations. Variability in living populations, including anthropometry, blood grouping, and dermatogyphics. Emphasis on a biocultural perspective in applying methods and techniques of bioanthropology. PUL=1B,2

ANTH-B 370 Human Variation (3 cr.) Variation within and between human populations in morphology, gene frequencies, and behavior. Biological concepts of race, race classification, along with other taxonomic considerations, and evolutionary processes acting on humans in the past, present, and future. PUL=2

ANTH-B 371 The Anthropology of Human Nature (3 cr.) An examination of the foundations of human behavior as viewed from the biocultural and evolutionary perspective of anthropology. This course strives to provide the student with a rational middle ground in the nature/nurture debate by demonstrating that human behavior is innately plastic. PUL=2

ANTH-B 426 Human Osteology (3 cr.) This course provides an intensive introduction to the human skeleton emphasizing the identification of fragmentary skeletal remains. This knowledge forms the under-pinning for advanced study in forensic anthropology, paleo-anthropology, bio-anthropology and human osteology. Pathological conditions as well as bone growth and development will be studies. This course will consist of three hours of class per week, with both lecture and laboratory time given. You should anticipate at least 20 hours per week of independent laboratory time. There will be a series of practical quizzes, completion of exercises from a lab manual, compilation of an individual osteology notebook that contains class notes and drawings, and a final burial report. PUL=2,3

ANTH-B 466 The Primates (3 cr.) The study of our closest living relatives, the prosimians, monkeys, and apes, from the perspective of evolutionary and environmental influences on morphology and complex social behavior. PUL=2,4

ANTH-B 480 Human Growth and Development (3 cr.) The study of human growth and development from a biocultural perspective including the physical mechanisms, and social, cultural, and environmental factors that lead to normal growth and development throughout the human life cycle. Causal factors, patterns of expression, and methods of assessment are stressed. Also available for graduate credit. PUL=3

ANTH-E 300 Culture Areas and Ethnic Groups: (variable title) (1-3 cr.) An ethnographic survey of a selected culture area or ethnic group. May not be repeated for more than 6 credit hours. PUL=5

ANTH-E 310 Cultures of Africa (3 cr.) An ethnographic survey of culture areas and societies of sub-Saharan Africa. PUL=5

ANTH-E 316 Prehistory of North America (3 cr.) This course will introduce students to the cultural variety and complexity of prehistoric native North Americans. The course focuses on the various environmental adaptations, lifeways, social systems, and material culture that have been revealed through archaeological research. PUL=5,6

ANTH-E 320 Indians of North America (3 cr.) An ethnographic survey of native North American culture areas and ethnic groups. PUL=5

ANTH-E 326 Modern Greek Society (3 cr.) This course examines modern Greek life from an anthropological perspective. Recent Greek history, and the changing circumstances of both village and urban dwellers are explored. The complexity of cross-cultural understanding emerges as the various images that outsiders hold of modern Greece are compared to the realities of contemporary life there. PUL=5

ANTH-E 335 Ancient Civilizations of Mesoamerica (3 cr.) Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec and Mixtec. Emphasis on the social life, cultural achievements, religion, world view, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest. PUL=5

ANTH-E 336 African American Culture (3 cr.) This course provides an anthropological and comprehensive approach to the study of African American culture. It will focus on the ethnohistory, culture, politics, gender, language, health care, and values of African Americans. A secondary aim of this course is to examine the contemporary issues which affect the African American family. PUL=5

ANTH-E 354 Popular Culture (3 cr.) This course studies how traditional anthropological insight can analyze social and political complexities of contemporary popular cultural phenomena. Focuses on how anthropological subjects such as class, racism, and regionalism lurk within popular cultural phenomena including post-1950 music subcultures, civil religion, and consumer culture. PUL=2,3,5

ANTH-E 356 Cultures of the Pacific (3 cr.) This course examines the varied peoples and adaptations of the three main culture areas in the Pacific region (Micronesia, Polynesia, Melanesia) and explores such topics as male/female relations, sorcery, exchange, colonialism, and economic development. PUL=2,4,5

ANTH-E 380 Urban Anthropology (3 cr.) Anthropological perspectives on contemporary American cities. Topics to be covered include (among others): changes in the nature of cities from maufacturing sites to spaces for consumption and tourism; gentrification; racial and ethnic diversity in cities; urban social movements and new models for social services. PUL=5

ANTH-E 384 The African Diaspora (3 cr.) This course examines the cultural formation of the African Diaspora in the Americas. The course focuses specifically on the development of the African diasporic populations in the Caribbean, Central America and South America in comparative perspective. Students will develop a critical understanding of the African Diaspora as a geographical displacement, as an assemblage of cultural groups, and as a process of political identification. PUL=2,5

ANTH-E 391 Women in Developing Countries (3 cr.) This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women. PUL=1C

ANTH-E 402 Gender in Cross-Cultural Perspective (3 cr.) This course considers the meaning and social implications of gender in human society. Cultural definitions of ''male'' and ''female'' gender categories as well as associated behavioral and structural differentiation of gender roles will be analyzed using current anthropological concepts and theories. PUL=2,5

ANTH-E 403 Women of Color in the US (3 cr.) This course examines the concepts of race, and gender as inextricably tied analytical categories, and how they have structured the lives of African American, Latina, Native American and Asian American women, both US born and immigrant. Themes of oppression, identities and activism figure prominently throughout the course. PUL=2,5

ANTH-E 404 Field Methods in Ethnography (3 cr.) Introduction to the methods and techniques anthropologists use to study other peoples. Preparation of a research proposal, interviewing, and the use of life histories and case studies. PUL=3; RISE=S

ANTH-E 411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.) This course examines cultural patterns of production, exchange, and consumption, with an emphasis on non-Western societies and how these factors influence economic development in the Third World. PUL=1C

ANTH-E 421 The Anthropology of Aging (3 cr.) This course explores age and the aging process cross-culturally by looking at the specific cultural context in which individuals age and by analyzing similarities and differences across cultures. PUL=1C

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health. Also available for graduate credit. PUL=3,4,5

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. PUL=2,3,5

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. PUL=2,5

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. PUL=3

ANTH-L 300 Language and Culture (3 cr.) This course explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Topics to be discussed include linguistic relativity (the Sapir-Whorf Hypothesis), ethnographies of communication, interview techniques, and methods of data collection and analysis. PUL=3,4,5

ANTH-L 401 Language, Power, and Gender (3 cr.) This course investigates sociocultural aspects of language use, focusing on the interaction of power and gender with language. Topics include differences in men's and women's language use, discourse patterns and power relationships, and identity and language use. To what extent does the language we speak sustain the dominance of certain groups in our society? PUL=2,3,5

ANTH-P 330 Historical Archaeology (3 cr.) We will examine the ways in which historical archaeologists investigate Colonial and American cultures and lifeways in various regions of North America throughout time. Special attention will be given to understanding the long and complex history of Native American/European interactions. North American social systems, interaction with and exploitation of the environment, technologies, and material culture. The theory and methods used by historical archaeologists will also be emphasized. PUL=3,4,5

ANTH-P 340 Modern Material Culture (3 cr.) This course examines how contemporary social experience is impacted by material culture ranging from toys to theme parks. Focuses on how consumers perceive themselves and others in modern consumer culture through the medium of commodities and examines systems of inequality that are reproduced and subverted through consumption. PUL=2,4,5

ANTH-P 396 The Rise of Civilization (3 cr.) Covers the development of complex societies in several regions of the world. The material is approached from an anthropological perspective, with emphasis on archaeological methods of data collection and analysis. Early civilizations in Iraq, India, Egypt, Rome, China, Peru, and Central America will be discussed. PUL=2,5

ANTH-P 402 Archaeological Method and Theory (3 cr.) This class is concerned with how archaeologists know what they know about the past. Methods of data collection are reviewed and theoretical interpretations are discussed. The focus of the course is on evaluation of archaeological research and explanation, with special emphasis on critical thinking. PUL=2,4

ANTH-P 405 Fieldwork in Archaeology (3-6 cr.) Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, cataloging. One credit hour per full week of fieldwork. PUL=3; RISE=R,E

Folklore (FOLK)

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. PUL=5

FOLK-F 111 World Folk Music and Culture (3 cr.) The course explores the role of music in human life. It introduces students to ethnomusicology and the cross-cultural study of music, performance, and culture. PUL=5

FOLK-F 131 Introduction to American Folklore (3 cr.) Folklore and traditional expressive behavior within the context of American culture. Art and traditional philosophies of folk groups in America, including ethnic groups, occupational groups, regional groups, religious groups, etc. The function of folklore within the lives of American people. PUL=5

FOLK-F 312 European Folklore/Folklife/Music (3 cr.) A comparative survey of the genres of the folklore of Europe, emphasizing especially the study of worldview and folk religion. The interrelationships of the folk cultures of Europe that allow us to speak of "European folklore" will also be examined. PUL=5

FOLK-F 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. PUL=5

FOLK-F 356 Chicano Folklore/Folklife/Folk Music (3 cr.) The folk traditions of Mexican Americans as a reflection of the historical experience and cultural identity of this people within the United States. Mexican heritage, Anglo and black influences, and the blending of these elements into a unique cultural entity. May be repeated once when topics vary. PUL=5

FOLK-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.

FOLK-F 363 Women's Folklore, Folklife, and Music (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

Graduate Minor in Anthropology and Health

ANTH-A 594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor. Independent research/training using anthropological perspectives/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and a member of the organization where she or he will be located. May not be repeated for more than 6 credit hours.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology, ethnomedical

systems in the presentation, diagnosis, and treatment of disease, and sociocultural change and health. PUL=2,3,5

Research Methods in the Anthropology of Health

ANTH-B 521 Bioanthropology Research Methods (3 cr.)

ANTH-B 523 Anthropometry (3 cr.)

ANTH-B 525 Genetic Methods in Anthropology (3 cr.)

ANTH-E 404 Field Methods in Ethnography (3 cr.)

ANTH-E 606 Research Methods in Cultural Anthropology (3 cr.) Research Methods in Cultural Anthropology.

ANTH-L 605 Field Methods in Anthropological Linquistics (3 cr.)

Independent Study

ANTH-A 494 Practicum in Applied Anthropology (1-4 cr.) P: permission of instructor. An arranged experience in applied anthropology, appropriate to individual career goals. The student will work with an approved community group or organization in a specific project that facilitates the integration of previous course work and experience in a practical application. May not be repeated for more than 6 credit hours.

ANTH-A 495 Independent Studies in Anthropology (2-4 cr.) P: permission of instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member. PUL=3; RISE=R

ANTH-A 560 Variable Topics - Anthropology (3 cr.)

ANTH-A 594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor. Independent research/training using the anthropological perspective/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and the member of the organization where she or he will be located. May not be repeated for more than 6 credit hours.

ANTH-A 600 Seminar in Anthropology (2-4 cr.)

ANTH-E 501 Fundamentals of Applied Anthropology (3 cr.)

Introductory Courses

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.) PUL=2

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.) PUL=5

ANTH-A 201 Survey of Applied Anthropology (3 cr.) P: A104 or A304, and A103 or A303, or permission of instructor. A survey of such issues in applied anthro-pology as cultural resource management, community development, cross-cultural communication, Third World development, museum studies, archaeological ethics, and the impact of human diversity on health care, education, and social programs. PUL=3,6

ANTH-A 303 Evolution and Prehistory (3 cr.) P: junior standing. An advanced survey of human biological and cultural evolution from pre-Pleistocene hominids through the development of urbanized state societies. (Not open to students who have taken A103.) PUL=2

ANTH-A 304 Social and Cultural Behavior (3 cr.) P: junior standing. An advanced survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world. (Not open to students who have taken A104.) PUL=5

Communication Studies (COMM)

Communication Studies (COMM)

COMM-G 100 Introduction to Communication Studies (3 cr.) P: reading placement of at least 80, and placement in W131. Survey course of history, theory, and practice in each of six major areas: rhetoric and public address, theatre arts, interpersonal/ organizational communication, small group dynamics, public communication, and mass media studies. For each of the areas examined, students will apply theory to practice, thereby learning to become more effective communicators. PUL=1A

COMM-G 125 Topics in Communication Studies (1-3 cr.) Select introductory theory and practice in specialized and/or consolidated areas of communication and theatre not directly covered by current curricular offerings. Topics will vary from one semester to another. A student may register for a total of no more than 6 credit hours under this course number. PUL=1A

COMM-G 201 Introduction to Communication Theory (3 cr.) A survey of theories in the field of human communication. Consideration is given to theories that explain communication behavior between pairs of people, within groups, in organizations, and in societies. PUL=2

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 375 Nonverbal Communication (1-3 cr.) Course examines the influences of nonverbal communication cues: interpersonal dynamics, media, environmental dimensions, and rhetorical strategies. Cross-cultural and gender differences in nonverbal codes will also be explored. PUL=2

COMM-G 390 Honors (1-5 cr.) P: junior standing and departmental approval. Individualized readings and/or project work devised by the student; regular meetings with faculty supervisor. PUL=2

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. PUL=3

COMM-G 391 Advanced Topics in Communication Studies (1-6 cr.)

COMM-G 400 Health Provider-Consumer Communication (3 cr.) This course is designed to teach communication skills and practices related to health care discourse, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients. PUL=4

COMM-G 491 Internship (3-6 cr.) P: permission of instructor; for seniors and majors only. Internship in rhetoric and public address, theatre arts, interpersonal/organizational communication, media studies permitted under the auspices of a qualified cooperating organization. Periodic meetings with faculty advisors and term paper detailing intern's professional activities and reactions. Apply during semester prior to desired internship. Total credit applicable to graduation shall not exceed 9 credit hours of G300 and G491. PUL=3

COMM-G 499 Research Seminar (3 cr.) P: upper-division standing or permission of instructor. A survey of the methods used by communication researchers for gathering and interpreting information emphasizing the relationship between theory and research, the seminar will explore important issues such as ethics and naturalistic vs. laboratory approaches. PUL=1B

Master of Arts in Applied Communication

COMM-C 104 Voice and Diction (3 cr.) Directed primarily toward the improvement of normal speech patterns, with emphasis on normal production, resonation, and articulation. PUL=1A

COMM-C 108 Listening (1 cr.) P: reading placement score of at least 80, and placement in W131. Designed to increase listening efficiency by improving comprehension and listening skills. PUL=1A

COMM-C 180 Introduction to Interpersonal Communication (3 cr.) P: reading placement score of at least 80. The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships. Course covers applications of interpersonal communication theory/research, including communication competence. PUL=5

COMM-C 223 Business and Professional Communication (3 cr.) P: R110 or equivalent. Preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and parliamentary procedure. This is an intermediate skills course with survey characteristics. 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. PUL=1C

COMM-C 316 Human Communication and the Internet (3 cr.) P: R110, C180 or equivalent. Required for online certificate in Communication Studies - Human Communication in a Mediated World. Students learn how interpersonal, group, mass, public, and organizational communication modes are mediated in Internet environments. Students practice message preparation in different modes and contexts. PUL=1A, 1E, 2

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. PUL=5

COMM-C 325 Interviewing Principles and Practices (3 cr.) P: R110 or equivalent. Emphasizes verbal and nonverbal communication in pre-interview back-ground research preparation, interview schedule design, question construction, and post-interview self-analysis in several interviewing contexts. Course includes significant assignments designed to help the student enhance oral performance competencies. PUL=1A

COMM-C 328 Advanced Topics in Small Group Communication (3 cr.) P: C228 or permission of instructor. Theories of small group communication processes. Explores group communication across cultures, groups in organizations, group decision making, conflict management in groups, and assessing competence in group communication. PUL=1A

COMM-C 345 Restorative Communication (3 cr.) P: COMM C180 The course focuses on healing communication -- healing individuals and relationships. Specific topics include healing communication basics, family, couple, group (e.g. support groups) and community healing (restorative justice; peace building). There is a strong focus on research theory and practice. Some assignments involve community participation. PUL=1A (major), 2 (moderate), and 6 (minor)

COMM-C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication in various types of organizations. Explores reciprocal influence between communication and organizational structures and between communication and managerial styles. Discusses communication designs, superior/ subordinate communication, conflict, information management, networks; communication vis-a-vis employee motivation, satisfaction, and productivity; and communication effectiveness in organizations. PUL=1A

COMM-C 392 Health Communication (3 cr.) P: 3 credit hours of communication or consent of instructor. Exploration of the communication competencies needed by health care professionals. Emphasizes interviewing; verbal and nonverbal skills; group interaction; and intercultural,

interprofessional, therapeutic, and organizational communication. Analyzes communication problems encountered in health care and the development of coping strategies. PUL=2; RISE=R

COMM-C 393 Family Communication (3 cr.) P: C180 or permission of instructor. Theory/research on the role of communication in creating and maintaining marriages and families. Topics include communication and family life cycles, different family forms, family race/ethnicity, power, and conflict. Covers applications of family communication theory/research. PUL=2; RISE=R

COMM-C 394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving, and contentious behaviors. Specific contexts include relational, marital, group, and organizational. Special attention to bargaining and mediation. PUL=1A

COMM-C 395 Gender and Communication (3 cr.) Examines the meaning of gender in contemporary American culture and its interaction with and relationship to communication. Explores topics such as gender and verbal and nonverbal communication; gender differences in public and private settings; gender and communication in families, schools, organizations, and the media. PUL=5

COMM-C 400 Health Provider-Consumer Communication (3 cr.)

COMM-C 401 Speech Communication of Technical Information (3 cr.) P: R110 or equivalent. Organization and presentation of information of a practical, technical nature. Emphasis is placed on the study, preparation, and use of audiovisual materials. For nonmajors only. PUL=1C

COMM-C 402 Interview and Discussion for Business and Professions (3 cr.) Principles of communication as related to the information-gathering interview, the employment interview, and problem-solving discussion; practice in using these principles. For nonmajors only. PUL=1A

COMM-C 481 Current Issues in Organizational Communication (3 cr.) P: C380 or permission of instructor. In-depth exploration of topics and issues at the forefront of research and theory in organizational communication. Topics may include gender issues in organizational communication, sexual harassment, crisis management, organizational culture. Seminar format with research papers and class discussion /presentations. PUL=2; RISE=R

COMM-C 482 Intercultural Communication (3 cr.) P: C180 or permission of instructor. Cognitive, affective, and behavioral learning about intercultural and intracultural communication to increase under-standing of the centrality of communication in the social, psychological, and environmental aspects of culture. PUL=5

Master of Arts in Applied Communication

COMM-C 500 Advanced Communication Theory (3 cr.) Students explore how scholars from various traditions have described and explained the universal human experience of communication. Students develop an understanding of a variety of communication theories to more completely interpret events in more flexible, useful, and discriminating ways.

COMM-C 501 Applied Quantitative Research Methods in Communication (3 cr.) The course is designed to offer students an opportunity to examine, assess, and utilize communication research methods as a means to test theory in applied settings and/or as a means to applied ends (i.e., problem-solving, policy, analysis).

COMM-C 502 Applied Qualitative Research Methods in Communication (3 cr.) P: 6 credits (at any level) of coursework in Communication Studies. Inductive (data-to-theory)approach to knowledge, and associated sequential and non-sequential methods, for studying communication in applied everyday situations; e.g., friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts.

COMM-C 502 Applied Qualitative Research Methods in Communication Studies (3 cr.) P: 6 credits (at any level) of coursework in Communication Studies. Inductive (data-to-theory)approach to knowledge, and associated sequential and non-sequential methods, for studying communication in applied everyday situations; e.g., friendships and other close personal dyads, families, small groups, organizations, and public, media, historical, computer mediated, or health-related contexts.

COMM-C 503 Applied Learning Project (3 cr.) An applied learning project that provides students with a culminating educational experience. The project gives students the opportunity to apply their knowledge of communicative processes to real-life organizational problems, and provides the opportunity to produce a body of work reflecting their abilities.

COMM-C 510 Health Provider-Consumer Communication (3 cr.) Designed to teach communication skills and practices related to health care talk by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

COMM-C 520 Advanced Public Communication (3 cr.) Critical analysis and employment of rhetorical strategies in forms and types of professional discourses incorporating current technologies.

COMM-C 521 Advanced Public Communication (3 cr.) This interdisciplinary seminar focuses on communication involving families in health care settings, addressing significant issues for graduate/professional students who will work with families, including students in Comm. Studies, Nursing, Psychology, Social Work, Public Health, and Medicine. Topics include communication with families about health care concerns and family-patient-health provider systems.

COMM-C 521 Restorative Communication (3 cr.) This interdisciplinary seminar focuses on communication involving families in health care settings, addressing significant issues for graduate and professional students who will work with families, including students in Comm. Studies, Nursing, Psychology, Social Work, Public Health, and Medicine. Topics include communication with families about health care concerns and family-patient-health provider systems.

COMM-C 526 Effective Media Strategies (3 cr.) Contemporary communicators in need of mediums of communication in addition to face-to-face interaction require an expanded knowledge of rhetorical strategies. This course will have a special focus on the effective use of media as a means of persuasion.

COMM-C 528 Group Communication and Organizations (3 cr.) This seminar-format course examines the ways in which informal groups and communication networks facilitate a variety of organizational processes (i.e., socialization, diffusion of innovation). Emphasis is placed on developing theoretical understanding of informal groups in organizations as well as on methodological issues involved in studying communication networks in organizations.

COMM-C 530 Communication Criticism (3 cr.) This course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, musical lyrics, political campaign literature, art, and other modes of communication in contemporary culture.

COMM-C 531 Media Theory and Criticism (3 cr.) A course organized primarily around theories and critical strategies commonly considered within the broad category of contemporary criticism. The course utilizes primary theoretical texts to introduce students to a variety of methodologies employed in analyzing media messages, and emphasizes the application of theoretical frameworks on the analysis of specific media texts.

COMM-C 544 Advanced Relational Communication (3 cr.) Applications of communication theory/ research in such areas as relational culture and relationship development. Includes a scholarly project on a real relationship, and applications of research to areas such as pedagogy and couple/family therapy.

COMM-C 580 Advanced Organizational Communication (3 cr.) The course provides a solid foundation of concepts for understanding and discussing human organizations. Students will analyze, evaluate, and apply the theories and practices related to organizational issues. Through case studies, readings, and practical applications, this course combines a theory-based understanding of communication in organizations with real-world applications.

COMM-C 582 Advanced Intercultural Communication (3 cr.) An in-depth analysis of how variables such as values, beliefs, traditions, language, background, and experiences are manifested in the verbal and nonverbal meaning of messages communicated by cultures and subcultures throughout our global society.

COMM-C 591 Topics/Seminar in Applied Communication (3 cr.) This is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of applied communication while focusing on a single topic not otherwise addressed in the course of study.

COMM-C 592 Advanced Health Communication (3 cr.) A course designed to teach communication skills and practices related to health care by examining health care communication theory. Topics range across communication levels (interpersonal, intrapersonal, group, organization, mass media, and mediated communication) within a variety of health care contexts.

COMM-C 593 Advanced Family Communication (3 cr.) Applications of theory and research on the role of communication in creating and maintaining marriages/committed couples and families. Includes a scholarly term paper on a real couple or family's communication.

COMM-C 594 Communication and Conflict Management in Organizations (3 cr.) This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however, the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students will be introduced to methods for assessing conflict interaction in organizations.

COMM-C 597 Thesis (3 cr.) Applied communication students who choose the thesis option will identify a research topic and develop it under the guidance of the student's thesis director (IUPUI professor). The thesis topic will be related to the field of applied communication in its foci and method.

COMM-C 598 Internship (1-3 cr.) This course integrates applied communication theory and practice in a practice setting. Students will apply theoretical concepts and research tools, conduct projects, and interact with communication professionals in the designated setting. In concert with the student's chosen area of concentration, he or she will address issues of importance to that particular organization.

COMM-C 599 Independent Study (1-6 cr.) This course provides students with the opportunity to synthesize and apply knowledge acquired through course work and professional experience into a completed research project in applied communication. Students will work independently on a topic/issue of choice under the guidance of graduate faculty.

COMM-C 620 Computer-Mediated Communication (3 cr.) An overview of practical and scholarly approaches to computer mediated communication. The readings address mass communication, discourse, community, gender, intercultural understanding, ethics, interpersonal relationships, identity, organizational communication, and education.

Master of Arts in Applied Communication

COMM-M 150 Mass Media and Contemporary Society (3 cr.) P: reading placement score of at least 80. A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village. PUL=2

COMM-M 210 Media Message Design (3 cr.) P: W132. Examines the process of message design in the context of institutional media use. Analyses of media messages and communication theory; analyses of the message receiver employ quantitative and qualitative audience research methods. Semester project involves planning and writing of script for use in organizational/institutional media context. PUL=1A

COMM-M 215 Media Literacy (3 cr.) Fundamentals and a general understanding of communication technologies are surveyed and discussed in a nontechnical and nonengineering manner. This course will introduce students to basic terminology and to various types of communication technology systems. It will also help students understand new and traditional communication systems and their theories of operation and application (including advantages and limitations). PUL=2

COMM-M 220 Electronic Graphic Production (3 cr.) Principles of visual aesthetics and critical visual literacy applied to the production of mediated messages. Basic typographic, graphic, and photographic skills are examined and practical techniques in different media are discussed. Several hands-on projects are used to develop individual competencies. PUL=1C

COMM-M 221 Electronic Media Production (3 cr.) Principles of visual and aural aesthetics and critical visual literacy applied to the production of mediated messages. Basic animation, video, and audio skills are examined and practical techniques in different media are discussed. Several hands-on projects are used to develop individual competencies. PUL=1C

COMM-M 290 Video Production Workshop (1 cr.) P or C: M221. The practical application of video production techniques. In a production center atmosphere, students are instructed in and practice equipment operation and crew responsibilities creating video productions for outside clients. Students may register for more than one section in one semester. May be repeated to a maximum of 3 credit hours. PUL=1C

COMM-M 370 History of Television (3 cr.) The development of television as an industry, technology, and cultural commodity from its roots in other forms of popular culture to the present, paying particular attention to the social and aesthetic contexts within which programs have been viewed. PUL=4

COMM-M 373 Film and Video Documentary (3 cr.) P: M150, C190, or permission of instructor. An historical survey of documentary film and video and a consideration of specific problems in documentary theory and practice. PUL=4; RISE=E

COMM-M 450 Video Production (3 cr.) For nonmajors only. Television production principles and practices for students in other disciplines. Emphasis on practical studio experiences with special attention to the roles of the writer, producer, and director. No prior knowledge of media required. May not be counted for credit in the media major emphasis. Lab arranged. PUL=1C

COMM-M 461 Production Problems in Communication Media (1-3 cr.) P: permission of instructor. Topic announced during preceding semester. Specialized study and application of advanced production techniques in audio, video, photography, or graphics. Readings, research, papers, and project as indicated by the topic and instructor. May be repeated for different topics. PUL=1C

COMM-M 462 Television Aesthetics and Criticism (3 cr.) P: M150 or permission of instructor. Aesthetic and critical approaches to modes of television expression. Aesthetics of picture composition, audiovisual relationships, visual narrative, and program content. Analysis of selected television criticism. PUL=4

COMM-M 463 Advanced Graphic Technique (3 cr.) P: M220 or permission of instructor.. Analysis of problems, methods, and technology in graphics. Consideration of advanced techniques in digital image and illustration manipulation including compositing, lighting effects, and different compression formats for video, multimedia, and the World Wide Web. PUL=1C

COMM-M 464 Advanced Audio Technique (3 cr.) P: M221 or permission of instructor. Analysis of field and studio recording technique with an emphasis on multitrack production. Electronic editing, mixing, and signal processing are considered. Group and individual projects. PUL=1C

COMM-M 465 Advanced Video Technique (3 cr.) P: M221 or permission of instructor. Analysis of electronic field production and editing with an emphasis in advanced video editing techniques. Both linear and nonlinear editing systems are considered. Individual and/or group projects. PUL=1C

COMM-M 466 Television Direction (3 cr.) P: M221, M290, or permission of instructor. Creative management of production elements to translate a program idea into medium requirements. Advanced course in which the experienced student produced substantive programs combining several formats. Emphasis on design and production from first request by client through program distribution. PUL=1C

Master of Arts in Applied Communication

COMM-R 110 Fundamentals of Speech Communication (3 cr.) P: reading placement score of at least 80. Theory and practice of public speaking; training in thought processes necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of six speaking situations. PUL=1A

COMM-R 224 Parliamentary Procedure (1 cr.) P: reading placement of at least 80, and placement in W131. Modern concepts of parliamentary forms in legislative assemblies and business meetings; practice in the use of parliamentary procedures PUL=2

COMM-R 227 Argumentation and Debate (3 cr.) Analysis, evidence, and argument in logical discourse; study of debate forms; practice in argumentative speaking in class, campus, and intercollegiate debate. PUL=2

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. PUL=1A

COMM-R 310 Rhetoric and Public Address (3 cr.) P: R110 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in rhetoric of conflict, in freedom of speech, and in propaganda and persuasion. PUL=5

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. PUL=5

COMM-R 321 Persuasion (3 cr.) P: R110 or equivalent. Motivational appeals in influencing behavior; psychological factors in speaker-audience relation-ship; principles and practice of persuasive speaking. PUL=5

COMM-R 330 Communication Criticism (3 cr.) P: G100 or R110 and reading placement of at least 80. Course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, music, political campaigns, art, and other modes of communication in contemporary culture. PUL=5

COMM-R 350 Women Speak: American Feminist Rhetoric (3 cr.) To understand the ideological development of American feminist rhetoric, we examine: 1) speeches by well known, "Great Women" from the 1600's to the present; 2) non-traditional rhetorical forms of "ordinary women," including diaries, fiction, photography, reading groups; 3) intersections among race, class, ethnicity, sexual preference and gender in public discourse. PUL=1C

COMM-R 390 Political Communication (3 cr.) Provides an opportunity to study, understand, and participate in political communication. Topics covered include the rhetoric of politics, campaign discourse, political advertising, the role of the media and public opinion, the impact of new technology, and the place of interpersonal communication. PUL=5

Master of Arts in Applied Communication

COMM-T 100 Rehearsal and Performance (3-6 cr.) Emphasizes learning through the preparation and performance of plays and nondramatic literature adapted for performance. Various approaches may include but are not limited to performance studies, the study and preparation of a short play, and an original play for young audiences. The various steps and processes involved in the preparation and rehearsal will be based on appropriate theoretical concepts. A student may enroll in no more than 6 credits under this course number. PUL=1A

COMM-T 130 Introduction to Theatre (3 cr.) P: reading placement score of at least 80. An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form and elements of dramatic construction. PUL=1B

COMM-T 133 Introduction to Acting (3 cr.) Acting I, a study of the theories and methods of acting, basic techniques, character analysis, interpretation, and projection. Class scenes. PUL=1A

COMM-T 205 Introduction to Oral Interpretation (3 cr.) P: reading placement score of at least 80. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs. PUL=1A

COMM-T 305 Advanced Oral Interpretation (3 cr.) P: T205 C: C104 An advanced approach to analysis and oral presentation of literature. Emphasis on group work. Analysis, development, and presentation of readers' theatre or chamber theatre materials. PUL=1A

COMM-T 333 Acting II (3 cr.) P or C: T133 or consent of instructor. Advanced scene study. Laboratory in body movement and vocal techniques; participation in laboratory theatre. PUL=1B

COMM-T 336 Children's Theatre (3 cr.) P: junior standing or consent of instructor. Historical development of children's theatre, with emphasis on scripts appropriate to young audiences: designed to assist future teachers, parents, librarians, and others in understanding theatre as an art form for children ages 6-12, and in selecting appropriate theatre experiences for various periods of the child's life. PUL=1C

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. PUL=5

COMM-T 338 History of the Theatre II (3 cr.) Continuation of C337. May be taken separately. PUL=5

COMM-T 339 Play Directing (3 cr.) P: T130; T133 or permission of the instructor Introduction to theatre, methodology, and techniques: strong emphasis upon play analysis, actor-director communication, stage compositions. Students will direct scenes. PUL=3; RISE=E

COMM-T 430 Theatre Management (3 cr.) P: C130 or C141 or permission of instructor. This course is based on the concept that theatre is a business and must be operated on sound business principles. Students study the business aspects of operating various types of theatres. The study of the theoretical basis of management is augmented by practical projects. PUL=1B

COMM-T 431 Playwriting (3 cr.) P: permission of instructor. Introduction to playwriting theories, methodology, and skills; principles of dramatic structure; practice in writing, culminating in a one-act play manuscript; class evaluation and conferences. Credit not given for both T431 and IUB T453. PUL=3

COMM-T 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics, emphasizing the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music. Available for graduate credit in summer sessions. PUL=3, RISE=E

COMM-T 440 The Art and Craft of Puppetry (3 cr.) Theory and practice of puppetry as an art form and as an educational tool. Students will create a wide variety of hand puppets, scripts, and stages as well as master basic techniques of puppet performance. PUL=3; RISE=E

Economics (ECON)

Graduate Courses

ECON 519 Mathematics for Economists (3 cr.)

ECON-E 504 Mathematics for Economists (3 cr.) Topics in mathematics that are particularly useful in the application of microeconomic theory, macroeconomic theory, and econometrics. Topics covered include: matrix algebra,

comparative-static analysis, constrained optimization, difference equations in discrete time, game theory, and set theory as applied to general equilibrium analysis.

ECON-E 513 Special Topics in Economic History (3 cr.) Explicit methodology and economic analysis applied to major issues in American and European economic history.

ECON-E 514 The Nonprofit Economy and Public Policy (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economies. Public policy controversies such as regulation of fundraising, antitrust against universities, ''unfair'' competition with for-profit firms, and the tax treatment of donations. (This course may not be taken for credit by anyone who has received credit for E414.)

ECON-E 515 Institutional Setting for Health Economics in the U.S. (3 cr.) P: completed or concurrent with E521 and E571. Overview of the structure fo the U.S. health care system including health care financing, health care delivery, and government programs. Private and public financing mechanisms as well as government regulation. Comparison of the U.S. system to the health care systems of other countries.

ECON-E 515 Institutional Setting for Nonprofit/Philanthropic Economics (3 cr.) P: completed or concurrent with E521 and E571. This course provides a broad overview of nonprofit institutions and philanthropic practices, along with a discussion of available data sources on each. We discuss the size and scope of nonprofit organizations, revenues, goverance, regulation and taxation, intersectoral relations, patterns of philanthorpy, and public policies that affect giving behaviors.

ECON-E 519 Regional Economics (3 cr.) Regional economics is the study of economic behavior in space. The course examines the internal and interregional determinants of growth and decline of a region from supply and demand perspectives. Public policies to influence these determinants are considered.

ECON-E 520 Optimization Theory in Economic Analysis (3 cr.) P: Calculus and linear algebra. Introduction to concepts and techniques of optimization theory applied in modern micro and macroeconomics. Theory and application of Lagrange multipliers, comparative statics analysis, valve functions and envelope theorems. Elements of dynamic programming and other methods of economics dynamics.

ECON-E 521 Theory of Prices and Markets (3 cr.) P: E504 or consent of instructor. Pure theory of consumer behavior, competitive exchange, theory of production; resource allocation, Pareto optimum, monopoly and monopsony, imperfect competition, moral hazard, adverse selection, and market signaling.

ECON-E 522 Macroeconomic Theory 1 (3 cr.) P: C520 Introductory course on macroeconomic dynamics; covers growth models and asset pricing theories, endogenous growth theories, optiomal growth problems, and competitive dynamic equilibrium models. Dynamic programming tools introduced as needed. All models are cast in discrete time setup; presents deterministic and stochastic theories.

ECON-E 528 Economic Analysis of Health Care (3 cr.) A graduate introduction to health economics. Applications of economic theory to problems in various areas in health care. Applications of econometric techniques to the same. Topics include how physicians, institutions, and consumers respond to economic incentives and what policies contribute maximally to efficiency and welfare.

ECON-E 541 Labor Market Analysis (3 cr.) P: consent of instructor. An analytical approach to the labor market. Theoretical underpinning and statistical testing of issues on demand and supply of labor, household decision making, human capital, contract theories, unionism, minimum wages, and discrimination.

ECON-E 545 Applied Labor Economics (3 cr.) P: E321 or E470 or equivalents. Discussion of wage rates and working conditions, searches by workers or firms, investment in training, quits and layoffs, shirking, discrimination, the division of household labor, retirement, and implicit contracts. The course also examines the impact of institutions such as unions and the government on the efficiency of the labor market

ECON-E 551 Monetary Economics II (3 cr.) Introduces alternative models of monetary economies; covers topics in monetary economics such as money and growth and optimal money growth. This course takes a unified approach to macroeconomic policy, treating moneytary and fiscal policy as jointly determining macroeconomic equilibria. May include discussion of empirical work on money.

ECON-E 568 Public Finance I (3 cr.) P: E308 and E470. Partial equilibrium, microeconomic analysis of how tax and subsidy policies affect various types of individual and firm behavior. Theoretical models are introduced to assess and develop quantitative studies of fiscal policy. Summaries of the empirical impact of policy will be formed for the purpose of becoming an ''input'' in the complete general equilibrium analysis conducted in Public Finance II.

ECON-E 569 Public Finance II (3 cr.) P: E568. Empirical examination of the general equilibrium effects of major tax and subsidy programs, such as personal income taxation, corporate profit taxation, income maintenance, social security, and government provision of education. In addition, proposed reforms to these programs will be analyzed using empirically based simulation models.

ECON-E 570 Fundamentals of Statistics and Econometrics (3 cr.) Mathematical overview of statistics and econometrics at graduate level. Topics covered include probability and probability distributions, sampling distributions, tests of hypotheses, estimation, simple regression, multiple regression, generalized linear model and its applications, simultaneous equation system.

ECON-E 571 Econometrics I-Statistical Foundations (3 cr.) P: Calculus and linear algebra. Introduction to concepts and techniques of optimization theory applied in modern micro and macroeconomics. Theory and application of Lagrange multipliers, comparative statics analysis, valve functions and envelope theorems. Elements of dynamic programming and other methods of economics dynamics.

ECON-E 573 Econometrics II (3 cr.) P: E571. Estimation and inference in linear regression model, basic asymoptotic theory, heteroskedasticity, measurement error, generalized

least squares, instrumental variable model, maximum likelihood estimation, generalized method of moments, qualitative response models.

ECON-E 574 Applied Econometrics and Forecasting (3 cr.) P: E570. An overview of techniques employed in economic model building, estimation, and usage. Topics covered include single and multi-equation system estimation, limited dependent variable regression techniques, hypothesis testing, policy analysis, and forecasting. Various forecasting techniques are discussed, including smoothing and decomposition methods and time series analysis. A number of projects are assigned throughout the semester in order to give the student hands-on experience with the different techniques.

ECON-E 577 Computer Methods and Data Analysis (3 cr.) P:E570 or E573. Introduction to applied economic research using statistical software and econometric programming. Applications from key micro datasets.

ECON-E 578 Advanced Computer Methods and Complex Datasets (3 cr.) P:E577. Conducting empirical research with advanced computer methods and complex datasets.

ECON-E 581 Topics in Applied Microeconomics I (3 cr.) P: E521. This course is a graduate-level introduction to theoretical and empirical applications in one or more areas of microeconomics. We will demonstrate how economic concepts can be usefully applied to understanding problems in the subdiscipline under study and discuss and apply estimation techniques appropriate for problems in the area.

ECON-E 582 Topics in Applied Microeconomics II (3 cr.) P: E521 and E570 or consent of instructor. This course is a second graduate-level introduction to theoretical and empirical applications in two areas of microeconomics. We will demonstrate how economic concepts can be usefully applied to understanding problems in the subdiscipline under study, and discuss and apply estimation techniques appropriate for problems in the area.

ECON-E 583 Introduction to Applied Macroeconomics (3 cr.) P: E522 and E570 or equivalents, or consent of instructor. This course is a graduate-level introduction to theoretical and empirical applications in two areas of macroeconomics. We will demonstrate how economic theories can be usefully applied to understanding problems in the subdiscipline under study and discuss and apply estimation and calibration techniques appropriate for problems in the area.

ECON-E 585 Industrial Organization and Control (3 cr.) P: consent of instructor. Analysis of interrelated structure, behavior, and performance in industrial markets and multimarket corporations; multidimensional nature of competitive processes. Public controls. Topics include patterns of oligopoly, vertical integration, entry barriers, ‘‘cartelized’’ coalescence, limit pricing, price discrimination, long-term contracts, capacity expansion and utilization, resource reallocation, and innovation.

ECON-E 600 Research in Economics (arr. cr.) Research in Economics.

ECON-E 611 Information Economics and Theories of Incentives and Contracts (3 cr.) P: E521 The course covers topics in the theories of incentives and contracts that study situations in which there are explicit or implicit contractual obligations. It explores the role and influence of asymmetric information in determining outcomes with special emphases on moral hazard and adverse selection.

ECON-E 621 Theories of Prices and Market (3 cr.) P: E520. Analysis of equilibrium, first- and second-orderconditions; statistical derivation of demand and cost curves; activity analysis; general equilibrium; welfare economics; microeconomics of capital theory; pure oligopoly and gave theory.

ECON-E 643 Health Economics I (3 cr.) P: E515, E573, and E611. Production of health, demand for health, determinants of health, health disparities, international comparisons, cost-effectiveness and valuation.

ECON-E 644 Health Economics II (3 cr.) P: E515, E573, and E611. Health insurance, moral hazard, adverse selection, demand for health care with health insurance, geographic variations in care, health care disparities, employersponsored insurance and labor markets, provision of health care (physicians, hospitals, managed care), government programs (Medicare and Medicaid), R&D and pharmaceuticals, technological change, costs and cost containment.

ECON-E 667 Nonprofit/Philanthropic Economics I (3 cr.) P: E516, E521, and E573. The economic analysis of Altruism, Voluntary Action & Public Goods. Consideration of individual decisions to give, volunteer, or help others including alternative formulations of utility, game structures, determinants of behavior, and consequences for social welfare.

ECON-E 668 Nonprofit/Philanthropic Economics II (3 cr.) P: E516, E573, and E611. The economic analysis of Nonprofit Organizations. Consideration of organizational behavior and the role of formal philanthropic institutions and organizations in the broader economy. Role of nonprofits, modeling nonprofit behavior, empirical testing of theories [public goods, contract theory, subsidy theories, entrepreneurial sorting, et al], public policy toward nonprofit organizations.

ECON-E 670 Econometrics 3-System and Panel Econometric Models (3 cr.) P:E573 or equivalent. Simultaneous equation models (2SLS, 3SLS), time series concepts for panel data analysis and serial correlation, pooled cross-section methods, linear panel data models [First Differences, Fixed Effects (FE) and Random Effects (RE)], nonlinear panel data models (ML and GMM).]

ECON-E 673 Econometrics 4-Microeconometrics (3 cr.) P: E573 or equivalent. Microeconometrics with applications to labor, health, and public economics. Extensive coverage of limited dependent variable and panel data models. Empirical implementation is an essential component of the course.

ECON-E 744 Seminar/Workshop in Health Economics (3 cr.) P: E644 Current topics in advanced health economics. Preparation of a research paper and oral presentation to a seminar.

ECON-E 765 Seminar/Workshop in Nonprofits/Philanthropic Economics (3 cr.) P:E668 Current topics in advanced nonprofit/philanthropic

economics. Preparation of a research paper and oral presentation to a seminar.

ECON-E 800 Research in Economics (arr cr.) Research in Economics

ECON-E 808 Thesis (M.A.) (arr. cr.) Thesis (M.A.).

Honors Courses

ECON-S 201 Introduction to Microeconomics: Honors (3 cr.) Designed for students of superior ability. Covers the same core materials as E201. PUL=5

ECON-S 202 Introduction to Macroeconomics: Honors (3 cr.) Designed for students of superior ability. Covers the same core materials as E202. PUL=5

ECON-S 270 Introduction to Statistical Theory in Economics and Business: Honors (3 cr.) P: MATH M118. P or C: MATH M119 or 163. Covers the same core materials as E270 but with more involved applications in economics. PUL=1

Non-Honors Courses

ECON-E 101 Survey of Current Economic Issues and Problems (3 cr.) For nonmajors only. Basic economic principles applied to current social issues and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy. Not open to those with previous college-level economics courses. PUL=5

ECON-E 102 Economics of Personal Finance (3 cr.) P: No prerequisite. Shows how the state of the economy, prices, and interest rates should guide personal decisions about spending, saving, credit, investments, and insurance. Intended for non-business students. PUL=5

ECON-E 111 Topics in the Economic History of Western Civilization I (3 cr.) Selected topics in the economic history of Western civilization, including the growth of the market organization, industrialization, institutional growth and change, imperialism, and labor. PUL=5

ECON-E 112 Topics in the Economic History of Western Civilization II (3 cr.) Selected topics in the economic history of Western civilization, including the growth of the market organization, industrialization, institutional growth and change, imperialism, and labor. PUL=5

ECON-E 201 Introduction to Microeconomics (3 cr.) P: sophomore standing. E201 is a general introduction to microeconomic analysis. Discussed are the method of economics, scarcity of resources, the interaction of consumers and businesses in the market place in order to determine price, and how the market system places a value on factors of production. PUL=5

ECON-E 202 Introduction to Macroeconomics (3 cr.) P: E201. An introduction to macroeconomics that studies the economy as a whole; the levels of output, prices, and employment; how they are measured and how they can be changed; money and banking; international trade; and economic growth. PUL=5

ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.) P: MATH M118. Analysis and interpretation of statistical data in business and economics. Discussion of frequency distribution, measures of central tendency and variability, statistical inference, hypothesis testing, correlation, regression, and time series. PUL=1

ECON-E 303 Survey of International Economics (3 cr.) P: E201-E202. Survey of international economics. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustment, international monetary systems, and fixed vs. flexible exchange rates. Students who have taken E430 many not enroll in E303 for credit. PUL=5

ECON-E 304 Survey of Labor Economics (3 cr.) P: E201. Economics problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relationships. PUL=5

ECON-E 305 Money and Banking (3 cr.) P: E201-E202. Money and banking system of the United States, including problems of money and the price level, proper organization and functioning of commercial banking and Federal Reserve System, monetary standards, and credit control. Recent monetary and banking trends. PUL=5

ECON-E 307 Current Economic Issues (3 cr.) P: E201 or permission of instructor. Current economic issues, problems, and research methods. Designed to explore in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics. PUL=5

ECON-E 308 Survey of Public Finance (3 cr.) P: E201-E202. Analysis of government expenditures and revenue sources, taxation and capital formation, public debt and inflation, growth in government spending, and intergovernmental fiscal relations. PUL=5

ECON-E 321 Intermediate Microeconomic Theory (3 cr.) P: E201-E202, MATH M119. Theory of demand; theory of production; pricing under different market conditions; allocation and pricing of resources; partial and general equilibrium theory; and welfare economics. Analysis of current economic problems and technology changes in firms and industries. PUL=5

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.) P: E201-E202. Theory of income, employment, and price level. Study of countercyclical and other public policy measures. National income accounting. PUL=5

ECON-E 323 Urban Economics (3 cr.) P: E201-E202. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services. PUL=5

ECON-E 325 Comparative Economic Systems (3 cr.) P: E201-E202. Essential economic theories and features of economic systems, including private enterprise, authoritarian socialism, and liberal socialism. PUL=5

ECON-E 326 Applied Research in Urban Economics (3 cr.) P: E201-E202 or permission of instructor. Field research in urban economics. Topics to be selected by students, covering such areas as human resource problems,

transportation and housing surveys, demographic shifts, and income distribution issues. PUL=5

ECON-E 335 Introduction to Mathematical Methods in Economics (4 cr.) P: E201-E202, MATH M118-M119. Introduction to quantitative techniques used in economics, and instruction in the application of these techniques to the analysis of economics problems. PUL=1

ECON-E 337 Economic Development (3 cr.) P: E201, E202, and junior standing or consent of instructor. Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries. PUL=5

ECON-E 355 Monetary Economics (3 cr.) P: E305 or E322 or equivalents. Supply and demand functions for money in the context of models of the U.S. economy. Formulation of Federal Reserve policy decisions and effects on interest rates, prices, output, and employment. Current problems in monetary policy and theory. PUL=5

ECON-E 363 Environmental and Natural Resource Economics (3 cr.) P: E201-E202. Basic theory and policy of such topics as pollution, resource depletion, environmental risk, and resource conservation. Issues covered include limits to growth, quality of life, and the appropriate roles for the private market and federal control. Credit not given for both E363 and E463. PUL=5

ECON-E 375 Introduction to Mathematical Economics (3 cr.)

ECON-E 380 Law and Economics (3 cr.) P: E201 or permission of instructor. The application of economic method to legal institutions and legal issues. Examples would be the optimum use of resources to prevent crime, the economic value of a human life, the economic consequences of regulating the business firm, the economics of property rights, torts, and contracts. PUL=5

ECON-E 385 Economics of Industry (3 cr.) P: E201 or permission of instructor. A theoretical and empirical analysis of the structure, conduct, and performance of major American industries. Emphasized is the degree of competition in various markets, how markets operate under conditions of competition or monopoly, and competition as a dynamic process over time. PUL=5

ECON-E 387 Health Economics (3 cr.) P: E201. This course applies economic theory to the study of policy issues in health economics. Specific issues included are: determinants of demand for medical services and insurance; training and pricing behavior of physicians; pricing behavior and costs of hospitals; market and regulative approaches. PUL=5

ECON-E 406 Senior Seminar (3 cr.) P: E321 and E322 or permission of instructor. Assessment of the current state of economic knowledge and discussion of how economics is applied to study the problems facing modern society. PUL=5

ECON-E 408 Undergraduate Readings in Economics (3 cr. maximum cr.) P: permission of instructor. Individual readings and research. PUL=5,1

ECON-E 410 Selected Topics in U.S. Economic History (3 cr.) P: E201-E202. Analysis of selected topics, including transportation developments, government intervention, systems of property rights, slavery, economic growth, income distribution, economic stability, technical change, and others. PUL=5

ECON-E 414 Economics of the Nonprofit Sector (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economics. Public policy controversies such as regulation of fundraising, antitrust against universities, ''unfair'' competition with for-profit firms, and the tax treatment of donations. PUL=5

ECON-E 420 History of Economic Thought (3 cr.) P: E201-E202. Examination of main theoretical developments since the beginning of the systematic study of economics. Theoretical propositions and structures of the earlier writers will be interpreted and evaluated in terms of modern economic analysis. PUL=5

ECON-E 430 Introduction to International Economics (3 cr.) P: E201-E202. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade; structure of world trade; tariff and trade control policies; the balance of payments problem; evolution of international economic institutions; and monetary relations. PUL=5

ECON-E 441 Economics of Labor Markets (3 cr.) P: E201, E321, and E270 or equivalent. Analysis of the functioning of labor markets with theoretical, empirical, and policy applications in determination of employment and wages in the U.S. economy. PUL=5

ECON-E 447 Economics of the Labor Market (3 cr.) P: E201. Analysis of the functioning of the U.S. labor market. Labor force concepts, unemployment, mobility, wages, and current manpower problems and policies. Analysis of wage determination, wage policy, and their interaction with institutional factors. PUL=5

ECON-E 450 Business Conditions Analysis and Forecasting (3 cr.) P: E201-E202. This course examines sources of instability in industrialized economies. Various theories of the business cycle are examined and critiqued. In addition, the empirical determinant of aggregate demand, prices, and interest rates are discussed. Alternative forecasting techniques are considered and the use of these techniques is demonstrated. PUL=1

ECON-E 470 Introduction to Econometrics (3 cr.) P: E270, MATH M119. Application of regression analysis to economic and business data. Estimation and hypothesis testing of classical regression model. Heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models. Estimation of simultaneous equation models. Credit will not be given for both E470 and E472. PUL=1

ECON-E 485 Economic and Social Control of Industry (Antitrust) (3 cr.) P: E201 or permission of instructor. This course is a study of the economic reasoning behind and consequences of the application of antitrust laws aimed at altering the structure, conduct, and performance of the American economy. Specific legal cases that have been brought under the Sherman Act, the Clayton Act, as amended, and the Federal Trade Commission Act are analyzed. PUL=5

English (ENG, EAP, FILM, LING)

The 100-level courses meet general degree requirements, but do not satisfy those of the major. The 200-level courses introduce basic areas of study and provide cultural and intellectual development for the nonmajor; these courses also provide a firm foundation for students who wish to continue advanced studies in English. The more advanced and specialized 300-level courses are open to juniors and seniors (or others with consent of the instructor). Usually conducted as seminars, the 400-level courses are intensive studies of special subjects. Although the English department does not have prerequisites indicated for most courses, it is highly recommended that students complete W131 before taking any other English courses.

Concentrations

Capstone

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

Creative Writing

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. PUL=1A

ENG-W 207 Introduction to Fiction Writing (3 cr.) An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussions of student work in progress, seminar study of classic and contemporary examples of the genre. This course may be used as a prerequisite for ENG W301, ENG W302,or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing. PUL=1A

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 ENG W303 or ENG W305. This course is recommended for English majors pursuing a concentration in creative writing. PUL=1A

ENG-W 280 Literary Editing and Publishing (3 cr.) P: Any literature course; ENG W206, ENG W207, or ENG W208. Offers theory and practice in the development of literary publications. Individual and group exercises and formal assignments will encourage the analysis and evaluation of poetry, fiction, and essays to develop students' personal and professional aesthetics. An issue of IUPUI's student literary magazine, genesis, will be edited during the semester. PUL=2

ENG-W 301 Writing Fiction (3 cr.) P: ENG W206, ENG W207 or permission of the instructor 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. PUL=1A; RISE-Experiential Learning

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. PUL=1A; Rise-Experiential Learning

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. PUL=1A; RISE-Experiential Learning

ENG-W 305 Writing Creative Nonfiction (3 cr.) P: ENG W206, ENG W207, ENG W208, or permission of the instructor An intermediate course in the theory and practice of creative nonfiction prose, with seminar study of relevant materials and workshop discussion of student work in progress. PUL=1A; RISE-Experiential Learning

ENG-W 401 Writing Fiction (3 cr.) P: ENG W301 Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion. May be repeated once for credit. PUL=1A; RISE-Experiential Learning

ENG-W 403 Advanced Poetry Writing (3 cr.) P: ENG W303 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 408 Creative Writing for Teachers (3 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggests strategies for critiquing creative work, and provides guidance in developing creative writing curriculum. PUL=1A

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

ENG-W 423 Genre Fiction: Science Fiction and Fantasy (3 cr.) P: ENG W301 This course in speculative fiction is designed for advanced creative writers. It examines world building, plot development, and focuses on character development. At course end, students will have a publishable story with a query letter. PUL=1A

Film Studies (FILM)

FILM-C 292 An Introduction to Film (3 cr.) Nature of film technique and film language; analysis of specific films; major historical, theoretical, and critical developments in film and film study from the beginnings of cinema to the present. PUL=3

FILM-C 350 Film Noir (3 cr.) Private detectives, femmes fatales, dark, shadowy criminal underworlds. But wht, really, is Film Noir? A genre? A historical cycle? Film scholars don't agree. Ironic noirs of th e1940's and

1950's lurk here alongside international examples, precursors, and contemporary neo-noirs. PUL=3

FILM-C 351 Musicals (3 cr.) A study of the genre from the dawn of "talkies" to the Glee era; the film musical in its folk, fairy tale, and show business variants; the "organic" musical; Busby Berkeley; Astaire and Rogers; the Freed Unit at M-G-M; Broadway adaptations; revisionist musicals; revival in the 2000s: All will be covered. PUL=3

FILM-C 352 Biopics (3 cr.) A highly respectable genre of very low repute; the "Great Man" biopic, the Female Biopic and the historical stages of both; the minority appropriation; the "biopic of somebody who doesn't deserve one," and more. Come have the time of someone else's life. PUL=4

FILM-C 361 Hollywood Studio Era 1930-1949 (3 cr.) Hollywood's "Golden Age"; "pre-Code" era; genres, auteurs, and stars; "House style"; "mass audience" when that meant something; the House Un-American Activities Committee and the Hollywood Ten; the U.S. vs. Paramount decision and other factors that ended the era. PUL=4

FILM-C 362 Hollywood in the 1950s (3 cr.) A period of transition and reinvention. Television, the blacklist, widescreen, Method acting, psychological realism, the decline of the Production Code, the influence of art cinema; iconic films from Sunset Blvd. to Some Like It Hot, Singin' in the Rain to The Searchers, Rebel Without a Cause to On the Waterfront. PUL=4

FILM-C 380 French Cinema (3 cr.) Arguably the world's most fervid and versatile film culture; the first public film showings; the first fantasy/science fiction films; the wide-screen lens; the idea of film noir, the Auteur Theory, the New Wave; philosophy and aesthetics, culture and politics; the cross-pollenation between French and U.S. cinemas. PUL=2.

FILM-C 390 The Film and Society: Topics (3 cr.) Film and politics; race and gender; social influences of the cinema; rise of the film industry. May be repeated once with different topic. PUL=4

FILM-C 391 The Film: Theory and Aesthetics (3 cr.) Film form and techniques; aesthetic and critical theories of the cinema; relationships between film movements and literary and artistic movements; relationships of word and image; analysis of significant motion pictures. PUL=4

FILM-C 392 Genre Study in Film (3 cr.) Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus on one specific genre each time the course is offered. May be repeated once with different topic. PUL=3

FILM-C 393 History of European and American Films I (3 cr.) C393 is a survey of the development of cinema during the period 1895-1926 (the silent film era). PUL=3

FILM-C 394 History of European and American Films II (3 cr.) C394 is a survey of European and American cinema since 1927. Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television. PUL=1C

FILM-C 491 Authorship and Cinema (3 cr.) Study of the work of one or more film artists. Attention paid to the style, themes, and methods that make the filmmaker's work unique. Filmmakers studied in the contexts of film traditions, ideologies, and industries that informed their work. May be repeated once with a different topic. PUL=4

FILM-C 493 Film Adaptations of Literature (3 cr.) Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation. PUL=2

ENG-W 260 Film Criticism (3 cr.) Viewing and critiquing current films, with emphasis on the quality of production and direction. Contemporary films are viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions. PUL=2

Internship

ENG-E 398 Internship in English (3-6 cr.) P: consent of instructor. A supervised internship in the use of English in a workplace. Apply during semester before desired internship. PUL=3; RISE=Experiential

Language and Linguistics

ENG-Z 104 Language in our World (3 cr.) This course explores the power and importance of language in our everyday lives and looks at how language unites and separates us culturally, politically, socially, and psychologically. PUL=5

ENG-Z 204 Rhetorical Issues in Grammar and Usage (3 cr.) An introduction to English grammar and usage that studies the rhetorical impact of grammatical structures (such as noun phrases, prepositional phrases, and different sentence patterns). This course considers language trends and issues, the role of correctness in discourse communities, and the relations between writing in context and descriptive and prescriptive grammars and usage guides. PUL=3

ENG-Z 205 Introduction 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-Z 206 Introduction to Language Use (3 cr.) An introduction to how we use language in our lives. This course explores how and why language varies between different groups and places, as well as the role of context on language meaning and interpretation. Insights are applied to understanding the impact of literature, film, writing, and other disciplines. PUL=4

ENG-Z 301 History of the English Language (3 cr.) P: ENG Z205 is recommended. A study of the origins of the English language, focusing on how and why English has changed over time. Topics include: the process of language standardization and its impact on education and literacy, relationships between language and literature, and the changing role of English around the world. PUL=3

ENG-Z 302 Understanding Language Structure: Syntax (3 cr.) P: ENG Z205 is recommended. An introduction to how language is organized at the sentence level, focusing on what it means to know how to produce and understand grammatical sentences. The acquition of syntax by children learning their first language and non-native speakers learning a second language will be studied. PUL=2

ENG-Z 303 Understanding Language Meaning: Semantics (3 cr.) Examines the question of meaning, with a focus on the English language. After introducing various approaches to the study of meaning, the course examines how linguistic semantics analyzes such concepts as entities, events, time, space, possibility, and negation, and how these relate to human culture and cognition. PUL- 2

ENG-Z 310 Language in Context: Sociolinguistics (3 cr.) P: ENG Z206 is recommended. This course explores the relationships among language, society, and culture. The interplay between social factors such as age, sex, status, class, and education and language use are discussed within the framework of various theoretical and methodological approaches. Perceptions of several varieties of English are investigated. PUL=4; RISE=Research

ENG-Z 405 Topics in the Study of Language (3 cr.) This is a variable topics course in the study of the English Language. PUL=2

ENG-Z 432 Second Language Acquisition (3 cr.) P: ENG Z205 An introduction to a broad range of issues in the field of second language acquisition, providing the student with an overview of the most important approaches to the fundamental questions of how people learn a second language. Provides students with basic knowledge of theories of second language acquisition and an understanding of how theoretical perspectives inform practical application. PUL=2; RISE=Research

ENG-Z 434 Introduction to Teaching English as a Second Language (3 cr.) P: ENG Z432 or consent of instructor. The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers. PUL=3; RISE=Experiential Learning

ENG-Z 441 Materials Preparation for ESL Instruction (3 cr.) P: ENG Z205 Students learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other ESL (English as a Second Language) teaching devices (e.g., ESL tapes, videotapes, and software programs) in order to evaluate their usefulness. Students will learn to evaluate ESL materials for adequacy. PUL=4; RISE=Experiential Learning

Literary Study

ENG-L 105 Appreciation of Literature (3 cr.) Stresses the enjoyment and humane values of literature. It will provide workshop experiences and programmed exercises as well as experience in listening to and studying visual adaptations of poems, novels, and dramas. 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. PUL=2

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. PUL=2

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. PUL=2

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. PUL=2

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods. PUL=2

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers in British and American literature. PUL=5

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. PUL=5

ENG-L 213 Literary Masterpieces I (3 cr.) Literary masterpieces from Homer to the present. Aims at thoughtful, intensive analysis; appreciation of aesthetic values; and enjoyment of reading. PUL=2

ENG-L 214 Literary Masterpieces II (3 cr.) Literary masterpieces from Homer to the present. Aims at thoughtful, intensive analysis; appreciation of aesthetic values; and enjoyment of reading. PUL=2

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen major plays and poems. May not be taken concurrently with L315. PUL=2

ENG-L 245 Introduction to Caribbean Literature (3 cr.) Introduces students who have a limited knowledge of the Caribbean region to the basic themes of Caribbean literature. Examines the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to “write back” to imperialist thought. PUL=5

ENG-L 301 Critical and Historical Survey of English Literature I (3 cr.) Representative selections with emphasis on major writers from the beginnings to Swift and Pope. PUL=2

ENG-L 302 Critical and Historical Survey of English Literature II (3 cr.) Representative selections with emphasis on major writers from the rise of romanticism to the present. PUL=2

ENG-L 305 Chaucer (3 cr.) Chaucer’s works with special emphasis on The Canterbury Tales. PUL=4

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare’s major plays. PUL=4

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy. PUL=2

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. PUL=2

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, Faulkner, O'Connor, Baldwin, Morrison, and others. PUL=2

ENG-L 355 American Novel: Cooper to Dreiser (3 cr.) Representative nineteenth-century American novels. PUL=2

ENG-L 357 Twentieth-Century American Poetry (3 cr.) Survey of modern and postmodern movements in historical context, including Imagism, Objectivism, and Formalism. PUL=4

ENG-L 358 Twentieth-Century American Fiction (3 cr.) Study of major trends in American fiction since 1900, including such topics as experimentalism and the development of minority literatures. PUL=2

ENG-L 363 American Drama (3 cr.) Main currents in American drama to the present. PUL=4

ENG-L 364 Native American Literature (3 cr.) Interdisciplinary study of fiction, poetry, and film by Native American writers. PUL=5

ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to Ibsen, Strindberg, Chekhov, Hauptmann, Pirandello, Brecht, and Sartre and to the theatre of the absurd. PUL=5

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Twentieth-century drama, from Bernard Shaw and Eugene O'Neill to Samuel Beckett, Harold Pinter, David Mamet, Marsha Norman, and August Wilson. PUL=4

ENG-L 370 Black American Writing (3 cr.) A study of the major black American writers, with special emphasis on recent writing. PUL=5

ENG-L 372 Contemporary American Fiction (3 cr.) Examination of representative American fiction since 1955 in its social, cultural, and historical contexts. Topics include such issues as the representation of truth in fiction, intertextuality, and the transgressions of genre boundaries. PUL=2

ENG-L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism. PUL=5

ENG-L 374 Interdisciplinary Approaches to English and American Literature II (3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism. PUL=4

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. PUL=2

ENG-L 378 Studies in Women and Literature (3 cr.) British and American authors such as George Eliot or Gertrude Stein; groups of authors such as the Brontë sisters or recent women poets; or genres and modes such as autobiography, film, or criticism. Topics will vary by semester. PUL=5

ENG-L 379 American Ethnic and Minority Literature (3 cr.) Analysis of literature by and about immigrants from diverse cultures as well as ethnic literature about groups such as African Americans, Appalachians, Hispanics, and Native Americans, from a historical and thematic perspective. PUL=5

ENG-L 381 Recent Writing (3 cr.) Selected writers of contemporary significance. May include groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit by special arrangement with the Department of English. PUL=4

ENG-L 382 Fiction of the Non-Western World (3 cr.) An in-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. May be repeated once for credit. PUL=5

ENG-L 384 Studies in American Culture (3 cr.) Surveys the American cultural landscape, from topics in popular culture, like comics, to specific eras of literary production, like the Harlem Renaissance. May be repeated once for credit. PUL=5

ENG-L 385 Science Fiction (3 cr.) A survey of British and American science fiction from the nineteenth to the twentieth century with an emphasis on the latter. PUL=1C

ENG-L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books. Designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature for each period of the child's life. PUL=2

ENG-L 406 Topics in African American Literature (3 cr.) Focuses on a particular genre, time period, or theme in African American literature. Topics may include twentieth-century African American women's novels, black male identity in African American literature, or African American autobiography. May be repeated once for credit with different focus. PUL=5

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. PUL=5; RISE=R

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. PUL=4

ENG-L 440 Senior Seminar in English and American Literature (3 cr.) P: One 200-level and two 300-400-level literature courses. Detailed study of one or more major British and American writers or of one significant theme or form. Subject varies each semester. May be repeated once for credit. PUL=4

ENG-L 478 Literature and Medicine (3 cr.) This course explores the medical world in literature and the arts, in popular culture, and through the institution of the hospital. (A junior/senior integrator course.) PUL=5

ENG-L 495 Individual Readings in English (1-3 cr.) P: Consent of instructor and departmental chair. May be repeated once for credit. PUL=5

Writing & Literacy

The School of Liberal Arts requires English W131 or W140, and W132, W150, or W231 for graduation for both the A.A. and the B.A. degrees. Contact the Writing Program at (317) 274-3824 or see the Web site (writing.iupui.edu) for questions about placement.

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. PUL=4

ENG-W 260 Film Criticism (3 cr.) Viewing and critiquing current films, with emphasis on the quality of production and direction. Contemporary films viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions. PUL=1A

ENG-W 262 Style and voice for Writers (3 cr.) Voice pulls readers into a writer's world, the "sound" of that writer's voice "speaking" to readers. This course focuses on recognizing, developing, and sharpening your written voice. But how do you recognize that voice? What are its characteristics? How do you challenge yourself to experiment with language? How do you adapt to the plethora of writing you do as a student, in the workplace, or on your own, while maintaining the unique stamp that is your own? This course examines a variety of published authors' works, identifying the stylistic choices that shaped those works, thereby building awareness of the variety of stylistic choices available to you as a writer. You will apply that awareness to your own writing, and examine the decision making processes that equip you to "voice" your ideas in vivid and concise language, "speaking" on the page in your unique voice. PUL=4; RISE=R

ENG-W 310 Language and the Study of Writing (3 cr.) A course about writing using linguistic perspectives. Some of the topics discussed are writing systems and their history, a comparison of speaking and writing, the analysis of texts and their structure, the writing process and its development, and orality and literacy. PUL=4; RISE=R

ENG-W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: At least one 200-level writing course or excellent performance in W131 and/or W132 (contact the instructor if you are unsure of your readiness for this course). Students will read and analyze professional and student work as they prepare to practice the art of fact by combining the tools of a researcher with the craft of a novelist. The final portfolio includes a stylistic analysis of the student's and others' nonfiction works as well as two illustrated nonfiction texts based on the student's primary and secondary research. PUL=4; RISE=R

ENG-W 315 Writing for the Web (3 cr.) Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts. PUL=1A; RISE=S

ENG-W 318 Finding your E-Voice (3 cr.) This course helps students understand and negotiate the creation of a successful e-voice with academic, personal, and professional applications. Reading, exploration, discussions,activities and practice help students transition from an academic to an "e-voice." Designing and producing a multimedia project meets RISE criteria and further refines developing e-voices.

ENG-W 320 Advanced Writing in the Arts and Sciences (3 cr.) Features scholarly readings on various interdisciplinary topics and examines how writers in the humanities, social sciences, and natural sciences define problems, investigate these problems, and report their findings. Focuses on the study and practice of knowledge-making in different discourse communities with particular attention to the student's major discipline. PUL=3

ENG-W 331 Business and Administrative Writing (3 cr.) Instruction and practice in writing for business, government, the professions, and the nonprofit sector. The course emphasizes principles that can be applied in a wide variety of documents. PUL=1A

ENG-W 365 Theories and Practices of Editing (3 cr.) Instruction and practice in the mechanical, stylistic, and substantive editing of English nonfiction prose, from a wide variety of genres and on a wide variety of subjects. PUL=3

ENG-W 366 Written Englishes: Living Cultural Realities (3 cr.) Is standard written English fixed and immutable or a living language variety? This course explores the definition, history, and politics of standard written English, the influence of home and community languages, and the uses and representation of linguistic diversity in both fiction and nonfiction texts. PUL=5

ENG-W 390 Topics in Writing (3 cr.) Topics will vary each time this course is offered, and the department will specify which area of the concentration in Writing and Literacy each offering will count toward. May be repeated once for credit. PUL=3; RISE=E

ENG-W 398 Internship in Writing (1-3 cr.)

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. PUL=3

ENG-W 407 Creative Writing for Teachers (3 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggests strategies for critiquing creative work, and provides guidance in developing creative writing curriculum PUL=1A

ENG-W 411 Directed Writing (1-3 cr.) P: Consent of instructor and department chair. Individual projects determined in consultation with instructor. Credit varies with scope of project. PUL=1A

ENG-W 412 Literacy and Technology (3 cr.) Literacy and technology have multifaceted relationships with each other. This course explores the effects of technologies (ranging from clay tablets to the printing press to computers) on literate practices and the teaching of reading and writing. It prepares students to think critically about the possibilities and limitations associated with different technologies and their impact on literacy over time, and to analyze educational uses of technology connected with literacy. PUL=4

ENG-W 426 Writing for Popular and Professional Publication (3 cr.) Offers experienced writers near the end of their academic careers the opportunity to apply their skills to the public writing of the workplace. Students work within a set of tasks common to organizational writing, gaining experience with press releases, the basics of grant writing, letters soliciting contributions, and stories appropriate for newsletters and public relations purposes. Application of this "real-life" writing comes when W426 students receive assignments from university units such as the University College and the School of Liberal Arts and fulfill them for inclusion in university publications. PUL=3

ENG-W 490 Writing Seminar (3 cr.) Emphasizes a single aspect or a selected topic of composition and the writing of nonfiction prose. PUL varies with topic.

ENG-W 496 Writing Fellows Training Seminar (3 cr.) P: ENG-W 131 and permission of instructor. Internship in University Writing Center. Focuses on the writing of IUPUI students. Emphasis on questioning, strategies, problem solving, and self-analysis. Apply in spring for fall enrollment. PUL=3; RISE=E

Graduate

Masters Degree & Certificate Courses

ENG-G 500 Introduction to the English Language (4 cr.) An introduction to English linguistics, the course covers the principal areas of linguistic inquiry into the English language: sounds (phonetics and phonology), words, (morphology), sentences (syntax), and meaning (semantics). G500 is the core linguistics course in the M.A. program.

LING-G 541 Materials Preparation for ESL Instruction (4 cr.) Students will learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other teaching devices (e.g., tapes, videotapes, computer and software programs) in order to evaluate their usefulness and will learn to evaluate ESL materials for adequacy.

LING-G 625 Introduction to Text Linguistics/Discourse Analysis (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

LING-G 652 English Language Sociolinguistics (4 cr.) This course investigates sociocultural aspects of language use and explores the relationships between language and society. The course provides background in various theoretical and methodological approaches to sociolinguistics. Other topics to be covered include gender and language, ethnicity and language, social factors in language acquisition, and bilingualism. Familiarity with basic issues and concepts in linguistics would be useful.

ENG-L 501 Professional Scholarship in Literature (4 cr.) Materials, tools, and methods of research. Includes work with standard bibliographical sources (both traditional and electronic), bibliographical search strategies, scholarly documentation, accessing special collections, and preparing bibliographical descriptions of subject texts. Historical case studies reinforce coverage of professional standards of conduct, verification of sources, and thoroughness of research methodology.

ENG-L 506 Introduction to Methods of Criticism and Research (4 cr.) An examination of the importance of the notion of the text for contemporary literary theory. L506 is the core literature course

LING-L 532 Second-Language Acquisition (3 cr.) An introduction to a broad range of issues in the field of second-language acquisition, providing the student with an overview of the most important approaches to the fundamental question of how people learn a second language. Provides students with basic knowledge of theories of second-language acquisition and an understanding of how theoretical perspectives inform practical application.

LING-L 534 Linguistic Resources for TESOL (3 cr.) The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers.

LING-L 535 TESOL Practicum (3 cr.) Students will be able to put into practice methods and principles of linguistics, second-language acquisition, and language teaching. Under supervision, they will teach ESL classes either at IUPUI or in a local school system.

ENG-L 553 Studies in Literature (4 cr.) Emphasis on thematic, analytic, and generic study. With consent of instructor, may be repeated once for credit.

ENG-L 560 Literary Studies in England and Scotland (4 cr.) Provides on-site opportunities in England and Scotland to explore the literary landscapes of British authors in relation to the English and Scottish school systems. Designed primarily for education majors and continuing certification credits.

ENG-L 573 Interdisciplinary Approaches to English and American Literature (3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, literature and colonialism, literature and psychoanalysis, or literature and gender. May also include other world literatures.

ENG-L 590 Internship in English (4-8 cr.) A supervised internship in the uses of language in the workplace. (For prospective teachers, the workplace may be a class.) Each intern will be assigned a problem or new task and will develop the methods for solving the problem or completing the task. Interns will complete a portfolio of workplace writing and self-evaluation; they will also be visited by a faculty coordinator and evaluated in writing by their on-site supervisors.

ENG-L 606 Topics in African American Literature (4 cr.) Focuses on a particular genre, time period, or theme of African American literature. Examples: twentieth-century African American women's novels, black male identity in literature, kinship in African American literature, and African American autobiography. May be repeated twice for credit with different focuses.

ENG-L 625 Shakespeare (4 cr.) Critical analysis of selected tragedies, comedies, history plays, and poetry.

ENG-L 645 English Fiction, 1800-1900 (4 cr.) Intensive historical and critical study of nineteenth-century prose fiction, especially the novel.

ENG-L 655 American Literature since 1900 (4 cr.) Intensive historical and critical study of all genres from the time of Theodore Dreiser to the present.

ENG-L 678 Literature and Medicine (3 cr.) This course explores the medical world in literature and the arts, in popular culture, and through the institution of the hospital.

ENG-L 680 Special Topics in Literary Study and Theory (4 cr.) Reading in sociological, political, psychological, and other approaches to literature.

ENG-L 681 Genre Studies (4 cr.) A variable-title course, Genre Studies examines the specific characteristics of individual genres. May be repeated once for credit.

ENG-L 695 Individual Readings in English (1-4 cr.) Enables students to work on a reading project that they initiate, plan, and complete under the direction of an English department faculty member. Credit hours depend on scope of project.

ENG-L 699 M.A. Thesis (4 cr.) M.A. Thesis.

LING-T 600 Topics in TESOL and Applied Linguistics (3 cr.) Topics in this course vary, but they include the theory and teaching of English for Specific Purposes in academic, professional, or vocational fields.

LING-T 660 Contrastive Discourse: Readings in Linguistics (3 cr.) This course examines contrastive discourse/intercultural rhetoric and considers the cross-cultural aspects of discourse organization from both the reader's and the writer's viewpoints. Comparisons of text organization in different genres and for different audiences will be made, studying the roles of cultural forms and schemata in the interaction between writer and reader.

LING-T 690 Advanced Readings in TESOL and Applied Linguistics (1-4 cr.) Topics in this course vary, but they include the theory and teaching of English for Specific Purposes in academic, professional, or vocational fields; the teaching of second-language writing, reading, listening/speaking, and grammar; and second-language testing and assessment.

ENG-W 509 Introduction to Writing and Literacy Studies (4 cr.) This is the core course in the writing and literacy track of the English master's program. Students will read, analuze, discuss, and write about key issues in writing and literacy, laying a foundation for further study. Special emphasis will be placed on research methods in this field.

ENG-W 511 Writing Fiction (4 cr.) A graduate-level fiction writing workshop. Seminar study of advanced techniques in the writing of fiction, both short stories and the novel. Workshop discussion of advanced student work in progress.

ENG-W 513 Writing Poetry (4 cr.) W513 offers graduate students an intensive experience in reading and writing poetry. Part workshop and part seminar in poetic practice and technique, W513 provides an opportunity for graduate students to expand their poetic range and hone their craft.

ENG-W 532 Managing Document Quality (4 cr.) This course will examine and apply principles of planning, researching audience and content, designing publications, drafting, obtaining reviews, conducting user testing, and negotiating within organizational cultures in order to produce effective technical and professional documents.

ENG-W 600 Topics in Rhetoric and Composition (1-4 cr.) Topics will vary each time this course is offered. A four credit course would meet 3.5 hours per week and involve significant reading over the course fo the semester (4 books and 10 articles). Students would ordinarily be expected to produce a significant researched project (20-25 pages) at the end of the semester in addition to some shorter informal writing during the semester. A one credit course would meet for 2 hours every other week. Students would be expected to complete significant reading (perhaps 2 books and 7-10 articles over the course of the semester). Writing requirements for a one credit course would be less than a four credit offering; students might keep a regular reading response journal (up to 10 pages/month, informal writing)and produce a shorter researched project at the end of the course (10 pages).

ENG-W 609 Directed Writing Projects (1-4 cr.) Individual creative or critical writing projects negociated with the professor who agrees to offer tutorial assistance. Credit hours will vary according to the scope of the project.

ENG-W 697 Independent Study in Writing 1 (3 cr.)

Programs

English for Academic Purposes (EAP)

International students are placed into appropriate EAP courses according to their scores on the EAP placement test. The EAP Program offers classes for both undergraduate and graduate students. Except for W130 and W131, credits from these courses will not count toward a degree; however, grades awarded will be included in the student's grade point average. The English for Academic Purposes sequence—G009, G010, G011, and G012—focuses on fundamental language skills. It is designed to improve pronunciation, listening comprehension, and the students' ability to participate actively and effectively in a range of communication situations, from simple conversation to seminar discussion. Although emphasis is on speaking proficiency in English, basic reading, writing, and study skills

are essential components of these courses. Students must complete all other required EAP courses before enrolling in G013 or EAP W131, with the exception of G012, which may be taken simultaneously with those two courses.

ENG-G 009 Intermediate Aural/Oral Skills for ESL Students (2-4 cr.) C: G010 Intensive practice of basic speaking and pronunciation skills, as well as listening comprehension skills, to develop language proficiency required for study at the university level. Students will make extensive use of multimedia language resources. PUL=1C

ENG-G 010 ESL for Academic Purposes I (4 cr.) C: G009 This course introduces and reviews basic English grammatical structures; presents basic reading strategies and vocabulary development; provides practice in pronunciation of English consonant and vowel sounds, stress, rhythm, and intonation; and focuses on functional language use and study skills. PUL=1C

ENG-G 011 ESL for Academic Purposes II (4 cr.) This course provides practice in and clarification of higher-level grammatical structures and development of academic reading skills. The objective is to help non-native speakers of English develop their academic communication skills, primarily in the comprehension, interpretation, and analysis of texts, and their critical thinking skills, including the ability to analyze and synthesize readings. Students will be provided opportunities to use and practice their grammar and reading skills in written assignments, which include responses to and analyses of readings and journals used as models for academic writing. PUL=1B

ENG-G 012 Listening and Speaking for Academic Purposes II (3 cr.) This course focuses on developing speaking and listening skills that are essential to academic life, encouraging participation in group discussion, improvement in presentation strategies, and development of questioning and answering skills. It provides community involvement to help students better understand American culture and language use. Reading skills, vocabulary development, oral communication and presentation skills for the academic context are emphasized. PUL=1B

ENG-G 013 Reading and Writing for Academic Purposes (3 cr.) This course is designed 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. PUL=1A

ENG-G 015 Pronunciation Skills (1 cr.) This course focuses on American English pronunciation and stresses active learner involvement in small groups and self-tutorials. Practice in a contextualized format includes drills and multimedia listening and speaking activities. Classwork emphasizes stress and intonation patterns and vowel and consonant production. Individualized instruction focusing on specific needs is a component of the course. PUL=1C

ENG-G 020 Communication Skills for Graduate Students and International Teaching Assistants (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=1C

ENG-G 410 Introduction to Legal English (1 cr.) An intensive, integrated academic language skills course addressing the linguistic demands of legal study in the U.S. Focuses on reading, writing, listening, and speaking skills. PUL=1A

ENG-G 411 Legal English I (3 cr.) An integrated language skills course focusing on (1) grammatical structures, reading strategies, and writing structures required to understand legal texts and material; and (2) listening and speaking skills needed for the law school classroom. PUL=1A

ENG-G 412 Legal English II (3 cr.) An integrated language skills course that focuses primarily on the advanced study of academic legal writing, including editing skills. PUL=1A

ENG-W 130 Principles of Composition (3 cr.) Designated for EAP students, the course offers practice in writing papers for a variety of purposes and audiences, with attention to reading/writing connections. PUL=1A

ENG-W 131 Elementary Composition I (3 cr.) P: EAP-W 130 (with a grade of C or higher) Designated for EAP students, this course is designed to help students improve their English writing skills. It fulfills part of 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 students' work. PUL=1A

Writing Program

The School of Liberal Arts requires English W131 or W140, and W132, W150, or W231 for graduation for both the A.A. and the B.A. degrees. Contact the Writing Program at (317) 274-3824 or see the Web site (writing.iupui.edu) for questions about placement.

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. PUL=1A

ENG-W 131 Elementary Composition I (3 cr.) P: W001 (with a grade of C or higher) or placement. Fulfills part of 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 students' work. PUL=1A

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. PUL=2

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 150 Elementary Composition II/Honors (3 cr.) P: W140 (with a grade of C or higher) or W131 and permission of the instructor. Allows an honors student to explore the investigative methods used within a chosen discipline as an introduction to academic writing. Individual projects using these various methods combine primary and secondary skills. Evaluation is based on portfolios of the student's work. Replacing W132 or W231 for honors students, this course follows W140. PUL=1A

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. PUL=1A; RISE=E

ENG-W 407 Creative Writing for Teachers (3 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggests strategies for critiquing creative work, and provides guidance in developing creative writing curriculum PUL=1A

Geography (GEOG)

Graduate Courses

GEOG-G 502 Introduction to Transportation Analysis (3 cr.) An examination of movement of people, goods, and information over space using spatial analysis and planning techniques.

GEOG G535 Introduction to Remote Sensing (3 cr.) Nature and interpretation of remotely sensed data collected from field, airborne, and space-borne sensors. Data from the visible, infrared, and microwave portions of the electromagnetic spectrum are discussed and analyzed from a geographic applications perspective. Visual, photogrammetric, digital image processing, and GIS interpretation approaches are presented. Lecture and laboratory.

GEOG-G 536 Advanced Remote Sensing (3 cr.) P: G535 or consent of instructor. Advanced remote sensing theory and digital image processing techniques with an emphasis on environmental applications. Hands-on computer exercises provide significant experience in introductory digital image processing for extraction of qualitative and quantitative information about the Earth's terrestrial environments. Lecture and laboratory.

GEOG-G 537 Cartography and Graphics (3 cr.) Compilation, design, production, and evaluation of maps and related graphic materials. Includes cartometric procedures, symbolization, color use guidelines, map typography, photographic manipulations, computer animation, and geographic visualization techniques. Hardcopy and Internet-based outputs. Lecture and laboratory.

GEOG-G 538 Introduction to Geographic Information Systems (3 cr.) Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database design, introductory and intermediate GIS operations, and case studies of real-world GIS. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory.

GEOG-G 539 Advanced Geographic Information Systems (3 cr.) P: G538 or consent of instructor. Intermediate and advanced topics in geographic information science and spatial analysis techniques using GIS software. This advanced course is for upper-division undergraduates and graduates who seek a greater understanding of this rapidly developing field and to learn how to construct, manage, and analyze their own GIS data and models. Lecture and laboratory.

GEOG-G 560 Internship in Geographic Analysis (1-4 cr.) P: Admission to MS GIS program and permission of major advisor. Faculty-directed study of geographical problems based on internship experience. Area of placement must be related to field of Geographic Information Science. Student may complete more than one internship, but total credit hours cannot exceed four.

GEOG-G 588 Applied Spatial Statistics (3 cr.) P: 6 credits in geography or consent of instructor. Extension of traditional statistical analysis to spatial data. Spatial means and spatial variances, the examination of differences in samples over space, spatial autocorrelation, nearest neighbor analysis, map comparison techniques, emphasis on practical applications.

GEOG-G 602 Graduate Seminar in Physical Geography (3 cr.) P: Consent of instructor. Distribution, morphology, and human significance of selected phenomena of the physical environment.

GEOG-G 639 Seminar in Geographic Information Science (3 cr.) P: G535, G538, and G536 or G539. Applications of geographic information science principles in the collection and analysis of spatial data. Integration of GIS, remote sensing, and/or GPS technologies. Review of current literature on techniques, theory, technology, and applications with an emphasis on environmental issues. Discussions, laboratory, and research project.

GEOG-G 704 Soils Geography (3 cr.) P: G538. Examines the spatial aspects of soils from a global and local perspective, including soil genesis, morphology, and classification; physical, chemical, mechanical and biological properties of soil; and land use mapping, analysis, planning, and management.

GEOG-G 830 Readings in Geography (12 cr. max. cr.) P: Advanced course in geography or closely related field. Supervised readings on selected topics.

GEOG-G 845 Research Papers in Geography (3 cr.) P: Admission to MS GIS Program and permission of major advisor. Research papers under the supervision of a faculty committee. Graduate students in the MS in Geographic Information Science program who choose the research papers option (as opposed to the thesis) will develop two research papers under supervision of their major advisor and two additional faculty members.

GEOG-G 850 Masters Thesis (3-6 cr.) Directed research and writing under the supervision of a faculty committee.

Lower-Division Courses

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). PUL=3

GEOG-G 108 Physical Systems of the Environment: Laboratory (2 cr.) P: G107. Laboratory session to complement G107 Physical Systems of the Environment. C: G107 Practical and applied aspects of meteorology, climatology, vegetation, soils, and landforms. This laboratory session is optional for students enrolling in G107. PUL=3

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. PUL=5

GEOG-G 111 Hurricanes (1 cr.) Introduction to processes involved in the initiation and development of hurricanes, forecasting and modeling tools used to predict their effects, and impacts on the natural environment and humans. PUL=3

GEOG-G 112 Thunderstorms and Tornadoes (1 cr.) Introduction to the processes involved in the initiation and development of thunderstorms and tornadoes, forecasting and modeling tools to predict their spatial pattern and effects, and impacts on the natural environment and humans. PUL=3

GEOG-G 113 The Ozone "Hole" (1 cr.) Introduction to the role and significance of the stratospheric ozone layer and the nature and extent of its depletion. Attention will focus on the development of our understanding, human intervention, and major points of controversy. PUL=3

GEOG-G 114 The Greenhouse Effect and Global Warming (1 cr.) Introduction to the greenhouse effect and global carbon cycle. Attention will be directed to how, when, and where humans have altered this cycle and the implications for future climates. Methods for monitoring climate change will be studied and areas of greatest uncertainty identified. Particular attention will be directed to the spatial pattern of projected effects produced by global climate models. PUL=3

GEOG-G 123 Soil Survey (1 cr.) An introduction to soil geography. Soil development processes, USDA soil survey map interpretation, physical and mechanical soil properties, and land use analysis. PUL=3

GEOG-G 130 World Geography (1 cr.) An analysis of the existing and emerging geographic patterns in the world and of the processes and trends producing such patterns. An examination of the global scale of human activities and interaction with the environment and the linkages tying the various regions of the world into a single, global system. PUL=5

Upper-Division Courses

Upper-division courses generally presuppose that students have at least introductory course preparation in human and environmental geography (e.g., G107 and G110).

GEOG-G 302 Introduction to Transportation Analysis (3 cr.) Examination of movement of people, goods, and information over space using spatial analysis and planning techniques. PUL=3

GEOG-G 303 Weather and Climate (3 cr.) Systematic study of atmospheric processes and interrelationships, with a focus on understanding the physical basis of weather and climate. Emphasis on components of radiation and energy balances, atmospheric circulation, global weather systems, human effects on climate, and climate change. PUL=3

GEOG-G 305 Environmental Change: Nature and Impact (3 cr.) P: G107 or consent of instructor. An integrated study of the causes and effects of environmental change. Areas covered include: climate variability (short and long term), environmental chemistry (ozone layer, greenhouse gases, and pollution), and anthropogenic impact that leads to environmental change. PUL=3

GEOG-G 307 Biogeography: The Distribution of Life (3 cr.) A survey of the present and past distributions of the world's plants and animals, emphasizing ecological explanation of species distributions. Topics include evolution and distribution of major plant and animal groups, world vegetation, plant and animal domestication, introduction of plant and animal pests, destruction of natural communities, and extinction. PUL=3

GEOG-G 309 Frontiers in Geographic Thought (3 cr.) Provides a survey of the development of philosophical frameworks and theories used in physical and human geography. PUL=1

GEOG-G 310 Human Impact on Environment (3 cr.) A systematic examination of how people have altered patterns of climate, hydrology, land forms, soils, and biota. Course emphasizes that understanding human impacts requires knowledge of both the sociocultural forces that drive human activity and the natural processes that determine environmental patterns. PUL=3

GEOG-G 311 Introduction to Research Methods in Geography (3 cr.) Introduction to geographic research questions and methodologies. Focus on special characteristics of geographic problems in the realms of both physical and human geography. Study of scientific versus nonscientific methods, the nature of geographic data, methods of data analysis, interpretation, and presentation. PUL=3

GEOG-G 314 Urban Geography (3 cr.) Study and interpretation of urban spatial structures, design, policies, and problems with an emphasis on the geographic perspective. Topics include urban housing markets, racial segregation, homelessness, and urban crime. PUL=5

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

GEOG-G 321 Geography of Europe (3 cr.) Geographical analysis of the physical features of the European environment and the spatial patterns and inter-relationships of the cultural, economic, and political landscapes. Emphasis placed on human impact on the environment through long-term occupancy. PUL=5

GEOG-G 323 Geography of Latin America (3 cr.) National and regional variations in terrain, climate, natural resources, and economic and social life in Mexico, Central America, the West Indies, and South America. PUL=5

GEOG-G 324 Geography of the Caribbean (3 cr.) Geographic introduction to the Caribbean, stressing global and regional political and economic relation-ships, physical, and natural environments, human activities and human-environmental relationships which give coherence and identity to the diversity of Caribbean landscapes, peoples, and cultures. PUL=5

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. PUL=5

GEOG-G 327 Geography of Indiana (3 cr.) A geographical analysis of the state of Indiana. Emphasis placed on the interrelationship of the state's physical and human geography. PUL=5

GEOG-G 328 Rural Landscapes of North America (3 cr.) Rural geography of the United States and Canada, focusing on rural settlements, culture, economic activities, and land subdivision. The spatial impacts of economic and technological changes on land use are considered through an examination of relict structures and urban expansion into rural areas. PUL=5

GEOG-G 330 North American House Types (3 cr.) Houses are a visible semipermanent record of human values, political ideas, historical settlement, and community development. This record is reflected in the types of houses built during a particular time period, by certain groups of people, or in a certain area of the country. This course examines house types for the purpose of identifying and analyzing geographic patterns that occur in North America. PUL=5

GEOG-G 331 Economic Geography (3 cr.) An examination of the spatial dynamics and location patterns of economic activities, behavior, and systems. The study of the spatial organization of resource utilization, agricultural production, manufacturing, business, transportation, and trade. PUL=5

GEOG-G 334 Field Geography of North America (3 cr.) A field course examining some geographic theme or region in North America. Includes preliminary classroom lecture and a field excursion of 1-2 weeks. Normally taught in summer. PUL=5

GEOG-G 336 Introduction to Remote Sensing and Air Photo Interpretation (3 cr.) Nature and interpretation of remotely sensed data collected from field, airborne, and space-borne sensors. Data from the visible, infrared, and microwave portions of the electromagnetic spectrum are discussed and analyzed from a geographic applications perspective. Visual, photogrammetric, digital image processing, and GIS interpretation approaches are presented. Lecture and laboratory. PUL=1C

GEOG-G 337 Computer Cartography and Graphics (3 cr.) Compilation, design, production, and evaluation of maps and related graphic materials. Includes cartometric procedures, symbolization, color use guidelines, map typography, photographic manipulations, computer animation, and geographic visualization techniques. Hardcopy and internet-based outputs. Lecture and laboratory. PUL=1C

GEOG-G 338 Introduction to Geographic Information Systems (3 cr.) Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database design, introductory and intermediate GIS operations, and case studies of real-world GIS applications. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory. PUL=1C

GEOG-G 345 Field Study in Geography (3 cr.) P: 12 credit hours in geography and consent of instructor. Faculty-supervised fieldwork in selected areas of geography. May be repeated up to a maximum of 6 credit hours. PUL=5

GEOG-G 355 Political Geography (3 cr.) An examination of the spatial organization of political systems and the interaction of geographical area and political processes. Emphasis on the geographical characteristics of states and the geographical dimensions of international relations. PUL=5

GEOG-G 360 Geography of Wine (3 cr.) An introduction to the spatial distribution and patterns of viniculture in the world. Emphasis is placed on understanding the complex and often subtle relationships that exists between environmental variables, such as climate, soils, and landforms, and human factors, such as viticultural practices and vinification techniques, in producing different types of wines and variations in their qualities. The geographic origins and diffusion of viniculture are examined along with an analysis of the locations, development, and characteristics of the main wine regions or landscapes of the world. PUL=3

GEOG-G 363 Landscapes and Cultures of the Caribbean (3 cr.) Field courses are taught during summer. Includes two weeks of preliminary lectures at IUPUI followed by approximately two weeks of intensive field study in the Caribbean. Destinations vary from year to year; consult class schedule for more information. PUL=3

GEOG-G 390 Topics in Geography (1-3 cr.) An examination of selected problems and issues in geography or from a geographic perspective. Topics vary from semester to semester. Recent offerings include the Caribbean, Wine, and Italy. PUL=3

GEOG-G 404 Soils Geography (3 cr.) Soil genesis, morphology, and classification; soil's physical, chemical, mechanical, and biological properties. Soil maps and related data in land use analysis and the planning process. PUL=4

GEOG-G 418 Historical Geography (3 cr.) Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples. PUL=3

GEOG G421 Environments of Tropical Lands (3 cr.) A geographical analysis concerned with developing countries and focusing on issues related to development and the environmental consequences. Concern for the natural environment is expressed with regard to how it is affected by population pressures, economic advancement, and urbanization. An understanding of Third World people and their cultures is presented. PUL=3

GEOG-G 424 Geography of Africa (3 cr.) Geographical analysis of the physical features of the African environment

and the spatial patterns and interrelationships of the cultural, economic, and political landscapes. PUL=5

GEOG-G 436 Advanced Remote Sensing: Digital Image Processing (3 cr.) P: G336 or consent of instructor. Advanced remote sensing theory and digital image processing techniques with an emphasis on environmental applications. Hands-on computer exercises provide significant experience in introductory digital image processing for extraction of qualitative and quantitative information about Earth's terrestrial environments. Lecture and laboratory. PUL=1C

GEOG-G 438 Advanced Geographic Information Systems (3 cr.) P: G338 or consent of instructor. Intermediate and advanced topics in geographic information science and spatial analysis techniques using GIS software. This advanced course is for upper-division undergraduates and graduates who seek a greater understanding of this rapidly developing field and to learn how to construct, manage, and analyze their own GIS data and models. Lecture and laboratory. PUL=1C

GEOG-G 439 Seminar in Geographic Information Science (3 cr.) P: G336, G338, and G436 or G438. Applications of geographic information science principles in the collection and analysis of spatial data. Integration of GIS, remote sensing, and/or GPS technologies. Review of current literature on techniques, theory, technology, and applications with an emphasis on environmental issues. Discussions, laboratory, and research project. May substitute for the G491 capstone course. PUL=3

GEOG-G 446 Cultural Biogeography (3 cr.) P: G307 Examines human alteration of natural plant and animal distributions. Topics include deforestation, extinction, plant and animal domestication, and introduction of alien organisms. Seminar format. PUL=3

GEOG-G 450 Undergraduate Readings and Research in Geography (1-3 cr.) Research in selected problems: papers are ordinarily required. PUL=3

GEOG-G 460 Geography Internship (1-6 cr.) P: 12 credit hours of geography and departmental approval. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm. Requires 40 hours of work per 1 hour of credit. PUL=3

GEOG-G 475 Climate Change (3 cr.) P: G303. Advanced course on the evidence for and theories of climate change over a range of time scales, focusing on the period before the instrumental record. PUL=5

GEOG-G 488 Applied Spatial Statistics (3 cr.) P: 6 credits in geography or consent of instructor. Extension of traditional statistical analysis to spatial data. Spatial means and spatial variances, the examination of differences in samples over space, spatial autocorrelation, nearest neighbor analysis, map comparison techniques, emphasis on practical applications. PUL=1C

GEOG-G 491 Capstone Experience in Geography (1 cr.) An independent project for senior-level students, applying geographic theory and techniques to a topic of geographic interest beyond the limits of the regular curriculum. Open to majors or non-majors with appropriate preparation, including G309 and G311. May be taken alone or concurrently with another course. PUL=3

History (HIST)

Graduate Courses

Colloquia

These colloquia are of seminar size and involve oral and written study of the problems, bibliographies, interpretations, and research trends in the fields with which they respectively deal. They are the chief means by which a student becomes knowledgeable in history at a professional level. Any of them may be taken more than once upon approval of the student's faculty advisor.

HIST-H 615 Colloquium: Early Modern Western European History (4 cr.)

HIST-H 620 Colloquium: Modern Western European History (4 cr.)

HIST-H 630 Colloquium: British and British Imperial History (4 cr.)

HIST-H 640 Colloquium: Russian History (4 cr.)

HIST-H 650 Colloquium: United States History (4 cr.)

HIST-H 665 Colloquium: Latin American History (4 cr.)

HIST-H 669 Colloquium: Comparative History (4 cr.)

General and Professional Skills

HIST-G 585 Modern China (3 cr.) China from the Ch'ing period to the present. Social, political, and economic change in a largely agrarian society. International and intercultural relations as well as rebellion, war, and revolution during the unstable nineteenth and twentieth centuries.

HIST-H 500 History of Historical Thought (4 cr.) Approaches to the historian's craft and reflections on history as a type of scholarly thinking.

HIST-H 501 Historical Methodology (4 cr.) Discussion and application of the various methods and strategies used in historical research.

HIST-H 509 Special Topics in European History (3 cr.) Study of topics in European history. May be repeated once for credit.

HIST-H 511 Special Topics in American History (3 cr.) Study of topics in American history. May be repeated once for credit.

HIST-H 516 History of Philanthropy in the United States (3 cr.) Approaches philanthropy as a social relation between various groups and looks at issues ranging from the relationship between government and the economy to African-American activism to women's roles. Explores past and current debates about such issues in order to analyze the past, understand the present, and shape the future.

HIST-H 521 Special Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected topics in African, Asian, or Latin American history. Topics will vary from semester to semester, e.g., traditional Asia, modern Asia.

HIST-H 542 Public History (4 cr.) The application of history to public needs and public programs. Historic preservation,

archival management, oral history, editing, public humanities programming, historical societies, etc.

HIST-H 543 Practicum in Public History (1-4 cr.) Internships in public history programs, fieldwork, or research in the historical antecedents of contemporary problems.

HIST-H 546 Special Topics in History of Science, Medicine, and Technology (3 cr.) Study of topics in the history of science, medicine, and technology. May be repeated for credit with permission of the director of graduate studies.

HIST-H 547 Special Topics in Public History (3 cr.) Intensive study and analysis of selected topics in public history. Topics will vary from semester to semester, e.g., historic preservation, archival practice, and historical editing. May be repeated once for credit.

HIST-H 548 Historical Administration (3 cr.) This course presents an overview of issues faced by administrators and mid-level managers who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies. Topics, speakers, and readings focus on issues that are unique to agencies that collect, preserve, and interpret historical resources.

HIST-H 575 Graduate Readings in History (arr. cr.)

Seminars

These courses involve research at a mature level with primary sources in specialized topics and problems in the field with which they respectively deal. They train the student in historical scholarship. Any of them may be taken more than once upon approval of the student's faculty advisor.

HIST-H 715 Seminar: Early Modern European History (4 cr.)

HIST-H 720 Seminar: Modern Western European History (4 cr.)

HIST-H 730 Seminar in British and British Imperial History (4 cr.)

HIST-H 750 Seminar in United States History (4 cr.)

Thesis

HIST-H 898 M.A. Thesis (1-6 cr.)

Special Purpose Courses

The following courses serve special purposes. Enrollment in them is not limited to history majors or minors, but others should check with the departmental chairperson or the instructor prior to registration.

HIST-J 495 Proseminar for History Majors (3 cr.) Selected topics in history. Closed to freshmen and sophomores. PUL=5

HIST-K 493 Reading for Honors (1-3 cr.) P: Approval of department honors committee prior to registration. Individual readings on selected topics. PUL=5

HIST-K 495 Readings in History (1-3 cr.) By arrangement with instructor. Permission of departmental chairperson required. PUL=5

Undergraduate Courses

History courses numbered 200 or above are usually taken by students with a background such as that provided in the 100-level courses; however, students who are mature and who have a good background in history may enroll in 200- to 400-level courses as their first courses in history. Note: There are several 300-level classes offered at IU Bloomington that have the same content as 400-level classes offered at IUPUI. In such cases, both classes may not be taken for credit. See individual course descriptions for further information.

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. PUL=5

HIST-A 302 Colonial and Revolutionary America II (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. PUL=5

HIST-A 303 United States, 1789–1865 I (3 cr.) Political, economic, and social development of United States from Washington's presidency through the Civil War. Growth of political, religious, educational, and other social institutions, and contributions of Hamilton, Jefferson, Jackson, Webster, Marshall, Lincoln. Agriculture, manufacturing, commerce, labor. PUL=5

HIST-A 304 United States, 1789–1865 II (3 cr.) Political, economic, and social development of United States from Washington's presidency through the Civil War. Growth of political, religious, educational, and other social institutions, and contributions of Hamilton, Jefferson, Jackson, Webster, Marshall, Lincoln. Agriculture, manufacturing, commerce, labor. PUL=5

HIST-A 312 The North and South at Peace and War (3 cr.) Examines the social, economic, and political landscapes of two communities—one in the North and one in the South—before, during, and after the American Civil War. PUL=5

HIST-A 313 Origins of Modern America, 1865–1917 (3 cr.) Social, economic, cultural, and political ways in which Americans accommodated and resisted changes introduced by large-scale industrialization. Populism and progressivism receive special attention. PUL=5

HIST-A 314 United States History, 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. PUL=5

HIST-A 315 United States History since World War II (3 cr.) Political, demographic, economic, and intellectual transformations of 1945–present: Cold War, problems of contemporary America. PUL=5

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. PUL=5

HIST-A 321 History of American Thought I (3 cr.) Ideas that have influenced American history. I. Image of New World to challenge of Jacksonian democracy. II. Transcendentalism to New Conservatism. Term papers and reports. PUL=5

HIST-A 322 History of American Thought II (3 cr.) Ideas that have influenced American history. I. Image of New World to challenge of Jacksonian democracy. II. Transcendentalism to New Conservatism. Term papers and reports. PUL=5

HIST-A 325 American Constitutional History I (3 cr.) I: 1607–1865. II: 1865–present. Changing constitutional system from seventeenth-century colonies to contemporary nations. Structure of government: federalism, division of powers, political institutions. Relationship of government to society and economy. Civil liberties and democracy. Constitutional law and politics. PUL=5

HIST-A 326 American Constitutional History II (3 cr.) I: 1607–1865. II: 1865–present. Changing constitutional system from seventeenth-century colonies to contemporary nations. Structure of government: federalism, division of powers, political institutions. Relationship of government to society and economy. Civil liberties and democracy. Constitutional law and politics. PUL=5

HIST-A 327 American Legal History I (3 cr.) Examines the development of United States law from English antecedents through the American Civil War. Course imparts substantial knowledge of American legal history and understanding of methods of historical and legal inquiry. PUL=5

HIST-A 328 History of Work in America (3 cr.) Examines the major transformations in the lives of American working people from the colonial era to modern times. The course explores shifting patterns of work, working class life and community, organized labor movements, and the relationship of workers and unions to the state. PUL=5

HIST-A 329 American Dissent (3 cr.) This course will examine popular movements for social, economic, and political change in U.S. history. Emphasis will be on: evaluating different approaches to the study of collective action; understanding the social, political, and cultural contexts from which protest developed; and uncovering what protest movements reveal about the nature of American society and politics.

HIST-A 332 The American Ethnic Experience (3 cr.) This course is designed to introduce students to the central issues and methods of inquiry in the historical study of ethnic communities in the United States. The focus of the course's lectures, discussions, readings, and assignments will be on the similarities and contrasts in the experiences of America's various "ethnic" groups.

HIST-A 337 American Frontier I (3 cr.) I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present. PUL=5

HIST-A 338 American Frontier II (3 cr.) I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present. PUL=5

HIST-A 341 United States Women's History I (3 cr.) The social, economic, cultural, intellectual, political, and demographic history of women in the United States from the period before European settlement to the present. Topics include the variety in women's experiences; the worlds in which women lived; the relationship between the private and public realms; and changes and continuities over time. PUL=5

HIST-A 342 United States Women's History II (3 cr.) The social, economic, cultural, intellectual, political, and demographic history of women in the United States from the period before European settlement to the present. Topics include the variety in women's experiences; the worlds in which women lived; the relationship between the private and public realms; and changes and continuities over time. PUL=5

HIST-A 345 American Diplomatic History I (3 cr.) I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present. PUL=5

HIST-A 346 American Diplomatic History II (3 cr.) I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present. PUL=5

HIST-A 347 American Urban History (3 cr.) Evolution of cities and urban life in the United States from colonial times to the present. Rise of cities (New York, Chicago, Indianapolis, Los Angeles, Miami, and others). Creation of modern urban districts (ghettos, suburbia), city planning, political and economic power structures, ethnic and race relations, law and order (crime, police, prisons). PUL=5

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. PUL=5

HIST-A 352 History of Latinos in the United States (3 cr.) Examines twentieth century history of immigration to the United States from Mexico, Puerto Rico, Cuba, and Central America. Compares causes of immigration and contrasts experiences of Latino immigrants in the United States. PUL=5

HIST-A 355 African-American History I (3 cr.) I. History of Africans in the United States from the colonial era to the Emancipation Proclamation. II. History of African Americans from the era of the Civil War to the present. PUL=5

HIST-A 356 African-American History II (3 cr.) I. History of Africans in the United States from the colonial era to the Emancipation Proclamation. II. History of African Americans from the era of the Civil War to the present. PUL=5

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. PUL=5

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. PUL=5

HIST-A 371 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts. PUL=5

HIST-A 372 History of Indiana II (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts. PUL=5

HIST-A 390 Representative Americans (3 cr.) Explorations of the lives and works of selected American men and women for the purpose of better understanding the ideological and social forces at work in American history. The course will serve as both an introduction to the biographical literature of American history and as an exercise in the relevance of biography to history. PUL=5

HIST-A 402 Readings in American Environmental History (3 cr.) The roots of modern attitudes and actions toward the environment, focusing on major works in American environmental history and its European antecedents. PUL=5

HIST-A 410 American Environmental History (3 cr.) An examination of the environmental context for American history by analyzing the diverse and changing interaction between Americans and the environment in which they have lived. PUL=5

HIST-A 421 Topics in United States History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in United States history. Topics will vary by semester. PUL=5

HIST-B 309 Britain I (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. PUL=5

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. PUL=5

HIST-B 323 History of the Holocuast (3 cr.)

HIST-B 341 History of Spain and Portugal (3 cr.) The Iberian, Roman, and Moorish backgrounds, with emphasis on the medieval Christian thought and institutions of the peninsula during the Reconquest; the political and cultural unity of Spain and of Portugal from the Renaissance through the Enlightenment; the nineteenth- and twentieth-century attempts to achieve political stability and economic progress. PUL=5

HIST-B 351 Barbarian Europe 200-1000 (3 cr.) The collapse of Roman authority in the West; the Germanic monarchies; the growth of the Western church and the development of German, Greek, and Moslem empires; the Viking invasions; feudalism and manorialism. PUL=5

HIST-B 352 The Age of Chivalry 1000-1500 (3 cr.) The revival of urban life in the West; the Crusading movement and the development of feudal states; the struggle between church and state; and the decay of feudal institutions. PUL=5

HIST-B 353 The Renaissance (3 cr.) Italian Renaissance as a political and cultural phase in the history of Western civilization. Its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Expansion of Renaissance into France, Germany, and England. PUL=5

HIST-B 354 The Reformation (3 cr.) Economic, political, social, and religious background of Protestant Reformation; Lutheran, Reformed, Anglican, and Anabaptist movements, with reference to their political and theological trends; Catholic Reformation. PUL=5

HIST-B 355 Europe: Louis XIV to French Revolution (3 cr.) Absolutism to enlightened despotism; the European state and its authority in fiscal, judicial, and military affairs; sources, content, diffusion of the Enlightenment; agriculture, commerce, and industry in preindustrial economies; Old Regime France. PUL=5

HIST-B 356 French Revolution and Napoleon (3 cr.) P: H114 or consent of instructor Crisis of Old Regime; middle-class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic Empire. PUL=5

HIST-B 357 Modern France (3 cr.) A social, political, and cultural survey of France in the nineteenth and twentieth centuries. PUL=5

HIST-B 359 Europe—Napoleon to First World War I (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. PUL=5

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. PUL=5

HIST-B 361 Europe in the Twentieth Century I (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world. PUL=5

HIST-B 362 Europe in the Twentieth Century II (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world. PUL=5

HIST-B 383 European Intellectual History I (3 cr.) Critical examination and analysis of the historical, psychological, social, and scientific roots of the thought of leading European thinkers from the sixteenth to the twentieth centuries. Thematic developments, as well as individual thinkers and particular problems, are emphasized. I. Sixteenth through eighteenth centuries. II. Nineteenth through twentieth centuries. PUL=5

HIST-B 384 European Intellectual History II (3 cr.) Critical examination and analysis of the historical, psychological, social, and scientific roots of the thought of leading European thinkers from the sixteenth to the twentieth centuries. Thematic developments, as well as individual thinkers and particular problems, are emphasized. I. Sixteenth through eighteenth centuries. II. Nineteenth through twentieth centuries. PUL=5

HIST-B 393 German History: From Bismarck to Hitler (3 cr.) This course seeks to acquaint the student with the social, political, and cultural developments in Germany from the middle nineteenth through the middle twentieth century. Its basic theme is the tragic efforts made by liberalism and democracy to assert themselves against the opposing forces of militarism and nationalism. Not open to students who have had B377-B378. PUL=5

HIST-B 421 Topics in European History (3 cr.) Intensive study and analysis of selected historical themes and/or problems in European history. Topics will vary from semester to semester. PUL=5

HIST-B 425 The Second World War (3 cr.) Beginning with its origins in the peace settlement of 1919, this course examines the social, cultural, and economic impact of the Second World War, as well as the war aims and strategies of the major combatants. PUL=5

HIST-B 426 Genocide and Its Origins (3 cr.) Beginning with the sixteenth-century discovery of the “New World” and ending with “ethnic cleansing” in the twenty-first century, this course will examine the intellectual, political, economic, social, and ideological dynamics driving the rise of mass murder as an instrument of state policy. PUL=5

HIST-C 386 Greek History (3 cr.) Political, social, and economic developments in the Greek world from the age of Mycenae and Troy until the Roman conquest (167 B.C.). Greek colonial world, Athens and Sparta, career and legend of Alexander the Great, the Hellenistic age. Archaeology as a source of political and social history. PUL=5

HIST-C 388 Roman History (3 cr.) The creation, organization, and government of the Roman Republic and Empire; literature and manners; the careers of Hannibal, Cato the Censor, Augustus, Seneca, Nero, and others; the growth of Christianity to the reign of Constantine. PUL=5

HIST-D 313 Russian Social and Cultural History, 1801–1917 (3 cr.) A topical examination of different social groups within Russia and their alteration over time as a result of industrialization, emancipation, and the urbanization of Russia. Among the groups covered will be the peasantry, the bureaucracy, the intelligentsia, the nobility, and the military. Changes in culture will also be reviewed. PUL=5

HIST-D 314 Soviet Social and Cultural History (3 cr.) Study of the history and dynamics of Soviet society and culture, their interaction, and their influence on Soviet politics. Among the specific topics covered will be the Party, women, dissidents, the Jews and other minorities, literature, and art. PUL=5

HIST-D 428 Eastern Europe: 1914 to Present (3 cr.) World War I; the peace settlements in Poland, Czechoslovakia, Austria, Hungary, Yugoslavia, Bulgaria, Albania, Greece, Romania, and Turkey. Parliamentary democracy vs. military dictatorship; irredentism; economic transformation; Nazi domination; Munich; Soviet seizure of power. National communism of Tito, Gromulka, Kadar, Ceausescu, Dubcek, and Hoxha. Soviet and Western rivalry in Eastern Europe. PUL=5

HIST-E 340 African Popular Culture (3 cr.) African popular culture (music, sports, fashion) is the lens used to explore how Africans responded to and shaped life under colonial rule and after independence. We consider questions like: What is the relationship between popular culture and politics? How does popular culture change how we think about colonialism and independence?

HIST-E 432 History of Africa II (3 cr.) 1750 to present. Slave trade, European imperialism, impact of Islam and Christianity, new state formation, reassertion of African culture and identity. Credit awarded for only one of E432 and E332. PUL=5

HIST-F 341 Latin America: Conquest and Empire (3 cr.) The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest, and settlement; economic, social, political, religious, and cultural life; the movement toward independence. PUL=5

HIST-F 342 Latin America: Evolution and Revolution since Independence (3 cr.) National period: the struggle for independence; the nineteenth-century attempts to achieve political stability and economic progress; the efforts to attain social justice in the twentieth century, with emphasis on common problems. PUL=5

HIST-F 346 Modern Mexico (3 cr.) Survey of Mexican history from the late 1800s to the present. Focuses on causes for and long-term consequences of Mexico’s 1910 revolution. PUL=5

HIST-F 347 History of United States–Latin American Relations (3 cr.) This course examines the history of

diplomatic, economic, and cultural relations between the United States and Latin America from the late 1700s to the present. PUL=5

HIST-G 451 Traditional Asia (3 cr.) This course offers a brief survey of the early civilization of Asia, which includes China, Japan, Vietnam, Korea, and India, in the traditional period. PUL=5

HIST-G 452 Modern Asia (3 cr.) This course offers a brief survey of the civilization of Asia that includes selected topics related to China, Japan, Vietnam, Korea, and/or India in modern times. PUL=5

HIST-G 461 Imperial China (3 cr.) This course offers a brief survey of the civilization of traditional China. The emphasis of the lectures is on the development of the social structure, the political system, and Confucian culture.

HIST-G 467 History of Japan I (3 cr.) From prehistoric times to present. Land and people, principal classes; Shintoism and divine emperor; feudalism; Tokugawa Shogunate; modern state and military expansion; population, agrarian, and industrialization problems; occupation and treaty. Students may not receive credit for G467 and G357 or for G468 and G358. PUL=5

HIST-G 468 History of Japan II (3 cr.) From prehistoric times to present. Land and people, principal classes; Shintoism and divine emperor; feudalism; Tokugawa Shogunate; modern state and military expansion; population, agrarian, and industrialization problems; occupation and treaty. Students may not receive credit for G467 and G357 or for G468 and G358. PUL=5

HIST-G 485 Modern China (3 cr.) China from the Ch'ing period to the present. Social, political, and economic change in a largely agrarian society. International and intercultural relations as well as rebellion, war, and revolution during the unstable nineteenth and twentieth centuries. Students may receive credit for only one of G485 and G385. PUL=5

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. PUL=5

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. PUL=5

HIST-H 108 Perspectives on the World to 1800 (3 cr.) Emergence of civilizations in the Near East, sub-Saharan Africa, pre-Columbian America. Role of revolutions, i.e., geographic, scientific, industrial, social, and political (American and French) in establishment of European hegemony in Asia and the Western Hemisphere. PUL=5

HIST-H 109 Perspectives on the World since 1800 (3 cr.) Rise and fall of European imperial rule in Asia, the Middle East, and Africa. Special focus on impact of World War I, Chinese, Mexican, Russian revolutions. Independence movement in India, World War II, Cold War, new nations in Asia and Africa, struggle for solidarity in Latin America. PUL=5

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. PUL=5

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. PUL=5

HIST-H 207 Modern East Asian Civilization (3 cr.)

HIST-H 217 The Nature of History (3 cr.) An introductory examination of what history is, types of historical interpretation, common problems in history, and the uses of history. PUL=5

HIST-H 220 American Military History (3 cr.) From settlement of colonies to present. European background, colonial militia. Principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized with some attention to other armed forces. PUL=5

HIST-H 221 Studies in African, Asian, or Latin American History (3 cr.) Study and analysis of selected themes, topics, or problems in the history of Africa, Asia, or Latin America. The course will emphasize general and/or broad themes or topics; the themes or topics will vary from one semester to another. A student may register for only two courses with this number. PUL=5

HIST-H 227 African Civilization (3 cr.) Survey of African history from the beginning of civilization in Egypt to the emergence of modern Africa. Using both broad themes (e.g., Islam, colonial changes) and specific cases studies (e.g., empire of Mali), the course focuses on the continuities and changes that shaped African society. PUL=5

HIST-H 306 Sex Roles and Society in American History (3 cr.) What has it meant to be female or male in America? Examination of sex/gender roles, stereotypes, housewifery, family life, sexual mores, work patterns, popular culture, demographic change, politics, and violence. Special emphasis on utopias, frontiers, and wars. Readings in original sources and scholarly interpretations. PUL=5

HIST-H 364 History of Medicine and Public Health (3 cr.) History of medicine and public health in Europe and America, including ancient and medieval background, with focus on the development of modern health sciences since 1800. PUL=5

HIST-H 373 History of Science and Technology I (3 cr.) I. Study of the development of pure and applied science from prehistoric times to the Scientific Revolution, with emphasis on principles, technical aspects, relationships between the sciences; the evolution of major scientific disciplines and the effects on other institutions and world views. II. An in-depth

study of scientific and technological developments from the Scientific Revolution to the present. Special emphasis on transportation, communication, military and medical technology, physics, biology, and astronomy and on the figures involved in key breakthroughs. Consideration of governmental involvement in science. PUL=5

HIST-H 374 History of Science and Technology II (3 cr.) I. Study of the development of pure and applied science from prehistoric times to the Scientific Revolution, with emphasis on principles, technical aspects, relationships between the sciences; the evolution of major scientific disciplines and the effects on other institutions and world views. II. An in-depth study of scientific and technological developments from the Scientific Revolution to the present. Special emphasis on transportation, communication, military and medical technology, physics, biology, and astronomy and on the figures involved in key breakthroughs. Consideration of governmental involvement in science. PUL=5

HIST-H 375 Machines and the Age of Invention (3 cr.) The history of invention and the industrialization of Britain during the eighteenth and nineteenth centuries, with the economic, social, demographic, and intellectual changes that resulted. PUL=5

HIST-H 409 Women in History (3 cr.) P: junior or senior standing Women in their historical and contemporary situation in Western culture; survey of prehistoric and historic myths about women; status of women during the major eras of Western civilization; exceptional women and their influence; demands for the achievement of women's rights in modern times. PUL=5

HIST-H 410 Introduction to Archival Practice (3 cr.) Introduction to the history, theory, and practice of archival work, with intensive study and analysis of the principal issues in the preservation and use of historical records. Particular focus is on the issues relating to the historical records of organizations and individuals engaged in philanthropic work. PUL=5

HIST-H 411 Historical Editing (3 cr.) Introduction to the history, theory, and practice of historical editing, with emphasis on the processes of editing historical documents and the publications of history-related organizations. Attention given to technical skills (copyediting, proofreading) as well as broader professional issues (ethics, the editor-author relationship, evolution of editorial standards). PUL=5

HIST-H 412 Historic Preservation (3 cr.) Introduction to the history, theory, and legal and ethical bases for preservation of the built environment. Attention will be given to architectural history, methodology (site-specific research, contextual research) as well as professional issues such as who preserves, what should be preserved, and the role of the historian in making choices. PUL=5

HIST-H 415 Philanthropy in the West (3 cr.) The history of the social act of philanthropy from the beginnings of the Christian era to modern times. ''Philanthropy'' is construed broadly to include ethical injunctions to benevolence, charitable acts of individuals and corporate bodies, high art patronage, urban planning, and state action to improve living conditions through schooling, health care, prisons, and police. PUL=5

HIST-H 421 Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester. PUL=5

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. PUL=5

HIST-H 432 Popular Cultures and African Cities (3 cr.) Focuses on the interdependence between the development of the colonial and postcolonial city and the emergence of popular cultures in Africa. Cultures such as music, fashion, and sports will be studied in their recreational aspects as well as for their social and political implications. PUL=5

HIST-H 477 British Imperialism, 1485–Present (3 cr.) Comparative course focusing on the various geographical regions absorbed into the British empire between 1485 and the present. It explores the experience of empire in the Americas, the Pacific, India, Africa, and the Middle East through a variety of primary and secondary materials. PUL=5

Individualized Major Program (IMP)

SLA-I 360 Individualized Major Program (1 cr.) P: approval by advisor A tutorial in which a student develops a plan for an individualized major. Upon approval of this plan, the student is admitted to the Individualized Major Program. PUL=3,4

SLA-I 460 Individualized Major Senior Project (3-6 cr.) P: P: I360 (i.e. admission to the Individualized Major Program) and approval by advisor. A variable-credit tutorial devoted to a capstone project that culminates and integrates the individualized major. Preferably taken in the senior year as a two-semester, 6-credit course. PUL=3,4

SLA-S 100 First Year Success Seminar (2 cr.)

Integrated Studies

INTG-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.

International Studies (INTL)

A list of courses that fulfill the various area and thematic concentration requirements for the international studies major and provide elective course options for the minor is available on the international studies Web page.

INTL-I 100 Introduction to International Studies (3 cr.) This is the required introductory course for the international studies major and minor. In contrast to international relations (a subfield of political science), with which it is often confused, international studies is an interdisciplinary field. This course provides you with an interdisciplinary sample of international studies scholarship from a variety of academic disciplines. PUL=5

INTL-I 400 International Studies Capstone Seminar (3 cr.) This is the required senior seminar capstone course for the international studies major. It provides an integrative capstone experience which reinforces the interdisciplinary nature of international studies. PUL=2,4

INTL-I 415 Individual Readings in International Studies (3 cr.) This course allows students to pursue independent study projects or to take advantage of opportunities to collaborate with faculty on research projects in international studies. PUL=3

MHHS-M 301 Perspectives on Health, Disease, and Healing (3 cr.) The course utilizes the perspectives of the humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying, as well as art and science of healing. PUL=3

MHHS-M 492 Topics in Medical Humanities and Health Studies (1-3 cr.) Intensive study and analysis of selected issues and problems in Medical Humanities and Health Studies. Topics will ordinarily cut across fields and disciplines. May be repeated once for credit on a different topic. PUL=4

MHHS-M 495 Independent Project/Seminar in Medical Humanities and Health Studies (3 cr.) A seminar or research project on a subject in Medical Humanities and Health Studies. Requires a minimum of 9 credit hours in the minor. PUL=4

MHHS-M 498 Readings in Medical Humanities and Health Studies (1-3 cr.) Individual readings and research. May be repeated once for credit on a different subject.

MHHS-M 504 Introduction to Research Ethics (1-3 cr.) Introduction to the basic concepts of research ethics. The course covers the historical development of concern with ethics in science as well as practical information needed by students working in science today. Format is lecture and discussion.

MHHS-M 592 Graduate Topics in Medical Humanities (3 cr.) Study of topics in Medical Humanities. May be repeated once for credit on a different topic.

MHHS-M 598 Graduate Readings in Medical Humanities (1-3 cr.) Focused readings on selected topics in medical humanities by arrangement with the instructor. Permission of the Program Director required.

MSPT-Z 100 Motorsports Studies (3 cr.)

Museum Studies (MSTD)

Graduate Courses

MSTD-A 560 Current Topics: Museum Theatre and Interpretation Methods (3 cr.) The purpose of this course is to provide an in-depth look at the use of museum theatre and live interpretation in museum settings to advance the educational mission and nature of museums. The class examines theatrical techniques, program development and management, and interpretation approaches for a wide variety of museum exhibits and audiences. Students will observe, develop, and implement original museum theatre and interpretation projects as a synthesis and practical application of the knowledge gained. The course will include field visits and observations of various techniques in museum theatre and live interpretation.

MSTD-A 503 Introduction to Museum Studies (3 cr.) This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

MSTD-A 505 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods.

MSTD-A 508 Museum Internship (1-6 cr.) P: A503 and two other museum studies graduate courses or consent of the instructor. Authorization of the instructor required. An arranged learning experience in museum work appropriate to individual career goals focusing on an aspect of museum practice and working with a museum mentor. May be repeated for a total of 9 credit hours.

MSTD-A 510 Museum Education (3 cr.) This survey of museum education introduces students to a variety of professional skills through exercises, projects, museum visitor observation, and in-museum classes. It covers education theory most central to museum practice, the duties of museum educators, and current issues in museum education.

MSTD-A 512 Exhibit Planning and Design (3 cr.) This course offers a survey of museum exhibit planning and design through an integration of theory and practice. The class introduces students to exhibit development, including exhibit administration, design, and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and in-museum classes.

MSTD-A 514 Museums and Technology (3 cr.) This course surveys the growing use of technology in museums. It examines applications for information management in collections, conservation science, and archives. It examines critically the use of technology in the service of education both in exhibit contexts and in the variety of educational programs and Web-based dissemination of knowledge.

MSTD-A 516 Collections Care and Managements (3 cr.) A survey of techniques for the management and care of collections in museums. It covers documentation, management of collections, processes, administrative functions, risk management, and ethical and legal issues. The course also covers the physical care and conservation of collections.

MSTD-A 518 Museums and Audiences (3 cr.) This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact.

MSTD-A 530 Museum Colloquium (3 cr.) This course provides graduate students with the tools and knowledge necessary to assess, understand, and utilize the links among their education, goals, and career opportunities. It supports graduate students approaching the end of their degree program in 1) exploring the connections between the museum knowledge they have mastered and the skills they have developed, 2) framing and articulating their knowledge and skills as well as their vocational goals to others, including prospective employers, 3) developing critical competencies

for community-focused museum work, and 4) creating professional plans as they transition into or advance in the work force or pursue further education.

MSTD-A 548 Museum Colloquium (3 cr.) This course presents a broad overview of issues that administrators who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies experience in their careers. Note: this course is offered in alternate years by museum studies as MSTD A548 and by history as HIST H548. Museum studies students may take either number to fulfill their core requirement.

MSTD-A 560 Current Topics in Museum Studies (3 cr.) Intensive graduate-level study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for credit.

MSTD-A 560 Current Topics: Museum Theatre and Interpretation Methods (3 cr.) The purpose of this course is to provide an in-depth look at the use of museum theatre and live interpretation in museum settings to advance the educational mission and nature of museums. The class examines theatrical techniques, program development and management, and interpretation approaches for a wide variety of museum exhibits and audiences. Students will observe, develop, and implement original museum theatre and interpretation projects as a synthesis and practical application of the knowledge gained. The course will include field visits and observations of various techniques in museum theatre and live interpretation.

MSTD-A 560 Current Topics: : Interpreting Sustainable Landscapes and Live Collections (3 cr.) The course will examine the construction of nature as a cultural expression, ideas of sustainability, environment and landscape and their value as cultural spaces. We will examine how they are selected, cared for, interpreted and engaged by the public. Local live collections of plants, animals and landscapes will be visited and examined; including visits to public and community gardens, zoos and agricultural sites and park lands. An opportunity for interpretive planning exists at several locations within Indianapolis.

MSTD-A 560 Current Topics: : Collections Research and Survey (3 cr.) Privileging the collection and facilities of The Madame Walker Theatre Center, students will survey the contents of the building and create accurate records of historic and artistic objects with full descriptions, condition assessments, and high-resolution photographs. This material will be assembled into a newly-created electronic database. At the same time, students will conduct in-depth research about individual items and share this information with the Walker's blog, and other online venues.

MSTD-A 560 Current Topics: : Display: Theories, Issues, Practices (3 cr.) Through the examination of both onsite and virtual exhibitions this course will explore different display methodologies and their respective benefits and issues. Students will learn to identify organizational missions and determine if exhibitions successfully meet established criteria. Exhibitions will be discussed in the context of meeting educational, marketing and fiscal goals for organizations among other standards.

MSTD-A 560 Current Topics: Cultural Heritage (3 cr.) This course explores a variety of issues related the stewardship of cultural property on a local and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

MSTD-A 560 Current Topics: Exhibit Design and Planning Studio: (Applied learning with community client/partners) (3 cr.) This class is an applied learning course based on a professional design studio model. Work completed in this course is experiential, client-based work with specific outcomes and deliverables. The course builds on the basic skills and applications learned in Exhibit Design and Planning 1, with an emphasis on refining and developing the storytelling and interpretive capacity of exhibition design and its relationship to visual and three-dimensional form, light, and materials. Students will engage an exploration of three- dimensional structure and form in relation to constructing meaning, as well as developing an understanding of a vocabulary of materials to add to the existing methods of exhibition design and planning engaged in the first-level course.

MSTD-A 560 Current Topics: Museum Ethics (3 cr.) This course introduces current ethical concerns relevant to museums and the various audiences they serve. It focuses on the philosophical and practical dilemmas faced by exhibiting institutions in their efforts to formulate and fulfill their missions. It pays particular attention to the relationships between the governing bodies of these institutions and their staff, their intended audiences, and the source communities which they represent. The course also provides an historical framework tracing the development of these issues in order to contextualize the present situation.

MSTD-A 560 Current Topics: Issues in Native American Representation (3 cr.) From sports mascots, tourist "junk," and New Age paraphernalia to superb films and museum exhibits, the images of Indians presented to the public and Indians themselves become confusing and often are stereotypical. Through readings, videos, online materials, and hands-on projects using exhibits in the Eiteljorg Museum, the course will consider a wide range of issues including economics, ethics, authenticity, stereotyping, and sovereignty. Because the subject matter cross-cuts the realm of indigenous issues, the class and readings will necessarily touch upon similar issues in non–Native American indigenous cultures.

MSTD-A 560 Current Topics: American Indians in Film (3 cr.) No medium has done more to create and confound images of American Indians than film. Ranging from simplistic, warlike savages to ennobled, ecological mystics, these images tend to mirror the complexities of the dominant society and are mostly created by them. What are the impacts of these images on both Indian people and the dominant society? How are the images created? What are the cultural contexts of the medium itself? These and a range of other subjects will be examined in the course.

MSTD-A 560 Current Topics: Curatorial Practices (3 cr.) This course explores the possibilities for, and consequences of, curating in the museum. By critically examining the creative process of producing exhibitions that convey critical narratives and by applying the practices and methodologies

of curators. It explores briefly the history of curating, but will emphasize the contemporary concerns within the field. While inclusive in its disciplinary perspectives, the course in any particular semester may focus on art, anthropological, or historical topics and projects.

MSTD-A 560 Current Topics: Critical Approaches to Museum Education (3 cr.) As informal learning environments, museums are community resources that present content through a variety of formats. As museums grapple with their changing role within communities, the format and orientation of education programs and exhibitions is changing. This course examines the potential of applying critical pedagogy methods to museum education and exhibition development as a way to create meaningful audience involvement and stronger civic engagement of museums.

MSTD-A 560 Current Topics: Indigenous Peoples of North America (3 cr.) Examines the ways in which academic disciplines have examined American Indian and Native cultures, traditions and histories. The viewpoints primarily will emphasize ideas that affect the representation of Indigenous people in museums, but perspectives also will come from anthropology literature, history, law, political science, and a range of other disciplines.

MSTD-A 560 Current Topics: Museum Research Methods in Education and Visitor Experience (3 cr.) This course is an overview on the theoretical foundations of educational research and practical application of those methods in a museum setting. It incorporates an overview of techniques in museum education and visitor studies research, and emphasizes the utility of research in museum education practices. Students will participate in project-based activities with museum professionals and researchers, as well as become active consumers, reviewers, and advocates of research in the museum field.

MSTD-A 595 Independent Learning in Museum Studies (1-6 cr.) A supervised, in-depth examination through individual reading and research on a particular museum studies topic selected and conducted by the student in consultation with a faculty member. May be repeated for no more than 6 credit hours total.

Undergraduate Courses

See the museum studies Web site for a current list of approved electives and new courses.

MSTD-A 403 Introduction to Museum Studies (3 cr.) This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession. PUL=5

MSTD-A 405 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods. PUL=3

MSTD-A 408 Museum Internship (1-6 cr.) P: A403 and A405, or consent of instructor; anthropology majors may register for A412 in lieu of this requirement. Authorization of the instructor required. An arranged learning experience in museum work appropriate to individual career goals focusing on an aspect of museum practice and working with a museum mentor. May be repeated. PUL=3

MSTD-A 410 Museum Education (3 cr.) This survey of museum education introduces students to a variety of professional skills through exercises, projects, museum visitor observation, and in-museum classes. It covers education theory most central to museum practice, the duties of museum educators, and current issues in museum education. PUL=4

MSTD-A 412 Exhibit Planning and Design (3 cr.) This course offers a survey of museum exhibit planning and design through an integration of theory and practice. The class introduces students to exhibit development, including exhibit administration, design, and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and in-museum classes. PUL=3

MSTD-A 414 Museums and Technology (3 cr.) This course surveys the growing use of technology in museums. It examines applications for information management in collections, conservation science, and archives. It examines critically the use of technology in the service of education both in exhibit contexts and in the variety of educational programs and Web-based dissemination of knowledge. PUL=3

MSTD-A 416 Collections Care and Management (3 cr.) A survey of techniques for the management and care of collections in museums. It covers documentation, management of collections, processes, administrative functions, risk management, and ethical and legal issues. The course also covers the physical care and conservation of objects. PUL=3

MSTD-A 418 Museums and Audiences (3 cr.) This course examines the ways museums seek to better understand their audiences, serve them more effectively, and strive to reach new audiences. The course looks at a broad range of visitor studies and the ways in which museums and audiences interact. PUL =

MSTD-A 460 Current Topics in Museum Studies (3 cr.) Study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for credit. PUL=4

MSTD-A 460 Current Topics: Museum Theatre and Interpretation Methods (3 cr.) The purpose of this course is to provide an in-depth look at the use of museum theatre and live interpretation in museum settings to advance the educational mission and nature of museums. The class examines theatrical techniques, program development and management, and interpretation approaches for a wide variety of museum exhibits and audiences. Students will observe, develop, and implement original museum theatre and interpretation projects as a synthesis and practical application of the knowledge gained. The course will include field visits and observations of various techniques in museum theatre and live interpretation.

MSTD-A 460 Current Topics: : Interpreting Sustainable Landscapes and Live Collections (3 cr.) The course will examine the construction of nature as a cultural expression, ideas of sustainability, environment and landscape and their

value as cultural spaces. We will examine how they are selected, cared for, interpreted and engaged by the public. Local live collections of plants, animals and landscapes will be visited and examined; including visits to public and community gardens, zoos and agricultural sites and park lands. An opportunity for interpretive planning exists at several locations within Indianapolis.

MSTD-A 460 Current Topics: : Collections Research and Survey (3 cr.) Privileging the collection and facilities of The Madame Walker Theatre Center, students will survey the contents of the building and create accurate records of historic and artistic objects with full descriptions, condition assessments, and high-resolution photographs. This material will be assembled into a newly-created electronic database. At the same time, students will conduct in-depth research about individual items and share this information with the Walker's blog, and other online venues.

MSTD-A 460 Current Topics: : Display: Theories, Issues, Practices (3 cr.) Through the examination of both onsite and virtual exhibitions this course will explore different display methodologies and their respective benefits and issues. Students will learn to identify organizational missions and determine if exhibitions successfully meet established criteria. Exhibitions will be discussed in the context of meeting educational, marketing and fiscal goals for organizations among other standards.

MSTD-A 460 Current Topics: Cultural Heritage (3 cr.) This course explores a variety of issues related the stewardship of cultural property on a local and global scale. Through readings, case studies, discussion, and a semester-long project, students will explore ethical, economic, legal, political, and pragmatic issues related to tangible and intangible heritage and will increase their understanding of the practices and processes of cultural heritage management.

MSTD-A 460 Current Topics: Exhibit Design and Planning Studio: (Applied learning with community client/partners) (3 cr.) This class is an applied learning course based on a professional design studio model. Work completed in this course is experiential, client-based work with specific outcomes and deliverables. The course builds on the basic skills and applications learned in Exhibit Design and Planning 1, with an emphasis on refining and developing the storytelling and interpretive capacity of exhibition design and its relationship to visual and three-dimensional form, light, and materials. Students will engage an exploration of three- dimensional structure and form in relation to constructing meaning, as well as developing an understanding of a vocabulary of materials to add to the existing methods of exhibition design and planning engaged in the first-level course.

MSTD-A 460 Current Topics: Museum Ethics (3 cr.) This course introduces current ethical concerns relevant to museums and the various audiences they serve. It focuses on the philosophical and practical dilemmas faced by exhibiting institutions in their efforts to formulate and fulfill their missions. It pays particular attention to the relationships between the governing bodies of these institutions and their staff, their intended audiences, and the source communities which they represent. The course also provides an historical framework tracing the development of these issues in order to contextualize the present situation.

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MSTD-A 460 Current Topics: American Indians in Film (3 cr.) No medium has done more to create and confound images of American Indians than film. Ranging from simplistic, warlike savages to ennobled, ecological mystics, these images tend to mirror the complexities of the dominant society and are mostly created by them. What are the impacts of these images on both Indian people and the dominant society? How are the images created? What are the cultural contexts of the medium itself? These and a range of other subjects will be examined in the course.

MSTD-A 460 Current Topics: Curatorial Practices (3 cr.) This course explores the possibilities for, and consequences of, curating in the museum. By critically examining the creative process of producing exhibitions that convey critical narratives and by applying the practices and methodologies of curators. It explores briefly the history of curating, but will emphasize the contemporary concerns within the field. While inclusive in its disciplinary perspectives, the course in any particular semester may focus on art, anthropological, or historical topics and projects.

MSTD-A 460 Current Topics: Critical Approaches to Museum Education (3 cr.) As informal learning environments, museums are community resources that present content through a variety of formats. As museums grapple with their changing role within communities, the format and orientation of education programs and exhibitions is changing. This course examines the potential of applying critical pedagogy methods to museum education and exhibition development as a way to create meaningful audience involvement and stronger civic engagement of museums.

MSTD-A 494 Independent Learning in Museum Studies (1-6 cr.) A supervised, in-depth examination through individual reading and research on a particular museum studies topic selected and conducted by the student in consultation with a faculty member. May be repeated for no more than 6 credit hours total. PUL=2

HIST-H 217 The Nature of History (3 cr.) An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history. PUL=5

Overseas Studies

OVST-B 490 Overseas Study in Canada (0 cr.)

OVST-B 490 Overseas Study-IU Program (0 cr.)

OVST-B 492 OVST-Student Teaching Abroad (0 cr.)

OVST-C 591 Overseas Study-Teach Abroad (0 cr.)

OVST-L 491 Overseas Study in UK-Derby Exchange Program (0 cr.)

OVST-M 490 Overseas Study in UK-Newcastle Exchange Program (0 cr.)

OVST-M 592 Overseas Study Worldwide-Social Work Field Practice (0 cr.)

OVST-Y 496 Overseas Study/Non-IU Program (0 cr.)

OVST-Y 498 Overseas Study/Non-IU Program II (0 cr.)

Paralegal Studies

POLS-Y 211 Introduction to Law (3 cr.) An introduction to law as an aspect of government and politics, and as a means for dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nations' legal systems. The course usually includes a moot court or other forms of simulation. PUL=2

POLS-Y 221 Legal Research and Writing for Paralegal Studies (3 cr.) P: Y211. Development of research and communication skills special to the area of law. Includes methods of organizing and conducting legal research, resources available for legal research, presentation of findings in memoranda and briefs, other forms of legal writing. PUL=1C

POLS-Y 222 Litigation for Paralegal Studies I (3 cr.) P: Y211 and Y221. This course examines the processing of a case from initial client interviews to final disposition. It includes drafting of complaints, answers, counterclaims, interrogatories and other discovery tools, gathering of evidence, and motions and judgments. Both Indiana and federal rules of evidence are emphasized. PUL=4

POLS-Y 223 Litigation for Paralegal Studies II (3 cr.) P: Y211, Y221, and Y222. This elective course in advanced litigation focuses primarily on aspects of trial preparation not covered in depth in Y222. Topics may include jury selection, witness preparation and examination, preparation of evidence for use at trial, jury instructions, post-judgment relief. PUL=4

POLS-Y 224 Property Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This course examines the legal rules governing various types of property and the ways in which human beings relate to property. Types of property include real and personal; relationships to property include both ownership and interest. Emphasis is placed on forms and procedures used in Indiana. PUL=4

POLS-Y 225 Contract Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This course includes the basic elements and principles involved in the drafting, interpretation, and enforcement of contracts, including current trends in contract law in Indiana. Includes Uniform Commercial Code. PUL=4

POLS-Y 226 Tort Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This course reviews current law and recent trends in negligence and liability. Different dimensions of liability are covered. Emphasis on conduct of a tort case from initiation through relief, and on the responsibilities of legal assistants therein. PUL=4

POLS-Y 227 Criminal Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This in-depth review of criminal law in Indiana covers the Indiana Criminal Code—infractions, misdemeanors, and felonies. The course emphasizes real situations that legal professionals encounter throughout the process. PUL=4

POLS-Y 228 Family Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This course examines legal rules and procedures concerning domestic relations. Topics covered include separation and divorce, adoption, child custody and support, and other areas of domestic relations in Indiana. PUL=4

POLS-Y 229 Estate Law for Paralegal Studies (3 cr.) P: Y211 and Y221. This course reviews legal rules and procedures concerning the transfer of property upon the owner's demise. Provides a practical approach to the language, procedures, forms, interpretation, and administration of wills and trusts. Emphasis on current trends in Indiana and federal law. PUL=4

POLS-Y 230 Bankruptcy Law for Paralegal Studies (3 cr.) P: Y211 and Y221. Examines the legal rules relating to bankruptcy. PUL=4

POLS-Y 231 Advanced Legal Writing for Paralegal Studies (3 cr.) P: Y211 and Y221. Builds on Y221 by giving students the opportunity for advanced study of research and communication skills needed for paralegals. PUL=1A

POLS-Y 232 Professional Responsibility for Paralegals (3 cr.) P: Y211 and Y221. This course is a concentrated study of legal ethics from the perspective of the paralegal. It covers the study of ethical situations, rules and model codes of the paralegal profession, conflict of interest, client confidentiality, and other ethical dilemmas. The course presents a concrete, practical approach to the ethical challenges for paralegals. PUL=4

POLS-Y 233 Business Associations for Paralegals (3 cr.) P: Y211 and Y221.Introduction to various business entities, including sole proprietorships, partnerships, corporations, and other entities. Drafting partnership agreements and incorporation documents. Introduction to tax considerations and the Securities and Exchange Commission. PUL=4

POLS-Y 485 Field Experience in Paralegal Studies (1-5 cr.) A course that allows paralegal stduents to ernoll in a legal intesnhip for credit. Students will work with various employers and agencies. PUL=3

Philanthropic Studies (PHST)

PHST-P 901 Advanced Research (6 cr.)

PHST-P 105 Giving and Volunteering in America (3 cr.) This introductory course, designed as a general education course in the humanities, for non-majors encourages students to reflect on their past and current experiences with giving and volunteering. Students will be introduced to the historical, philosophical, and literary traditions of America philanthropy and will be encouraged to apply these traditions to their own lives, service experiences, educational and professional goals, and visions for a better world. One component of the course involves a service-learning experience and reflective essay. PUL=6; RISE=S

PHST-P 201 Introduction to Philanthropic Studies (3 cr.) This course explores the issues and values surrounding philanthropy and nonprofit organizations as they have developed in history, as they shape contemporary formal study of philanthropy, and as an important part of students'

personal, intellectual, and professional lives. One component of the course involves a service-learning experience and reflective essay. PUL=5; RISE=S

PHST-P 210 Philanthropy and the Social Sciences (3 cr.) This course draws from the social sciences and offers an introduction to the analytical approaches and perspectives that these disciplines bring to bear upon the study of philanthropy. The course surveys the issues and diverse roles played by voluntary action and philanthropic organizations in society, as well as the problems and questions that shape social science research on understanding and improving the practice of philanthropy. PUL=5

PHST-P 211 Philanthropy and the Humanities (3 cr.) This course draws from the humanities (including the arts, history, literature, philosophy, and religion) to address the question of responsible action in philanthropy. To whom or to what should a philanthropist be responsible? How should philanthropic action be done? Readings and discussions will involve and analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily in philantrhopic action and organizations. PUL=6

PHST-P 212 Philanthropy and Civic Engagement (3 cr.) Using insights from history, economics, political science, and public policy analysis, this course examines the nature and scope of philanthropic giving, volunteering, and advocacy in the United States, the ideas and forces that have shaped its character and growth, and the issues it presents within democratic society. What contributions do philanthropy, voluntary and collective action,, and nonprofit organizations, make to American society? How does American society influence the size and scope of philanthropy and the voluntary sector? PUL=1; RISE=E

PHST-P 301 The History of and Contemporary Approaches to Philanthropy (3 cr.) This course provides an historical context to explore contemporary approaches to philanthropy and civil society in the United States. Topics will include the social, political, and cultural conditions, as well as the patterns and current expressions of philanthropy. Key historical documents and events will be examined to understand why philanthropy exist in American society, how philanthropy has remained constant or changed over time, contemporary approaches, and similarities or differences with other cultural contexts. PUL=2

PHST-P 330 Topics in Philanthropic Studies (3 cr.) This variable topics course introduces students to the philanthropic tradition in American culture and involves students through active participation in philanthropy. Students explore values, traditions, and social frameworks surrounding philanthropy in American history, discuss current issues related to giving, volunteerism, and the nonprofit sector, and reflect upon their personal service experiences and commitment to working with others to advance the common good. Students are actively engaged through service-learning or experiential learning. PUL=2; RISE=S

PHST-P 375 Philanthropy, Calling, and Community (3 cr.) This course explores the intersections and overlaps among the concepts of calling, community, and the public responsibility of citizens and professionals in a democracy to work together towards the common good. The readings from philosophical and cultural traditions, as well as historical and contemporary biographies, provide the groundwork for students to develop their ideas and have informed deliberations about their personal values, vocation, and commitment to making a difference in the world through their career, profession, or personal lives. PUL=6

PHST-P 401 Ethics and Values in Philanthropy (3 cr.) This course provides an exploration of the ethical dilemmas and values that arise from philanthropy in contemporary society. The course readings will generate questions and inform discussion on issues such as: What is philanthropy and does it always seek the common good? When is philanthropic activity appropriate or inappropriate? What would it mean for individuals and communities to live philanthropically? Can the perspective of great writers enhance our appreciation and understanding of the value and complexity of philanthropic traditions in modern society? PUL=6

PHST-P 430 Topics in Philanthropic Studies (3 cr.) This variable topics course focuses in depth on a particular topic related to the historical or contemporary context(s) for philanthropy. Students explore and critically examine various contextual and cultural approaches for philanthropic action. Through independent research, students further their inquiry into the topic and generate new ideas related to improving philanthropy and its practice. PUL=4; RISE=R

PHST-P 450 Capstone Seminar in Philanthropic Studies (3 cr.) This course will assist graduating seniors to synthesize and demonstrate substaintial knowledge and understanding in their major. Students will integrate what they have learned in Philanthropic Studies and prepare for their future careers, as they interact with professionals in the field and other students who are completing majors in Philanthropic Studies. PUL=4

PHST-P 490 Internship in Philanthropic Studies (3 cr.) This course gives students the opportunity to apply theory to practice within a nonprofit organization. Students work with a host organization and a faculty advisor to develop a meaningful experience in their areas of interest, such as fundraising, marketing, communications, program development, board development, or volunteer coordination.. Students complete a portfolio that includes a learning contract, structured reflections on their experiences, and products developed through the internship. PUL=3; RISE=E

PHST-P 501 The Philanthropic Tradition (3 cr.) This interdisciplinary course examines the core values of philanthropy and the principal patterns of philanthropic behavior and organization with particular emphasis on the Western tradition and its American adaptation.

PHST-P 521 The Nonprofit and Voluntary Sector (3 cr.) Students examine issues of why people organize, give, and donate time; theories of the sector; policy formulation in the sector, etc., with the objective of becoming “philanthropically literate.” The preferred first course in the MA program.

PHST-P 523 Civil Society and Philanthropy (3 cr.) The course explores the relationship of civil society to the state, how the nonprofit sector affects the state, and how the state regulates the sector. A continuing theme is how and whether the state and philanthropic institutions make civil investments in strengthening civil society.

PHST-P 530 Topics in Philanthropic Studies (3 cr.) In-depth study of selected topics and issues in philanthropic studies. Specific topics vary by semester. Course may be repeated once for credit with a different course topic.

PHST-P 535 Law of Nonprofit Organizations (3 cr.) This seminar examines aspects of the legal regulation of nonprofit organizations. Topics include the formation, operation, and governance of nonprofit organizations, duties and liability of officers and directors, charitable solicitation, tax-exempt status for public benefit and mutual benefit organizations, charitable contributions, political activities, foundations, membership organizations, and religious organizations.

PHST-P 555 Readings in Philanthropic Studies (1-4 cr.) P: Permission of the Director A tutorial course involving in-depth study and analysis of a specific topic in philanthropic studies, by arrangement with the instructor.

PHST-P 558 Principles and Practices of Fundraising (3 cr.) The course covers the salient aspects of the fundraising process as organized carried out by nonprofit organizations – its base of core values, preparing a case for philanthropic support, relevant techniques and strategies, assessing potential sources of support, effective engagement of human resources, and process management. The course includes relevant theory to undergird practice, examination and analysis of current practice, proposal of practice standards, and discussion and examination of ethical problems in fundraising.

PHST-P 590 Internship in Philanthropic Studies (3 cr.) A course for the advanced student of philanthropy. Students work 10 hours per week for a voluntary association, applying knowledge gained in earlier courses to practical situations. Requirements generally include a journal and a substantial paper.

PHST-P 600 M.A. Thesis in Philanthropic Studies (3 or 6 cr.)

PHST-P 602 Qualitative Methods for Third Sector Research (3 cr.) This course examines the organization, design, and execution of multi-method, qualitative research with a special emphasis on third sector contexts. Specific tools for research, such as observation, interview, case study design, and document analysis will be examined through course readings, discussion, and the conduct of student projects.

PHST-P 660 Ethical, Moral, and Religious Aspects of Philanthropy (3 cr.) This doctoral seminar focuses on the major ethical and moral texts that explain and justify philanthropy. Emphasis is placed on the philosophy of philanthropy in comparative perspective, world traditions of social and religious conditions, and moral issues raised in philanthropic practice.

PHST-P 662 Historical and Cultural Perspectives of Philanthropy (3 cr.) This doctoral seminar focuses on the history of Philanthropy from earliest to contemporary times. Cross-cultural perspectives are considered as socially and historically conditioned. Ethnic and gender philanthropy are examined across geographic, cultural, and chronological periods.

PHST-P 664 Philanthropy and Nonprofit Organizations in Society (3 cr.) Social, psychological, political, and economic theories are used to explain philanthropy and the practice of philanthropy through organizations in society. Major theoretical concepts such as contract failure, social origins theory, voluntary failure, and serial reciprocity presented along with other.

PHST-P 690 Research in Philanthropic Studies (1-3 cr.) P: One semester of M.A. course work. Students will research specialized topics related to philanthropic studies agreed upon with the instructor from and in their chosen disciplinary perspective. In some instances, team research may be carried out. The course may be repeated once with approval by the chair of philanthropic studies.

PHST-P 790 Research Seminar in Philanthropic Studies (3 cr.) This doctoral seminar examines epistemological issues and tools, synthesizes the ways of knowing, and assesses forces that affect the conduct and use of knowledge in philanthropic studies. Multiple disciplinary perspectives and contemporary theoretical foundations of philanthropic studies are used to design and critique potential dissertation projects.

PHST-P 890 Doctoral Dissertation (1-12 cr.) Research and writing dissertation.

Philsophy (PHIL)

Graduate Courses

PHIL-P 503 The Semiotics of C. S. Peirce (3 cr.) A rigorous initiation to Peirce's logic of signs, including his theory of knowledge, his categoriology, his definitions and classifications of signs, the three branches of semiotics, with an applied research component.

PHIL-P 507 American Philosophy and the Analytic Tradition (3 cr.) An overview of the development of American philosophy during the twentieth century with a special focus on its contribution to and influence on the American analytic tradition. This course will discuss the views of people like Lewis, Morris, Carnap, Quine, Davidson, Rorty, Putnam, and Haack.

PHIL-P 514 Pragmatism (3 cr.) This course will examine what pragmatism stood for in its formative years and what it has become; then after studying some conflicting views of well-known pragmatists we will consider what pragmatism might become. Part of the course is devoted to the contributions of pragmatism to different areas within philosophy.

PHIL-P 520 Philosophy of Language (3 cr.) Advanced study of selected topics.

PHIL-P 522 Topics in the History of Modern Philosophy (3 cr.) Selected topics from the philosophies of one or more of the following: Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant. May be repeated twice with consent of instructor(s).

PHIL-P 525 Topics in the History of Philosophy (3 cr.) An advanced study of important themes or major figures in the history of philosophy. May be repeated for credit if topics vary.

PHIL-P 540 Contemporary Ethical Theories (3 cr.) Fundamental problems of ethics in contemporary analytic philosophy from G. E. Moore's Principia Ethica to present.

PHIL-P 542 The Ethics and Values of Philanthropy (3 cr.) An inquiry into the ethics and values of philanthropy rooted in a general understanding of philanthropy, as voluntary action for the public good, as an ethical ideal. A consideration of philanthropic activity in light of this ideal.

PHIL-P 543 Contemporary Social and Political Philosophy (3 cr.)

PHIL-P 545 Legal Philosophy (3 cr.) An introduction to major legal philosophers and fundamental legal philosophical questions.

PHIL-P 547 Foundations of Bioethics (3 cr.) A rigorous examination of bioethical theory and practice. Stress is placed on moral and conceptual issues embedded in biomedical research, clinical practice, and social policy relating to the organization and delivery of health care.

PHIL-P 548 Clinical Ethics Practicum (3 cr.) This course provides learning experiences in a clinical setting, enabling students fully to appreciate ethical issues that face health care professionals. The course is administered through the Fairbanks Center for Medical Ethics at IU Health.

PHIL-P 549 Bioethics and Pragmatism (3 cr.) This course provides a critical examination of recent contributions by American philosophers to bioethics. The course will have a strong focus on a growing group of thinkers who seek their inspiration in Dewey, James, Peirce, Royce, and Mead, while dealing with contemporary issues in medical ethics.

PHIL-P 553 Philosophy of Science (3 cr.) A study of theories with regard to the nature, purpose, and limitations of science. Attention will be given to the cognitive significance of theories, the scientific method (hypothesis formation, theory construction, and testing), research paradigms, reductionism, and social epistemology.

PHIL-P 554 Practicing International Research in Ethics (3 cr.) The Practicum in International Research Ethics involves a combination of observation and discussion with mentors while conducting an individual research project that will serve as the capstone for the student's master's degree.

PHIL-P 555 Ethical and Policy Issues in International Research (3 cr.) This course examines ethical and policy issues in the design and conduct of transnational research involving human participants. Topics discussed include: economic and political factors; study design; the role of ethics review committees; individual and group recruitment/informed consent; end-of-study responsibilities; national and international guidelines.

PHIL-P 558 American Philosophy (3 cr.) A general overview of the most significant contributions of American philosophers, such as Emerson, Thoreau, Peirce, James, Dewey, Santayana, Mead, Jane Addams, Alain Locke.

PHIL-P 560 Metaphysics (3 cr.) In-depth discussion of representative contemporary theories.

PHIL-P 562 Theory of Knowledge (3 cr.) Advanced study of selected topics.

PHIL-P 590 Intensive Reading (1-4 cr.) A tutorial course involving in-depth consideration of a specific philosophical area or problem or author. May be repeated for credit.

PHIL-P 600 Topics in Philosophy (3 cr.) A detailed examination of a specific topic in philosophy. May be repeated for credit if topics vary.

PHIL-P 650 Topics in Semiotic Philosophy (3 cr.) An examination of various historical and theoretical issues arising from the philosophical study of semiosis—the general phenomenon of representation, objectification, signification, and interpretation—through the work of mostly American philosophers from the late nineteenth century to the present, with an emphasis on the impact of Peirce's semiotic philosophy.

PHIL-P 696 Topics in Biomedical Ethics (3 cr.) Selected topics in bioethics, such as international research ethics; ethical issues in pediatrics; ethical issues in genetics. May be repeated for credit if topics vary.

PHIL-P 701 Peirce Seminar (3 cr.) This seminar is devoted to a critical examination of the general structure and development of Peirce's systematic philosophy with a special emphasis on those tensions in the development of his thought that led to modifications in his philosophy, and on the nature and significance of those changes.

PHIL-P 730 Seminar: Contemporary Philosophy (4 cr.) Selected topics on the works of twentieth-century philosophers. May be repeated for credit if topics vary.

PHIL-P 748 Seminar in American Philosophy (3 cr.) Advanced study of a principal philosopher or a set of selected topics in classical American philosophy. May be repeated for credit if topics vary.

PHIL-P 803 Master's Thesis in Philosophy (6 cr.)

Honors Courses

PHIL-S 110 Introduction to Philosophy—Honors (3 cr.) This course is an introduction to key philosophical concepts and issues as well as major thinkers and historical periods. PUL=4

PHIL-S 120 Ethics—Honors (3 cr.) A study of ethical values in relation to such problems as personal and societal decision making, selection and justification of lifestyle, goal orientation, conflict resolution, freedom and creativity, commitment and responsibility. PUL=6

PHIL-S 314 Philosophy and Modern Times—Honors (3 cr.) A study of one or more philosophical concepts, themes, or developments characteristic of the modern period. PUL=4

Regular Courses

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. PUL=4

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. PUL=6

PHIL-P 140 Introduction to Ethics (3 cr.) Philosophers' answers to ethical problems (e.g., the nature of good and

evil, the relation of duty to self-interest, the objectivity of moral judgments) and the applications of ethical theory to contemporary problems.

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. PUL=1B

PHIL-P 222 Legal Ethics (3 cr.) Introduction to ethical principles and practices in the legal profession. PUL=6

PHIL-P 237 Environmental Ethics (3 cr.) Addresses moral issues concerning the relation between humans and the environment. Covers such topics as resource depletion, population growth, endangered ecosystems, deep ecology, and the land ethic. PUL=6

PHIL-P 265 Introduction to Symbolic Logic (3 cr.) A study of the most important and widely applicable parts of modern symbolic logic: propositional logic and predicate logic. PUL=1B

PHIL-P 280 Philosophical Problems: (variable title) (3 cr.) Concentrated treatment of an important philosophical problem. May be repeated for credit when topics vary. PUL varies with topic.

PHIL-P 329 Philosophy of Religion (3 cr.) Philosophical views regarding such topics as the meaning and purpose of religion, religious experience, religious knowledge, and the existence and nature of God. PUL=2

PHIL-P 282 Women in Philosophical Thought (3 cr.)

PHIL-P 307 Classical Philosophy (3 cr.) A study of the significant texts of ancient Greek and Roman philosophy, including the Presocratics, Plato, Aristotle, and the Hellenistic Thinkers. PUL=5

PHIL-P 314 Modern Philosophy (3 cr.) A study of Western philosophy from the rise of modern science through the Enlightenment. Covers such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant. PUL=4

PHIL-P 316 Twentieth-Century Philosophy: (variable title) (3 cr.) A study of one or more twentieth-century approaches to philosophy, e.g., pragmatism, analytic philosophy, phenomenology, existentialism, postmodernism, and neo-Marxism. May be repeated for credit when topics vary. PUL=4

PHIL-P 317 Nineteenth-Century Philosophy (3 cr.) A historical survey of philosophy in the nineteenth century from Hegel to Nietzsche, including utilitarianism, positivism, and philosophies of evolution. PUL=4

PHIL-P 322 Philosophy of Human Nature (3 cr.) Theories of human nature and their philosophical implications. PUL=2

PHIL-P 323 Society and State in the Modern World (3 cr.) Topics, issues, and key figures in modern political philosophy, e.g., distributive justice, state authority, and the political thought of Hobbes, Locke, Rousseau, Mill, Marx, and Rawls. PUL=5

PHIL-P 325 Social Philosophy: (variable title) (3 cr.) Concentrated study of one or more topics in social philosophy, e.g., human rights, political violence, civil disobedience, and legal paternalism. May be repeated for credit when topics vary. PUL=5

PHIL-P 326 Ethical Theory (3 cr.) A variable title course. Advanced consideration of one or more ethical theories or theoretical issues about the nature and status of ethics. PUL=2

PHIL-P 328 Philosophies of India (3 cr.) Historical and critical-analytic survey of the major traditions of Indian philosophy. Attention to early philosophizing and the emergence of classical schools in Hindu, Buddhist, and Jain traditions. Attention also to contemporary thought in India and its influence on the West. PUL=5

PHIL-P 331 Philosophy of Science (3 cr.) An introductory study of theories with regard to the nature, purpose, and limitations of science. PUL=4

PHIL-P 334 Buddhist Philosophy (3 cr.) An examination of the basic philosophical concepts of early Buddhism and their subsequent development in India, Japan, and Tibet. Implications of the Buddhist view of reality for knowledge, the self, and ethical responsibility will be explored. PUL=4

PHIL-P 348 Philosophy and Literature (3 cr.) A study of philosophical issues raised by and in literature. Special emphasis on reading works of literature as texts of philosophical interest. PUL=5

PHIL-P 349 Philosophies of China (3 cr.) A study of Chinese philosophical traditions, typically including Confucianism, Taoism, Legalism, and Chinese Buddhism. PUL=5

PHIL-P 355 Philosophy of Film (3 cr.) Philosophic topics, themes, and issues raised by and in film. Special emphasis on viewing film as a visual text with philosophical import. PUL=5

PHIL-P 356 American Indian Philosophies (3 cr.) An examination of the philosophical views, themes, and implications of North American Indian traditions, with applications to variety of cross-cultural and philosophical issues. PUL=5

PHIL-P 365 Intermediate Symbolic Logic (3 cr.) P: P265. Topics in metalogic, set theory, and modal logic. PUL 1B

PHIL-P 367 Philosophy of Art (3 cr.) A study of fundamental concepts and theories of aesthetics and a philosophical exploration of major artistic movements and genres. PUL=6

PHIL-P 368 Philosophy of Language (3 cr.) Philosophical study of the nature and functions of language. Covers such topics as meaning and truth, theories of reference, linguistic relativity, and speech acts. PUL=4

PHIL-P 369 Epistemology (3 cr.) Knowledge and justified belief: their nature, structure, sources, and limits. PUL=4

PHIL-P 382 Philosophy of History (3 cr.) An analysis of some of the philosophical problems implicit in the study of history, such as the possibility of historical objectivity, and

a survey of influential interpretations of history from Augustine to Heidegger. PUL=5

PHIL-P 383 Topics in Philosophy: (variable title) (3 cr.) Advanced treatment of a special topic. May be repeated for credit when topics vary. PUL will vary with topic.

PHIL-P 385 Metaphysics (3 cr.) A study of several of the principal problems of metaphysics, such as identity through time, the self, the mind-body problem, freedom and determinism, fate, causation, the problem of universals, and the existence of God. PUL=4

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. PUL=6

PHIL-P 394 Feminist Philosophy (3 cr.) A study of one or more philosophical topics in feminist thought. Examples: feminist ethics; feminist critiques of science; and feminist perspectives on motherhood, sexuality, and reproductive technology. PUL=5

PHIL-P 414 Philosophy and Culture (3 cr.) In-depth consideration of a topic involving the interrelationship between philosophy and culture. May be repeated for credit. PUL=5

PHIL-P 418 Seminar in the History of Philosophy: (variable title) (3 cr.) Intensive study of a philosopher or philosophical school of enduring importance. May be repeated for credit when topics vary. PUL=4

PHIL-P 448 Seminar in American Philosophy (3 cr.) An intensive study of a major American thinker, such as Edwards, Royce, James, Peirce, Dewey, Whitehead or Santayana, or of a leading theme, such as community, experience, or education. May be repeated for credit. PUL=4

PHIL-P 458 American Philosophy (3 cr.) A study of the philosophical tradition in the United States, emphasizing major thinkers such as Emerson, Peirce, James, Royce, Dewey, Santayana, and C. I. Lewis. PUL=4

PHIL-P 468 Seminar in the Philosophy of Mind (3 cr.) An in-depth study of some particular problem of current concern in the philosophy of mind. May be repeated for credit when topics vary. PUL=3

PHIL-P 488 Research in Philosophy I (1-4 cr.) P: 9 credit hours of philosophy and consent of instructor. Independent research in philosophical theory approved by and reported to any member of the department. May be repeated for credit, but no more than 6 credit hours may be counted toward the major. PUL=4

PHIL-P 489 Research in Philosophy II (1-4 cr.) P: 9 credit hours of philosophy and consent of instructor. Independent research in applied philosophy approved by and reported to any member of the department. May be repeated for credit, but no more than 3 credit hours may be counted toward the major. PUL=4

Political Science (POLS)

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. 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. PUL=3

POLS-Y 205 Elements of Political Analysis (3 cr.) An introduction to techniques used by people interested in the systematic study of political science. The course includes an introduction to the quantitative analysis of political data. PUL=1B

POLS-Y 211 Introduction to Law (3 cr.) An introduction to law as an aspect of government and politics, and as a means for dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nations legal systems. The course usually includes a moot court or other forms of simulation. PUL=2

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). PUL=2

POLS-Y 215 Introduction to Political Theory (3 cr.) An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers—from Aristotle and Plato to Locke, Marx, and Rawls—to understand and describe the nature of politics. PUL=6

POLS-Y 217 Introduction to Comparative Politics (3 cr.) A course that introduces students to the major political systems of the world. Students will look at different system types; examine in depth particular countries as case studies such as Britain, Russia, and Mexico; and compare executives, legislatures, elections, political parties, interest groups, and key areas of public policy. PUL=5

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war. PUL=5

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation. PUL=1C

POLS-Y 303 Policy-Making in the US (3 cr.) Processes and institutions involved in the formation of public policy in American society. PUL=3

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. PUL=3

POLS-Y 305 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. PUL=3

POLS-Y 306 State Politics in the United States (3 cr.) Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies. PUL=3

POLS-Y 307 Indiana State Government and Politics (3 cr.) Constitutional foundations, political development, organizational and functional process and growth, and current problems of Indiana government. Readings, case studies, problems. PUL=3; RISE=S

POLS-Y 308 Urban Politics (3 cr.) Political behavior in modern American communities; emphasizes the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes. PUL=2

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. PUL=1C

POLS-Y 310 Political Behavior (3 cr.) A research course in which students design and execute their own investigations into political phenomena. PUL=1C

POLS-Y 313 Environmental Policy (3 cr.) Examines the causes of environmental problems and the political, economic, social, and institutional questions raised by designing and implementing effective policy responses to these problems. PUL=3

POLS-Y 317 Voting, Elections, and Public Opinion (3 cr.) Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy. PUL=1C

POLS-Y 318 The American Presidency (3 cr.) This course examines the evolution of the presidency and its impact on the rest of the American political system. Students will study presidential selection, succession, and powers, the president's relationship to the rest of the government, and the legacy of presidents from George Washington to George W. Bush. PUL=3

POLS-Y 319 The United States Congress (3 cr.) This course offers students the opportunity to study the legislative branch of American national government. It includes the structure and processes of the Senate and House of Representatives; the role of parties, interest groups, and lobbyists; the legislative process; and the relations of Congress with the other branches of government. PUL=3

POLS-Y 320 Judicial Politics (3 cr.) Examines the American judicial system in the contemporary context. Analysis of the trial and appellate courts with a focus on the United States Supreme Court. Topics include analyses of the structure of the judicial system, the participants in the system, and the policy-making processes and capabilities of the legal system. The course concludes with an assessment of the role of courts in a majoritarian democracy. PUL=3

POLS-Y 321 The Media and Politics (3 cr.) Examines the contemporary relationship between the media and politics, including politicians' use of the media, media coverage of governmental activities, and media coverage of campaigns and elections. Course focuses primarily on the United States, but includes comparative perspectives. PUL=1C

POLS-Y 324 Women and Politics (3 cr.) Analysis of women in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect women and the impact women have on the system(s). PUL=3

POLS-Y 332 Russian Politics (3 cr.) Political process and government structure in the Russian state. Political institutions inherited from tsarist empire and the Soviet state (1917–1991), history of subsequent political reform. Political problems of ethnic conflict, creating democratic institutions, and transition from socialism to market economy. PUL=3

POLS-Y 335 West European Politics (3 cr.) Development, structure, and functioning of political systems, primarily in Britain, France, Italy, and Germany. Political dynamics of European integration. PUL=5

POLS-Y 336 Southeast Asian Politics (3 cr.) Covers the governmental organization, and the political behavior and traditions, of countries in the Southeast Asian region. Addresses regional issues of political and economic development, and international issues regarding the relationship of the region to the rest of the world. PUL=3

POLS-Y 337 Latin American Politics (3 cr.) Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic church, multinational corporations, regional organizations, and United States on politics; public policy processes in democratic and authoritarian regimes. PUL=3

POLS-Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of colonial heritage and traditional culture and network of international relations. PUL=3

POLS-Y 339 Middle Eastern Politics (3 cr.) Political culture and change in selected Middle Eastern and North African countries. Topics include political elites, traditional cultures, modern political ideology, institutions of political control, conflict management, and social reform policies.

POLS-Y 351 Political Simulations (1-3 cr.) A course tied to simulations of political organizations such as the European Union, the United Nations, or the Organization of American

States. May be taken alone or in conjunction with related political science courses. May be repeated for credit. PUL=3; RISE=E

POLS-Y 360 U.S. Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of American foreign policy. Emphasis is on post–World War II policies. PUL=3

POLS-Y 373 The Politics of Terrorism (3 cr.) Examines the definition, history, logic, and political implications of terrorism. PUL=3

POLS-Y 375 War and International Conflict (3 cr.) This course examines the causes and effects of war and international conflict, historically and comparatively. PUL=3

POLS-Y 377 Globalization (3 cr.) A course that investigates the economic, environmental, financial, political, security, and technological aspects of globalization. PUL=3

POLS-Y 380 Selected Topics in Democratic Government: (variable title) (3 cr.) An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary by semester. May be repeated once for credit. PUL=3

POLS-Y 381 Classical Political Thought (3 cr.) An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli. PUL=6

POLS-Y 382 Modern Political Thought (3 cr.) An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present. PUL=6

POLS-Y 383 Foundations of American Political Thought (3 cr.) American political ideas from the founding period to the Civil War. PUL=6

POLS-Y 384 Development of American Political Thought (3 cr.) American political ideas from the Civil War to the present. PUL=6

POLS-Y 390 Political Communication (3 cr.)

POLS-Y 392 Problems in Contemporary Political Philosophy (3 cr.)

POLS-Y 480 Undergraduate Readings in Political Science (1-6 cr.) Individual readings and research. PUL=3

POLS-Y 481 Field Experience in Political Science (3-6 cr.) Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers. PUL=3; RISE=E

POLS-Y 490 Senior Seminar (3 cr.) Open only to senior majors. Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students. Subject matter varies by semester. PUL=4

POLS-Y 498 Readings for Honors (1-6 cr.) Open only to senior majors in the department who have at least a 3.3 grade point average within the major; approval of department is required. Course involves an intensive individual program of reading and/or research. PUL=3

POLS-Y 570 Introduction to the Study of Politics (3 cr.) Problems of graduate study and professional scholarship; central organizing concepts and the use of theory in political science and related disciplines; specialized areas of research and scholarship in political science; conditions of scientific inquiry and methodological problems in the study of political phenomena; central importance of theory in explanation.

POLS-Y 575 Political Data Analysis I (3 cr.) Basic quantitative analysis techniques applied to political science data: principles of measurement, tables, graphs, probability distributions, nonparametric statistics, matrix algebra, Markov chains, correlations and simple regression, tests of significance. Computer processing of data and applications of bivariate statistics to problems in political science emphasized.

POLS-Y 580 Research Methods in Political Science (3 cr.) Foundations of political research; alternate research strategies; problems of measuring political variables; design of research to test hypotheses.

POLS-Y 620 State Politics (3 cr.) An examination of the institutions and processes by which state governments carry out their responsibilities. Includes the study of executives, legislatures, parties, and elections at the state level.

POLS-Y 622 Urban Politics (3 cr.) An examination of the structure of—and the problems and challenges faced by—the governments of cities and metropolitan areas. Includes study of leadership, citizen participation, intergovernmental relations, and urban policy.

POLS-Y 624 Indiana Politics (3 cr.) This seminar reviews contemporary scholarship on the development context, structure, and operation of Indiana government and politics. It places Indiana politics into both a historical and comparative perspective to see how Indiana politics have changed over time and how they compare to politics in other states.

POLS-Y 630 State Executive Politics (3 cr.) A course that examines the role of governors in state politics. Includes the study of leadership and the relationship between the executive and other elements of government at the sub-national level.

POLS-Y 640 State Parties and Interest Groups (3 cr.) An examination of political parties and interest groups, their roles in government, and their structure and organization.

POLS-Y 642 Comparative Federalism (3 cr.) A course that places federalism in its comparative context. Assessing theories and models of federalism in North America, Europe, Asia, and other parts of the world.

POLS-Y 661 American Politics (3 cr.) Illustrative topics: the presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

POLS-Y 680 Readings in Political Science (1-4 cr.) Individual readings and research.

POLS-Y 880 Thesis M.A. (1-4 cr.) Credit hours for thesis research and writing.

POLS-Y 881 Internship in Political Science (3 cr.) A course in which students complete an internship for credit with a government (or related) institution. RISE=E

Religious Studies (REL)

REL-R 100 Studies in Religion (3 cr.) Select introductory issues in religion. Interdisciplinary in emphasis. May be repeated for up to 9 credit hours under different titles. PUL=5

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. PUL=5

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. PUL=5

REL-R 167 Introduction to Tribal Religions (3 cr.) Introduction to Tribal Religions is a Lower Division course designed to acquaint students with tribal religions of the world with a focus on the earliest religious traditions. PUL=5

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. PUL=5

REL-R 180 Introduction to Christianity (3 cr.) Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior. PUL=5

REL-R 200 Studies in Religion (3 cr.) Select intermediate studies in religion. Interdisciplinary studies emphasized. May be taken for up to 9 credit hours under different titles. PUL=5

REL-R 204 Religions in Africa (3 cr.) Introduces students to the diversity of religious traditions in Africa. Focusing on the historical development of Africa's triple religious heritage, we examine African traditional religions, Christianity, and Islam. Special emphasis will be placed on African religious heritage in the modern era. PUL=5

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. PUL=5

REL-R 223 Religion and Imagination (3 cr.) Introductory studies of the nature, function, and significance of myths, symbols, and images in religious and cultural systems, with examples drawn from various traditions and with special attention devoted to their relationships to the contemporary imagination. PUL=5

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. PUL=5

REL-R 257 Introduction to Islam (3 cr.) Introduction to the emergence and spread of Islamic religious traditions, including the Qur'an, Islamic law and ethics, and Islamic mysticism before 1500CE. Special emphasis on the creation in the middle ages of an international Islamic civilization—stretching from Mali to Indonesia—linked by trade, learning, and pilgrimage. PUL=5

REL-R 300 Studies in Religion (3 cr.) Selected topics and movements in religion, seen from an interdisciplinary viewpoint. May be taken for up to 9 credit hours under different titles. PUL=5

REL-R 301 Women and Religion (3 cr.) A critical examination of the roles of women in religion, looking at a range of periods and cultures in order to illustrate the patterns that characterize women's participation in religious communities and practices. PUL=5

REL-R 304 Islamic Beginnings (3 cr.) An in-depth examination of the classical period of Islamic history, including coverage of the Prophet Muhammad, the development of Islamic religious literature and institutions, and the creation of international Muslim networks of trade, pilgrimage, and law. PUL=5

REL-R 305 Islam and Modernity (3 cr.) This course examines the issues and events that have shaped Muslims' understanding of the place of Islam in the modern world. It focuses on the way Muslim thinkers have defined the challenge of modernity-politically, technologically, socially and religiously-and the responses that they have advocated. PUL=5

REL-R 309 Contemporary Middle East (3 cr.) An interdisciplinary introduction to the contemporary Middle East, taught in Amman, Jordan, during summer study abroad. In addition to readings and lectures, students learn from speaking with Jordanian activists, politicians, religious leaders, educators, restaurant owners, journalists, refugees, students, and cabdrivers, among others. Field trips to mosques, markets, and more. PUL=5

REL-R 310 Prophecy in Ancient Israel (3 cr.) The prophetic movement and its relationship to religious, social, and political traditions and institutions in the ancient Near East. The thought of major prophetic figures in Israel, such as Hosea, Isaiah, Jeremiah, and Ezekiel. PUL=5

REL-R 312 American Religious Lives (3 cr.) A study of selected persons who shaped the religious ideas and practices of the American people. The course correlates the lives, ideas, and social contexts of influential religious leaders in the United States. Figures such as Jonathan Edwards, Abraham Lincoln, Dorothy Day, Isaac M. Wise, and Martin Luther King Jr. will be included. PUL=5

REL-R 313 Religion and American Ideas (3 cr.) Studies of the major figures and works of the American literary and theological traditions, with a focus on the ways the literary imagination has variously expressed, explored, and challenged the religious meanings of the American experience. PUL=5

REL-R 314 Religion and Racism (3 cr.) Explores the interaction of religion and racism. Selected case studies may include the Bible and racism, racial reconciliation among

evangelical Christians, the Ku Klux Klan in Indiana, and Islamophobia. PUL=5

REL-R 315 Hebrew Bible (3 cr.) A critical examination of the literary, political, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible. PUL=5

REL-R 319 Origins of Israel (3 cr.) An investigation of the problems involved in the reconstruction of early Israelite history, religion, and society. Major emphasis on the ways in which modern scholarship has attempted to interpret the biblical traditions dealing with the Patriarchs, the exodus-Sinai events, and the settlement in the land. PUL=5

REL-R 325 Paul and His Influence in Early Christianity (3 cr.) Life and thought of Paul, in the context of first-century Christian and non–Christian movements. Development of radical Paulinism and anti-Paulinism in the second century; their influence on the formation of Christianity. PUL=5

REL-R 326 Studies in Biblical Religion (3 cr.) Examination of selected major topics in the religious traditions contained in the biblical materials. Topics such as the following will be treated: early Hebrew traditions and heroes, the kings of Israel, the development of apocalyptic literature, the period between the testaments, the development of Christology, the Johannine School, and others. May be taken twice for credit under different topics. PUL=5

REL-R 328 Afro-Diasporic Religions (TBD cr.) Surveys the origin, history, organizational structures, beliefs, and devotional practices of the religions that developed among African slaves and their descendants in the new world (including Brazil, Haiti, Cuba, and the United States). PUL=5

REL-R 329 Early Christianity (3 cr.) This course introduces the religious world of early Christianity by examining its formation and development. The course emphasizes intellectual history while placing religious ideas in historical, cultural, social, and economic contexts. It underscores diversity and explores how ideas shape religious faith, how religious practice guides religious thinking, and how culture and religion interact. PUL=5

REL-R 339 Varieties of American Religion (3 cr.) Approaches to the diversity and complexity of that part of American religion that has existed outside of the mainstream of U.S. church life. Emphasis on the origin, history, organizational structures, beliefs, and devotional practices of such groups as the Quakers, Shakers, Millerites and other millenarian sects, Mormons, Christian Scientists, and Pentecostals, as well as groups whose orientation is Eastern rather than Western. PUL=5

REL-R 343 Religion and Contemporary Thought (3 cr.) Contemporary religious and anti-religious thinkers, with emphasis on those whose writings have significantly influenced modern thinking about human beings, God, society, history, and ethics. PUL=5

REL-R 344 Reformations of the Sixteenth Century (3 cr.) This course introduces students to the religious reformations of sixteenth-century Europe. It examines the historical background to the Reformation and surveys a number of reformation movements. While intellectual history is emphasized, the ideas of religious thinkers are placed in broad historical, cultural, social, and economic contexts. PUL=5

REL-R 352 Religion and Literature in Asia (3 cr.) The treatment of religious issues in Asian literature (Hinduism in the Epics) or the significance of the literary forms of religious texts (the genre of recorded sayings), showing how the interplay of religious realities and literary forms reveals the dynamics of religious development in India, China, or Japan. PUL=5

REL-R 353 Judaism (3 cr.) Examination of the history of Judaism and its relationship to the Jewish special claim to chosenness. Primary emphasis placed on modern Judaism. PUL=5

REL-R 361 Hinduism and Buddhism (3 cr.) Examination of the origins and cultural developments of classical Hinduism and Buddhism through studies of selected lives and writings, religious practices, and symbolism in the arts through explorations of these two worldviews as reflected in historical, literary, and ritual forms. PUL=5

REL-R 363 African-American Religions (3 cr.) History of African American religions from the colonial era to the present. Topics may include the African influences on African American Black Methodism, Black Baptist Women's leadership, Islam, and new religious movements. PUL=5

REL-R 367 American Indian Religions (3 cr.) American Indian Religions is a course designed to explore the religious traditions of the Indian tribes of the Americas with a focus on the tribes of North America and specifically Indiana. PUL=5

REL-R 370 Islam in America (3 cr.) Explores the history and life of Islam and Muslims in the United States, including the ethnic and religious diversity of American Muslims, conflicts about gender relations and women's issues, debates about Islam's role in politics, and the spirituality of American Muslims. PUL=5

REL-R 379 Religion and Philanthropy (3 cr.) This course explores relationships between religious traditions and philanthropic ideas and activities. Selections from important traditional texts and biographical examples and similarities of a variety of religious worldviews regarding their ways of sharing goods and performing acts of service. PUL=5

REL-R 381 Religion and Violence (3 cr.) Examines the relationship between religion, violence, and society in light of recent global events, drawing on a range of classical and modern texts concerning religious justifications for non–ritualistic bloodshed. Focusing on Judaism, Christianity, and Islam, themes addressed include otherness, transgression, revenge, torture, retribution, with special attention paid to religious terrorism. PUL=5

REL-R 383 Religions, Ethics, U.S. Society (3 cr.) An examination of current ethical debates about war, medicine, discrimination, welfare, marriage, sexuality, etc. The focus will be how diverse traditions of moral reasoning have been developed and practiced within Catholicism, Protestantism, and Judaism. PUL=5

REL-R 384 Religions, Ethics, and Health (3 cr.) The positions of religious ethical traditions on issues such as the control of reproduction, experimentation with human subjects,

care of the dying, delivery of health care, physical and social environments, and heredity. May be repeated once for credit under different focus. PUL=5

REL-R 386 The Ethics of Consumption (3 cr.) What is good consumption? Do consumers have moral duties? Combining the ethical perspectives of religion and philosophy with the empirical realities of economics and public policy, this course examines the social and environmental costs of consumption while valuing individual tastes and economic incentives. Course fulfills junior-senior integrator requirement. PUL=5

REL-R 393 Comparative Religious Ethics (3 cr.) Comparisons of ethical traditions and moral lives in the world's religions. The focus will be how formative stories, exemplary figures, central virtues, ritual practices, etc., clarify different traditions' understandings of key moral issues, rights, and roles. PUL=5

REL-R 394 Militant Religion (3 cr.) Examines the various ways Jewish, Christian, and Muslim apocalyptic literature has shaped, fostered, and contributed to the current rise in global militant religion. Themes include cosmic warfare, just war traditions, jihad, ancient and modern apocalypticism, messianism, millennialism, and the new wars of religion. PUL=5

REL-R 396 Religion and Fantasy (3 cr.) This course will examine fantasy materials (texts, movies, TV shows) through the lens of the following dimensions of religion: experience, myth, ritual, doctrine, ethics, and social construction. In addition, the course will examine the construction of worldviews. Just as religions create worldviews, so, too, can literary texts, dramatic expression, and the arts. PUL=5

REL-R 397 Mormonism and American Culture (3 cr.) Introduction to the history, beliefs, and practices of the Latter-day Saints (Mormons); exploration of the Book of Mormon and other LDS scriptures; exploration of Mormonism's relationship to American culture. PUL=5

REL-R 398 Women in American Indian Religions (3 cr.) Women in American Indian Religions is a course designed to examine the roles of women in American Indian Religions and practice and the expressions of the feminine aspects in their world views. PUL=5

REL-R 400 Studies in Religion (3 cr.) P: consent of instructor. Specialized and intensive studies in religion with an interdisciplinary emphasis. May be repeated twice under different titles. PUL=5

REL-R 433 Theories of Religion (3 cr.) Theorists of religion explore the what, why, and how of religions. What is religion? Why are people religious? How do religions shape meaning in people's lives, cultures, and societies? This advanced seminar examines classical to contemporary theories. Open to all majors. Fulfills Religious Studies senior capstone. Offered fall semesters. PUL=5; Rise=R

REL-R 533 Theories of Religion (3 cr.) Graduate seminar. See R433 for course description.

REL-R 539 Religion and Philanthropy (3 cr.) This course explores relationships between religious traditions and philanthropic ideas and activities. Selections from important traditional texts and biographical examples and similarities of a variety of religious worldviews regarding their ways of sharing goods and performing acts of service.

REL-R 590 Directed Readings in Religious Studies (3 cr.)

Sociology (SOC)

Graduate Courses

SOC-R 515 Sociology of Health and Illness (3 cr.) P: graduate standing or consent of the instructor. Surveys important areas of medical sociology, focusing on social factors influencing the distribution of disease, help-seeking, and health care. Topics covered include social epidemiology, the health care professions, socialization of providers, and issues of cost and cost containment.

SOC-R 517 Sociology of Work (3 cr.) P: graduate standing or consent of the instructor. Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor, and the transformation of the culture of work and its impact on occupations and professions. The prospects for a revival of the labor movement will also be examined.

SOC-R 525 Gender and Work (3 cr.) P: graduate standing and 6 credit hours of sociology, or consent of instructor. This course critically analyzes contemporary theory and research on gender and work. It examines how women's and men's roles in paid and unpaid work are socially constructed, through socialization, social interaction, and the actions of social institutions. The interaction gender, race, ethnicity, and social class will be explored.

SOC-R 530 Families and Social Policy (3 cr.) P: R100, R220 or R314, and graduate standing. This seminar will explore how the government and labor market affect family structure and the quality of family life. Students will study the implications of family research for social policy and learn to develop theoretical frameworks for evaluating social policies affecting families.

SOC-R 537 Gender and Society (3 cr.) P: graduate standing or consent of the instructor. This course examines some central emphases on gender of social interactionist theory and feminist theory/methods. In addition, we will relate these approaches to the study of contemporary gender approaches in selected social spheres, which may vary according to instructor's specializations.

SOC-R 551 Quantitative Research Methods (3 cr.) P: graduate standing or consent of instructor. This course surveys the major techniques for investigating current sociological problems. It emphasizes the relationship between theory and practice in under-standing and conducting research. Although methods intended for rigorous hypothesis testing through quantitative analysis will be of major concern, the course will also examine issues in field research essential to a full understanding of a research problem.

SOC-R 556 Advanced Sociological Theory I (3 cr.) P: graduate standing or consent of instructor. This is the first part of a two-semester graduate course in contemporary sociological theory and theory construction. The first semester will involve the student in detailed study and analysis of sociologists belonging to the positivist tradition in sociology. Students will be expected to comprehend contemporary sociology in terms of its historical roots and to demonstrate their understanding of theory construction.

SOC-R 557 Advanced Sociological Theory II (3 cr.) P: graduate standing or consent of instructor. Reading and exercises will involve the student in close analysis and criticism of sociologists belonging to the idealist tradition of sociology. In this second part of a two-semester course in theory and theory construction in sociology, students will be required to demonstrate their mastery of the theorists studied, as well as to demonstrate their own abilities in theory design and construction.

SOC-R 559 Intermediate Sociological Statistics (3 cr.) P: R359 or equivalent, graduate standing or consent of instructor. Basic techniques for summarizing distributions, measuring interrelationships, controlling extraneous influences, and testing hypotheses are reviewed, as students become familiar with the computer system. Complex analytical techniques commonly applied in professional literature are examined in detail, including analysis of variance, path diagrams, factor analysis, and log-linear models.

SOC-R 585 Social Aspects of Mental Health and Mental Illness (3 cr.) P: graduate standing or consent of instructor. This is a graduate-level course on the sociology of mental illness and mental health. Provides a thorough grounding in the research issues and traditions that have characterized scholarly inquiry into mental illness in the past. Students will become familiar with public policy as it has had an impact on the treatment of mental illness and on the mentally ill themselves.

SOC-R 593 Applied Fieldwork for Sociologists (3 cr.) P: graduate standing or consent of instructor. This course will provide students with both a theoretical and methodological background in the different types of qualitative analysis used in sociological fieldwork. Students will have the opportunity to study and to evaluate representative examples of qualitative studies and to complete by themselves a project done using qualitative methods.

SOC-R 594 Graduate Internship in Sociology (3-6 cr.) P: graduate standing, 18 hours of graduate credit in sociology, and consent of instructor. This course involves master's degree students working in organizations where they apply or gain practical insight into sociological concepts, theories, knowledge, and methodology. Students analyze their experiences through work logs, a lengthy written report and regular meetings with a faculty committee. (Students on the thesis track may also take this course as an elective.)

SOC-R 610 Sociology of Health and Illness Behavior (3 cr.) P: graduate standing or consent of instructor. This seminar explores sociological and social scientific research on health and illness behavior. Special emphasis is placed on examining how social factors and conditions shape people's responses to disease, illness, and disability.

SOC-R 697 Individual Readings in Sociology (3 cr.) P: graduate standing and consent of instructor, 6 hours of graduate credit in sociology with grades of B or better. 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. Available only to sociology graduate students through arrangement with a faculty member.

SOC-S 500 Proseminar in Sociology (1 cr.) P: graduate standing and/or consent of instructor. Introduction to current sociological research interests and concerns through the work of departmental members.

SOC-S 526 The Sociology of Human Sexuality (3 cr.) P: graduate standing and/or consent of instructor. This is a one-semester graduate-level course on the sociology of human sexuality. This course will provide a detailed examination of the development of sex research, a sociological perspective on and critique of this corpus, and an opportunity for students to develop research of their own.

SOC-S 530 Introduction to Social Psychology (3 cr.) P: graduate standing and/or consent of instructor. This course examines the broad range of work in social psychology. Emphasis is placed on the relation between the classic and contemporary literature in the field.

SOC-S 560 Graduate Topics (3 cr.) P: graduate standing and/or consent of instructor, 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-S 569 M.A. Thesis (3 cr.) P: graduate standing and/or consent of instructor.

SOC-S 610 Urban Sociology (3 cr.) P: graduate standing and/or consent of instructor. Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organizational, and political perspectives. Current developments and problems in urban planning.

SOC-S 612 Political Sociology (3 cr.) P: graduate standing and/or consent of instructor. An analysis of the nature and operation of power in a political system. Topics may include classical theories of power, political behavior and campaigns, the role of mass media in sustaining power, the state as a social institution, and political movements.

SOC-S 613 Complex Organizations (3 cr.) P: graduate standing and/or consent of instructor. Theory and research in formal organizations: industry, school, church, hospital, government, military, and university. Problems of bureaucracy and decision making in large-scale organizations. For students in the social sciences and professional schools interested in the comparative approach to problems of organizations and their management.

SOC-S 616 Sociology of Family Systems (3 cr.) P: graduate standing and/or consent of instructor. Focus on the nature, structure, functions, and changes of family systems in modern and emerging societies, in comparative and historical perspective. Attention is given to relationships with other societal subsystems, and to interaction between role occupants within and among subsystems.

SOC-S 632 Socialization (3 cr.) P: graduate standing and/or consent of instructor. The processes of development of the individual as a social being and societal member, focusing on childhood or socialization into adult roles.

SOC-S 659 Qualitative Methods in Sociology (3 cr.) P: graduate standing and/or consent of instructor. Methods in obtaining, evaluating, and analyzing qualitative data in

social research. Methods covered include field research procedures, participant observation, interviewing, and audio-video recording of social behavior in natural settings.

Undergraduate Courses

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. PUL=5

SOC-R 121 Social Problems (3 cr.) Selected current ''problems'' of American society are analyzed through the use of basic sociological data and the application of major sociological frameworks. Policy implications are discussed in light of value choices involved in various solutions. PUL=5

SOC-R 234 Social Psychology (3 cr.) P: R100 or consent of instructor. Sociological approach to human character, with emphasis on the psychology of the individual in social situations. Topics include socialization and the self, language and communication, interpersonal relations, attitude formation, conformity and social influence, and group processes. PUL=5

SOC-R 240 Deviance and Social Control (3 cr.) P: 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. PUL=5

SOC-R 295 Topics in Sociology (3 cr.) P: R100 or consent of instructor. 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. PUL=5

SOC-R 305 Population (3 cr.) P: R100 or consent of instructor. Focus on study of people in terms of relative numbers, geographic distribution, and factors influencing change. Included are considerations of population theory, values related to population questions, an overview of basic techniques of analysis, and mortality, fertility, migration, and growth trends. PUL=5

SOC-R 312 Sociology of Religion (3 cr.) P: R100 or consent of instructor. Examination of religion from the sociological perspective. Religious institutions, the dimensions of religious behavior, the measurement of religious behavior, and the relationship of religion to other institutions in society are examined. PUL=5

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. PUL=5

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. PUL=5

SOC-R 316 Society and Public Opinion (3 cr.) P: R100 or consent of instructor. Analysis of the formulation and operation of public opinion. Although the course may focus on all aspects of opinion and behavior (including marketing research, advertising, etc.), most semesters the course focuses on political opinion and behavior. Special attention will be given to two aspects of opinion in our society: its measurement through public opinion polls and the role of mass communication in manipulating public opinion. The distortions in the popular press's reports of the results of survey research are considered in depth. PUL=5

SOC-R 317 Sociology of Work (3 cr.) P: R100 or consent of instructor. Analysis of the meaning of work, the dynamic social processes within work organizations, and environmental constraints on organizational behavior. PUL=5

SOC-R 320 Sexuality and Society (3 cr.) P: R100 or consent of instructor. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner. PUL=5

SOC-R 321 Women and Health (3 cr.) P: R100 or consent of instructor. A review of the relationships among cultural values, social structure, disease, and wellness, with special attention focused on the impact of gender role on symptomatology and access to health care. Selected contemporary health problem areas will be examined in depth. Alternative models of health care delivery will be identified and discussed. PUL=5

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. PUL=5

SOC-R 327 Sociology of Death and Dying (3 cr.) P: R100 or 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. PUL=5

SOC-R 329 Urban Sociology (3 cr.) P: R100 or consent of instructor. The social dynamics of urbanization, urban social structure, and urban ecology. Theories of urban development; the city as a form of social organization; macroprocesses of urbanization both in the United States and other countries. PUL=5

SOC-R 330 Community (3 cr.) P: R100 or consent of instructor. Social, psychological, and structural features of community life. Topics include microphenomena such as

the neighborhood, networks of friendship and oppositions, social participation, community power structure, and institutional frameworks. PUL=5

SOC-R 335 Sociological Perspectives on the Life Course (3 cr.) P: R100 or consent of instructor. Focuses on the human life course as a product of social structure, culture, and history. Attention is given to life course contexts, transitions, and trajectories from youth to old age; work, family, and school influences; self-concept development, occupational attainment, and role acquisition over the life course. PUL=5

SOC-R 338 Comparative Social Systems (3 cr.) P: R100 or consent of instructor. History and general theories of comparative sociology. Major focus on comparative analyses of social structure, kinship, policy and bureaucracy, economics and stratification, and institutionalized belief systems. Some attention is given to culture and personality and to cross-cultural methodology. PUL=5

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. PUL=5

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. PUL=5

SOC-R 346 Control of Crime (3 cr.) P: R100 or consent of instructor. History, objectives, and operation of the crime control system in relation to its sociopolitical context. Critical examination of philosophies of punishment and programs of rehabilitation. PUL=3

SOC-R 349 Practicum in Victimology (3 cr.) P: R100 or consent of instructor. The role of the victim in the criminal justice system is examined through both course work and practical experience as a volunteer with the Marion County Prosecutor's Witness-Victim Assistance Program. Recommended for students with interest in deviance, criminology, law, criminal justice, and social service. PUL=5

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. PUL=5

SOC-R 356 Foundations of 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. PUL=5

SOC-R 357 Contemporary Sociological 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. PUL=5

SOC-R 359 Introduction to Sociological Statistics (3 cr.) P: R100 or consent of instructor. Measures of central tendency, dispersion, standardizing and normalizing procedures, and simple index numbers. Simple notions of probability as related to statistical inference (means, proportions, binomial distribution, chi-square, simple regression).

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. PUL=5

SOC-R 382 Social Organization of Health Care (3 cr.) P: R100 or consent of instructor. Surveys the nature of, and recent changes in, the health care delivery system in the United States. Patient and professional roles and the characteristics of different health care settings are explored. Current debates about the nature of the professions and professional work are emphasized. PUL=5

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 410 Alcohol, Drugs and Society (3 cr.) P: R100 or consent of instructor. This is a survey of the use and abuse of alcohol, including extent of use, history of use and abuse, ''biology'' of alcohol, alcoholism as a problem, legal actions, and treatment strategies. PUL=5

SOC-R 415 Sociology of Disability (3 cr.) P: R100 or consent of instructor. An examination of current models of disability and of disability at the interpersonal and societal level. Topics include recent legal, social, and educational changes; the ways in which people with disabilities interact with the nondisabled; the role played by relatives and caregivers; and the image of people with disabilities in film, television, and other media. Recommended for students in nursing, education, physical and occupational therapy, and social work, as well as for the medical sociology minor. Available for graduate credit. PUL=5

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. PUL=5

SOC-R 425 Gender and Work (3 cr.) P: R100 or consent of instructor. This course examines the changing roles that

women and men play in paid and unpaid work, and how these roles are socially constructed through socialization practices, social interaction, and actions of social institutions. The interaction of gender, race, ethnicity, and social class on individuals' involvement in work will also be explored. PUL=5

SOC-R 430 Families and Social Policy (3 cr.) P: R100 and R220 or R314 or consent of instructor. This seminar explores how the state and labor market currently affect family structure and the quality of family life in the United States and the role the state and labor market could play in the future. Family policies in other parts of the world will be considered for possible applicability to the United States. PUL=5

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. PUL=5

SOC-R 463 Inequality and Society (3 cr.) P: R100 or consent of instructor. Presentation of conservative and radical theories of class formation, consciousness, mobility, and class consequences. Relevance of social class to social structure and personality. Emphasis on the American class system, with some attention given to class systems in other societies. PUL=5

SOC-R 467 Social Change (3 cr.) P: R100 or consent of instructor. Basic concepts, models, and individual theories of social change; historical and contemporary analysis of the structural and psychological ramifications of major social trends. PUL=5

SOC-R 476 Social Movements (3 cr.) P: R100 or consent of instructor. Study of the origins and dynamics of contemporary social movements in American society, with some attention to cross-national movements. Coverage of progressive and regressive movements aimed at changing the social, economic, and political structure of the society. Case studies of expressive and ideological movements, including fads, cults, and revolts and revolutions. PUL=5

SOC-R 478 Formal Organizations (3 cr.) P: R100 or consent of instructor. Sociological inquiry into the nature, origin, and functions of bureaucratic organizations. Emphasis on bureaucratic organizations as the predominant mode of contemporary task performance and on their social-psychological consequences. Theoretical and empirical considerations in organizational studies from Weber to contemporary findings. PUL=5

SOC-R 480 Sociology and Social Policy (3 cr.) P: R100 or consent of instructor. This course is a broad review of the increasing use of sociology in the formulation and implementation of social policy. Specific case studies will be examined. Recommended for students with an interest in medicine, law, education, social service, urban affairs, etc. PUL=5

SOC-R 481 Evaluation Research Methods (3 cr.) P: R100, R351, R359, or consent of instructor. A comprehensive study of research techniques and practical applications in the area of the evaluation of social programs. Recommended for students with an interest in social research concerning medicine, law, education, social service, urban affairs, etc.

SOC-R 485 Sociology of Mental Illness (3 cr.) P: R100 or consent of instructor. A survey of current problems in psychiatric diagnosis, the social epidemiology of mental illness, institutional and informal caregiving, family burden, homelessness, and the development and impact of current mental health policy. Cross-cultural and historical materials, derived from the work of anthropologists and historians, are used throughout the course. PUL=5

SOC-R 490 Survey Research Methods (3 cr.) P: R100, R351, R359, or consent of instructor. In this practicum, students will design and conduct a survey, learn how to code survey results, enter data, and analyze data with the mainframe computer. A report will also be written. The advantages and disadvantages of survey methodology will be highlighted and ethical issues will be discussed.

SOC-R 493 Practicum in Sociological Fieldwork (3 cr.) P: R100 and R351, senior standing, or consent of instructor. Role of systematic observation as a sociological method. Training in fieldwork techniques and the application of sociological concepts to actual social situations. The core of this course will involve a supervised fieldwork research project in some area of social life.

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. PUL=5

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. PUL=5

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. PUL=5

SOC-R 498 Sociology Capstone Seminar (3 cr.) P: R100, R351, R355 (or R356 or R357) and senior status. Designed to help graduating senior sociology majors to synthesize and demonstrate what they have learned in their major while readying themselves for a career and/or graduate study. PUL=5

Women's Studies (WOST)

Graduate Courses

WOST-W 500 Feminist Theory (3 cr.) An examination of contemporary feminist analyses of gender relations, how they are constituted and experienced and how social structures maintaining sexist hierarchies intersect with hierarchies of race, class, and ethnicity. Rival theories are applied to particular issues to demonstrate connections between theory and practice.

WOST-W 601 Survey of Contemporary Research in Women's Studies: The Social and Behavioral Sciences (3 cr.) An exploration of feminist perspectives in the social sciences. Theoretical frameworks and research styles used by feminist social scientists are examined, as are feminist critiques of traditional social scientific frameworks and research methods. Research reports by feminist researchers in social scientific disciplines are also read and analyzed.

WOST-W 602 Contemporary Research in Women's Studies: The Humanities (3 cr.) Review of literature on sex roles, psychology of women, socialization and politicization of women. Training in methodology of research on women; critique of prevailing and feminist theoretical frameworks for studying women.

WOST-W 695 Graduate Readings and Research in Women's Studies (3-6 cr.) An opportunity for graduate students in various programs at IUPUI to explore specific issues within the field of women's studies, guided by faculty with particular expertise in these areas. The course is used to do readings and research that go beyond what is covered in other women's studies graduate courses offered on this campus. It also involves faculty not normally involved in the teaching of these other courses but who have skills and knowledge relevant to the issues being investigated.

WOST-W 701 Graduate Topics in Women's Studies (3-4 cr.) Advanced investigation of selected research topics in women's studies. Topics to be announced.

Undergraduate Courses

WOST-W 105 Introduction to Women's Studies (3 cr.) This introductory course examines both the relation of women's studies to other disciplines and the multiple ways in which gender experience is understood and currently studied. Beginning with a focus on how inequalities between women and men, as well as among women, have been explained and critiqued, the course considers the impact of social structure and culture on gender. The intersections of gender, race, class, sexual orientation, and age are investigated in both national and international contexts. PUL=5

WOST-W 300 Topics in Women's Studies: (variable title) (1-3 cr.) An interdisciplinary study of selected themes, issues, and methodologies in women's studies. May be repeated for up to 6 credit hours. PUL=5

WOST-W 480 Women's Studies Practicum (3-6 cr.) P: W105 and consent of instructor and program director. Internships in the Women's Studies Program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations. PUL=3

WOST-W 495 Readings and Research in Women's Studies (1-3 cr., 6 cr. max cr.) P: W105 and consent of instructor and program director. Individual readings and research. May be repeated twice for credit with a different topic. PUL=5

WOST-W 499 Senior Colloquium in Women's Studies (1 cr.) P: Consent of instructor. This is a culminating interdisciplinary course for advanced students who are prepared to present the results of an original major research effort on a topic in women's studies. Participants will be expected to read and evaluate the presentations of other students and participating faculty. PUL=3

World Languages and Cultures (NELC, EALC, CLAS, FREN, GER, ITAL, SPAN)

Additional Courses

WLAC-F 100 Immersion Abroad Experience (1-6 cr.) This course designation applies to interdisciplinary immersion experiences outside of the United States, including language study in a formal academic setting, cultural exposition and immersion, guided tours, and international service learning. Credit hours (1 to 6) are awarded on the basis of duration of program and classroom contact hours but do not fulfill language requirements. PUL=5; RISE-I

WLAC-F 200 Cross-Cultural Encounters (3 cr.) P: ENG-W 131. This course develops intercultural awareness and understanding through comparative study of the relationship between selected texts and their specific cultural context. One theme is examined in literature and other media by a team of experts in a variety of literatures from around the world. PUL=5, 2

WLAC-F 350 Introduction to Translation Studies and Interpreting (3 cr.) P: 300-level language competence. This course offers an overview in the history and theory of translation studies and interpreting, beginning practice in translation and interpreting. This course is taught in English but is designed for students who have 300-level competence in languages offered in the department. PUL=2,5

WLAC-F 400 Islam, Gender, and Conflicts (3 cr.) This course investigates cultural and religious differences, as well as women's issues in the Muslim world. PUL=2,5

WLAC-F 450 Computers in Translation (3 cr.) P: 300-level language class. This course is designed to prepare translators in computer technology as it relates to translation: translations in electronic form, accessing electronic dictionaries, researching on the World Wide Web, terminology management, machine translation, and computer-assisted translation. Taught in English, but designed for students who have competence in languages offered in the department. PUL=3,1C

Arabic (NELC)

NELC-A 131 Basic Arabic I (5 cr.) Introductory language course in modern standard Arabic as in contemporary literature, newspapers, and radio. Focus on grammar, reading, script, conversation, elementary composition, and culture. PUL=1A,5

NELC-A 132 Basic Arabic II (5 cr.) Introductory language course in modern standard Arabic as in contemporary literature, newspapers, and radio. Focus on grammar, reading, script, conversation, elementary composition, and culture. PUL=1A,5

NELC-A 200 Intermediate Arabic I (3 cr.) P: A131-A132, or consent of instructor. Grammar, reading, composition, conversation, and translation, using materials from classical, medieval, and modern literary Arabic. PUL=1A,5

NELC-A 250 Intermediate Arabic II (3 cr.) P: A131-A132, or consent of instructor. Grammar, reading, composition, conversation, and translation, using materials from classical, medieval, and modern literary Arabic. PUL=1A,5

NELC-A 300 Advanced Arabic I (3 cr.) P: A200-A250, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Active vocabulary development. Readings in a variety of genres and periods. PUL=1A,5

NELC-A 350 Advanced Arabic II (3 cr.) P: A200-A250, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Active vocabulary development. Readings in a variety of genres and periods. PUL=1A,5

Chinese (EALC)

EALC-C 117 Basic Chinese I (3 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture. PUL=1A,5

EALC-C 118 Basic Chinese II (3 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture. PUL=1A,5

EALC-C 119 Basic Chinese III (4 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture. PUL=1A,5

EALC-C 201 Second-Year Chinese I (3 cr.) Both spoken and written aspects stressed, completing major grammatical patterns. PUL=1A,5

EALC-C 202 Second-Year Chinese II (3 cr.) Both spoken and written aspects stressed, completing major grammatical patterns. PUL=1A,5

EALC-C 301 Third-Year Chinese I (3 cr.) P: C201-C202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication. PUL=1A,5

EALC-C 302 Third-Year Chinese II (3 cr.) P: C201-C202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication. PUL=1A,5

EALC-C 320 Business Chinese (3 cr.) P: C201-C202 or equivalent. Acquisition of language skills for business interactions with Chinese-speaking communities.

EALC-C 351 Studies in East Asian Culture (3 cr.) Selected topics on East Asian culture.

EALC-C 401 Fourth Year Chinese I (3 cr.) P: C301-C302 or equivalent. A further improvement of language proficiency. PUL=1A

EALC-C 402 Fourth Year Chinese II (3 cr.) P: C301-C302 or equivalent. A further improvement of language proficiency.

EALC-E 331 Traditional Chinese Literature (3 cr.) An introduction to Chinese historical and religious writing, narrative prose, and lyrical poetry from roughly 1300 BCE to 1300 CE. PUL=5,2

EALC-E 333 Studies in Chinese Cinema (3 cr.) Critical and historical perspectives on Chinese cinema from the 1930s to the 1990s, including Taiwan and Hong Kong. PUL=5,2

EALC-C 331 Contemporary Chinese Cinema (3 cr.) An introduction to a representative selection of Chinese cinema since the 80s. PUL=5,2

EALC-E 335 Chinese Martial Arts Culture (3 cr.) A survey of history and style of Chinese martial arts, their theoretical bases, literary tradition of martial arts fiction, and cinematic expression of martial arts skills, chivalry and love. PUL=5,2

EALC-E 351 Studies in East Asian Culture (3 cr.) Selected topics on East Asian culture. PUL=5,2

Classical Studies (CLAS)

Courses in Classical Archaeology

CLAS-A 301 Classical Archaeology (3 cr.) The material remains of the classical lands from prehistoric through Roman times and a variety of approaches by which they are understood. Archaeological theory and methods are illustrated through select sites, monuments, works of art, and other remains of cultural, artistic, and historical significance. (Equivalent to Herron H310 and IU Bloomington Classical Studies C206/Fine Arts A206; students may not receive credit for both courses.) PUL=5,3

CLAS-A 418 Myth and Reality in Greek Art (3 cr.) An introduction to Greek iconography (the study of images) that explores contemporary approaches to narration and representation. The course examines the illustration of myth, history, and everyday life in Greek art in relation to ancient society. (Equivalent to Herron H418; students may not receive credit for both courses.) PUL=5,2

CLAS-C 412 Art and Archaeology of the Aegean (3 cr.) Introduction to the preclassical art and archaeology of the Aegean Basin: Greece, Crete, and the Aegean islands during the Stone and Bronze Ages (to about 1000 B.C.). Topics covered include Troy, Minoan Crete, and Mycenaean Greece. PUL=5,2

CLAS-C 413 The Art and Archaeology of Greece (3 cr.) Art and archaeology of Greece from about 1000 B.C. through the Hellenistic period. Special attention given to the development of Greek architecture, sculpture, and vase painting. (Equivalent to Herron H413; students may not receive credit for both courses.) PUL=5,2

CLAS-C 414 The Art and Archaeology of Rome (3 cr.) Development of Roman architecture, sculpture, and painting from the beginning through the fourth century A.D. Consideration given to the major archaeological sites. Continuation of C413, but C413 is not a prerequisite. (Equivalent to Herron H414; students may not receive credit for both courses.) PUL=5,2

Courses in Classical Civilization

CLAS-C 205 Classical Mythology (3 cr.) Introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition. PUL=5,2

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) Basic knowledge of some 1,000 words, together with materials for formation of compounds, enables student to build a working vocabulary of several thousand words. Designed for those intending to specialize in medicine,

dentistry, or microbiology. Does not count toward the foreign language requirements or the distribution requirement. PUL=1A

CLAS-C 310 Classical Drama (3 cr.) Masterpieces of ancient Greek and Roman theater studied in relation to literary, archaeological, and artistic evidence for their production and interpretation. PUL=2,5

CLAS-C 311 Classical Epics (3 cr.) The development of Greek and Latin epic from the rich oral tradition of Homer to the strictly literary form exemplified by Virgil's Aeneid. Epic masterpieces are read with reference to relevant historical and archaeological background. PUL=2,5

CLAS-C 351 The Golden Age of Athens (3 cr.) Literary and artistic masterpieces of classical Greece viewed against the intellectual, cultural, and political background of democratic Athens. PUL=2,5

CLAS-C 361 The Golden Age of Rome (3 cr.) Literary and artistic masterpieces of the Augustan age viewed in connection with the foundation of the Roman Empire. PUL=2,5

CLAS-C 386 Greek History (3 cr.) Political, social, and economic developments in the Greek word from the age of Mycenae and Troy until the Roman conquest (30 BC). Greek colonial world, Athens and Sparta, career and legend of Alexander the Great, the Hellenistic age. Archaeology as a source of political and social history. (Equivalent to HIST C386; students may not receive credit for both courses.) PUL=2,5

CLAS-C 396 Classical Studies Abroad (1-9 cr.) P: acceptance into an approved Indiana University overseas study program. Credit for foreign study in classical languages, civilization, and archaeology when no specific equivalent is available among departmental offerings. Credit in C396 may be counted toward a minor in classical studies or classical civilization with approval of undergraduate advisor. May be repeated for a maximum of 9 credit hours. PUL=5, Rise-I

CLAS-C 491 Topics in Classical Studies (3 cr.) A detailed examination of a particular aspect of classical civilization using a variety of literary and archaeological evidence. PUL=5,2

CLAS-C 495 Individual Reading in Classics (1-3 cr.) P: consent of department. May be repeated to a maximum of 6 credit hours. PUL=5,2

Courses in Latin

CLAS-L 131 Beginning Latin I (5 cr.) Fundamentals of the language; develops direct reading comprehension of Latin. PUL=1A,5

CLAS-L 132 Beginning Latin II (5 cr.) P: L131 or equivalent. Fundamentals of the language; develops direct reading comprehension of Latin. PUL=1A,5

CLAS-L 200 Second-Year Latin I (3 cr.) P: L132 or placement. Reading from select authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review and/or prose composition. PUL=1A,5

CLAS-L 250 Second-Year Latin II (3 cr.) P: L132 or placement. Reading from Virgil's Aeneid with examination of the epic as a whole. Prosody of dactylic hexameter and study of poetic devices. Grammar review. PUL=1A,5

CLAS-L 495 Individual Reading in Latin (1-3 cr.) P: consent of department. May be repeated once for credit. PUL=1A,5

French (FREN)

Courses for Graduate Reading Knowledge

FREN-F 491 Elementary French for Graduate Students (3 cr.) Introduction to structures of the language necessary for reading, followed by reading in graded texts of a general nature. Open with consent of instructor to undergraduates who have already completed the language requirement for the B.A. in another language. Credit not given for both F491 and any French course at the 100 level. PUL=1A,5

FREN-F 492 Readings in French for Graduate Students (3 cr.) P: F491 or consent of instructor. Credit not given for both F492 and any French course at the 100 or 200 level. PUL=1A,5

Graduate Courses

FREN-F 507 Foreign Language Institute (1-6 cr.) Intensive interdepartmental course involving work or literature in contemporary civilization (in the foreign language), language practice, and discussions and demonstrations of important developments and concepts in methodology. Intended primarily for Master of Arts for Teachers degree students and for prospective high school teachers.

FREN-F 575 Introduction to French Linguistics (3 cr.) An introduction to phonological, morphological, and syntactic structures of French, and to recent linguistic developments.

FREN-F 580 Applied French Linguistics (3 cr.) Evaluation of language teaching methods according to recent claims in learning theory.

Undergraduate Courses

FREN-F 117 Beginning French I (3 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132. PUL=1A,5

FREN-F 118 Beginning French II (3 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132. PUL=1A,5

FREN-F 119 Beginning French III (4 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132. PUL=1A,5

FREN-F 131 Intensive Beginning French I (5 cr.) Accelerated introductory language courses. Recommended for students with prior training in French or other Romance languages. Emphasis on developing basic speaking, writing,

listening, and reading skills, as well as awareness of French and Francophone cultures. Credit is not given for both F131-F132 and F117-F118-F119. PUL=1A,5

FREN-F 132 Intensive Beginning French II (5 cr.) Accelerated introductory language courses. Recommended for students with prior training in French or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Credit is not given for both F131-F132 and F117-F118-F119. PUL=1A,5

FREN-F 203 Second-Year Composition, Conversation, and Reading I (4 cr.) P: F119 or F132, or 8-10 credit hours of college-level French or placement by testing. A continuation of practice in the listening, reading, speaking, and writing of French. PUL=1A,5

FREN-F 204 Second-Year Composition, Conversation, and Reading II (4 cr.) P: F203 or 11-14 credit hours of college-level French or placement by testing. Continuation of F203. PUL=1A,5

FREN-F 296 Study of French Abroad (1-6 cr.) P: acceptance in an overseas study program in France. Credit for foreign study in French language and/or literature done at second-year level when no specific equivalent is available among departmental offerings. Does not count towards the major. PUL=1A,5; Rise-I

FREN-F 299 Special Credit in French (3-6 cr.) Nonnative speakers of French may receive a maximum of 6 hours of special credit at the 200 level upon completion of F328 with a grade of C or higher. French or Francophone students may receive a maximum of 6 credit hours at the 200 level upon completion of F328 with a grade of C or higher and one other upper-division French course. PUL=1A,5

FREN-F 300 Lectures et analyses littéraires (3 cr.) P: F204 or equivalent. Preparation for more advanced work in French literature. Readings and discussion of one play, one novel, short stories, and poems, as well as the principles of literary criticism and “explication de texte.” PUL=2,1A

FREN-F 307 Masterpieces of French Literature (3 cr.) P: F300 or equivalent. Includes material from both classical and modern periods. PUL=2,1A

FREN-F 326 French in the Business World (3 cr.) P: F204 or equivalent. Introduction to the language and customs of the French-speaking business world. Designed to help prepare students to take the examination for the Certificat pratique de franais commercial et conomique offered by the Paris Chamber of Commerce. PUL=1A,5

FREN-F 328 Advanced French Grammar and Composition (3 cr.) P: F204 or equivalent. Study and practice of French thinking and writing patterns. PUL=1A,5

FREN-F 330 Introduction to Translating French and English (3 cr.) P: F328 or consent of department. A comparative study of the style and grammar of both languages, with focus on the difficulties involved in translating. Introduction to the various tools of the art of translation. PUL=1A,2

FREN-F 331 French Pronunciation and Diction (3 cr.) P: F204 or equivalent. Thorough study of French phonetics and intonation patterns. Corrective drill. Includes intensive class and laboratory work. Oral interpretation of texts. PUL=1A,5

FREN-F 360 Introduction socio-culturelle à la France (3 cr.) P: F328 or equivalent. A study of France and its people through an examination of France’s political and cultural development. PUL=5,1A

FREN-F 371 Topics in French (3 cr.) Topics in French literature and culture will be explored from a variety of perspectives. The course will be given in English. It may be taken twice for credit if topic differs. Does not count towards the major. PUL=2,5

FREN-F 380 French Conversation (3 cr.) P: F204 or equivalent. Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Both F380 and F480 may be taken for credit. PUL=1A,5

FREN-F 396 Study of French Abroad (1-6 cr.) P: acceptance in an overseas study program in France. Credit for foreign study in French language or literature when no specific equivalent is available among departmental offerings. May be repeated for a maximum of 6 credit hours. Does not count towards the major. PUL=1A,5; Rise-I

FREN-F 402 Introduction to French Linguistics (3 cr.) P: F328 or consent of instructor. Introduction to the structure of the French language: phonology, morphology, and syntax. PUL=2,1A

FREN-F 410 French Literature of the Middle Ages (3 cr.) P: F300 or consent of department. Introduction to Old French language and literature. PUL=2,1A

FREN-F 421 Fourth-Year French (3 cr.) P: F328 or consent of department. Advanced work in language with a focus on syntax. PUL=1A,5

FREN-F 423 Craft of Translation (3 cr.) P: F328 or consent of instructor. Advanced course in translation. The problems and techniques of translating French/ English and English/French using a variety of texts and concentrating on the use of various stylistic devices. PUL=1A,2

FREN-F 428 Seventeenth-Century French Literature (3 cr.) P: F300 or consent of department. Classical writers of prose, poetry, and plays such as Descartes, Pascal, Corneille, Moliere, La Fontaine, Racine, Mme de Lafayette. PUL=2,1A

FREN-F 430 Modern Short Narratives (3 cr.) P: F300 or consent of department. Structural and interdisciplinary approaches to short French narratives of the modern period, eighteenth-century fiction (short stories, tales, etc.), and nonfiction (essays, commentaries, etc.). PUL=2,1A

FREN-F 443 Nineteenth-Century Novel I (3 cr.) P: F300 or consent of department. Stendhal, Balzac, and others. PUL=2,1A

FREN-F 444 Nineteenth-Century Novel II (3 cr.) P: F300 or consent of department. Flaubert, Zola, and others. PUL=2,1A

FREN-F 450 Colloquium in French Studies (2-3 cr.) P: F300 or consent of instructor. Emphasis is on topic, author, or genre. PUL=2,1A,5

FREN-F 451 Le francais des affaires (3 cr.) P: F326 or consent of instructor. Investigates in depth some of the topics touched on in F326. Designed to help prepare students to take the examination for the Diplme suprieur de francais des affaires offered by the Paris Chamber of Commerce. PUL=1A,5

FREN-F 452 La civilisation et littérature québécoises (3 cr.) P: F300 or consent of instructor. The study of the history of French Canadian literature and civilization from its origins down to the present, leading to the "Quiet Revolution" as seen through the contemporary poetry, novels, and drama of Quebec. PUL=2,1A

FREN-F 453 Littérature contemporaine I (3 cr.) P: F300 or consent of department. Twentieth-century writers such as Gide, Proust, etc. PUL=2,1A

FREN-F 454 Littérature contemporaine II (3 cr.) P: F300 or consent of department. Twentieth-century writers such as Camus, Sartre, etc. PUL=2,1A

FREN-F 460 French Fiction in Film (3 cr.) P: F300 or consent of department. Involves reading works of French fiction and studying them as works of literature, followed by the viewing of a film version of each work and the preparation of a comparative analysis of the two versions. PUL=2,1A

FREN-F 461 La France Contemporaine (3 cr.) P: F328 or equivalent. France since 1945: political, social, economic, and cultural aspects. PUL=5,1A

FREN-F 480 French Conversation (3 cr.) P: F328 or consent of instructor. Designed to develop conversational skills through intensive controlled conversation with an emphasis on the use of linguistic devices and the mastery of oral expression. Both F380 and F480 may be taken for credit. PUL=1A,5

FREN-F 493 Internship in French (3 cr.) P: Senior standing or consent of internship director. A field experience in the applied use of French in a professional workplace environment. Previous course work and experience are integrated in a practical application locally or in a French-speaking country. Directed readings, journal, reports, final project. PUL=4,2,5

FREN-F 495 Individual Readings in French (1-3 cr.) P: consent of instructor. For majors only. PUL=5,2

FREN-F 496 Study of French Abroad (3-8 cr.) P: consent of chairperson. Course involves planning for research project during year preceding study abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by end of semester following foreign study. May be taken once only. Does not count as a 400-level course in residence for major or minor. PUL=1A, RISE-I

FREN-F 497 Capstone in French (1 cr.) A senior level summative experience for French majors that integrates students' undergraduate study in the discipline. Students showcase academic progress through a capstone portfolio, a reflective journal, discussions with a faculty capstone director, and by a final presentation to students and faculty. PUL=3,2

German (GER)

Graduate Courses

GER-G 507 Foreign Language Institute (1-6 cr.) Intensive interdepartmental course involving language laboratory and other audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussions of classroom use of applied linguistics. May be repeated for a maximum of 6 credit hours.

GER-G 563 German Culture Studies I (3 cr.) The formation of cultural traditions in the German-speaking countries prior to the twentieth century.

GER-G 564 German Culture Studies II (3 cr.) Culture of the German-speaking countries in the twentieth century.

GER-V 605 Selected Topics in German Studies (2-4; 12 max. cr.) Selected Topics in German Studies.

International Study or Work Internship Option

GER-G 493 Internship in German (1-6 cr.)

GER-G 498 Individual Studies in German (1-6 cr.) 1-6 credit hours toward the major in German may be earned through individual study or international work internship abroad or locally. There is a 3 credit limit for one individual study or work project.

Undergraduate Courses

GER-G 095 German for Reading Proficiency I (3 cr.) These courses stress mastery of passive vocabulary and recognition of grammatical forms needed for reading skills. Designed for students in science, technology, the professional schools, and for those desiring sufficient proficiency in reading and translating German to enable them to work with German materials in their fields. These courses do not fulfill the foreign language requirement of the School of Liberal Arts. PUL=1A,5

GER-G 096 German for Reading Proficiency II (3 cr.) These courses stress mastery of passive vocabulary and recognition of grammatical forms needed for reading skills. Designed for students in science, technology, the professional schools, and for those desiring sufficient proficiency in reading and translating German to enable them to work with German materials in their fields. These courses do not fulfill the foreign language requirement of the School of Liberal Arts. PUL=1A,5

GER-G 117 Beginning German I (3 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10-credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132. PUL=1A,5

GER-G 118 Beginning German II (3 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10-credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132. PUL=1A,5

GER-G 119 Beginning German III (4 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three-semesters are required to fulfill the 10-credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132. PUL=1A,5

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. PUL=1A,5

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. PUL=1A,5

GER-G 134 Introductory German for Business I (3 cr.) Introductory courses for students and professionals in business and engineering who need basic communicative skills for the workplace. In addition to the four basic language skills, intercultural communication and basic technical, business, and scientific vocabulary are introduced. PUL=1A,5

GER-G 135 Introductory German for Business II (3 cr.) Introductory courses for students and professionals in business and engineering who need basic communicative skills for the workplace. In addition to the four basic language skills, intercultural communication and basic technical, business, and scientific vocabulary are introduced. PUL=1A,5

GER-G 225 Intermediate German I (4 cr.) P: G119, G132, or equivalent or placement by testing. Intensive review of grammar. Further development of oral and written use of the language. Selections from contemporary German readings and media. PUL=1A,5

GER-G 230 Intermediate German II (4 cr.) P: G225 or equivalent or placement by testing. Review of grammar. Readings of modern German with stress on discussion in German. Writing of descriptive and expository prose. PUL=1A,5

GER-G 265 German Culture in English Translation (3 cr.) A survey of the cultural history of German-speaking countries, as well as of contemporary civilization, with an emphasis on individual aspects of culture traced through several epochs. PUL=5,2

GER-G 299 German for Advanced Credit (3 or 6 cr.) Nonnative speakers of German may receive a maximum of 6 hours of advanced credit with the grade of "S" upon completion of G300 or higher with a grade of C or higher. Native speakers of German may receive a maximum of 6 advanced credits upon completion of two German courses at the 300-400 level with the grade of C or higher. A student who skips a sequential course (e.g., G225 or G230) may receive 3 advanced credits upon successful completion of a higher-level course. PUL=1A,5

GER-G 303 Deutsch: Mittelstufe I (3 cr.) P: G230 or equivalent or placement by testing. Comprehensive review of grammatical points introduced in G117 through G230. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignments of literary and nonliterary texts. Conducted in German. PUL=1A,5

GER-G 304 Deutsch: Mittelstufe II (3 cr.) P: G303 or equivalent. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German. PUL=1A,5

GER-G 331 Business German I (3 cr.) P: third-year language proficiency or consent of instructor. Emphasis on acquisition and use of business vocabulary, idiom, and style. Translating, reading, and writing skills are developed using constructions common to business German, as well as current materials (reports, journals) in the field. PUL=1A,5

GER-G 333 German Translation Practice (3 cr.) P: third-year proficiency or consent of instructor. Introduction to the theory and practice of translation. Discussion of techniques and stylistic approaches. Emphasis on German/English translation using a variety of texts, including technical texts, business communication, and texts on current topics. PUL=1A,2

GER-G 340 German Language and Society Past and Present (3 cr.) P: G230 or equivalent. Further development of composition, conversation, and diction; review of grammar. PUL=5,1A

GER-G 355 Theater Spielen (3 cr.) P: third-year proficiency or consent of instructor. This combined reading, discussion, pronunciation, and performance course provides an applied introduction to contemporary German theater and drama, along with intensive practice of oral language skills. PUL=1A,5

GER-G 365 Deutsche Kultur Heute (3 cr.) P: third-year proficiency or consent of instructor. A critical investigation of contemporary culture in the German-speaking countries, including institutions and major personalities, customs, traditions, changing mentalities, and lifestyles as they compare with contemporary U.S. culture. Taught in German. PUL=5,1A

GER-G 370 German Cinema (3 cr.) No knowledge of German required. Survey of German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production. Offered in English concurrently with G371. No credit given towards German major. PUL=2,5

GER-G 371 Der deutsche Film (3 cr.) P: third-year proficiency or equivalent. Survey of German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production. PUL=2,1A

GER-G 381 German Literature to 1750 in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature in the medieval, Reformation, Renaissance, and Baroque periods. Offered in English. PUL=2,5

GER-G 382 Classicism and Romanticism in English Translation (3 cr.) No knowledge of German required. Major

works and writers of German literature, 1750–1830, to include the periods of the Enlightenment, Storm and Stress, Classicism, and Romanticism; representative writers such as Schiller, Goethe, Kleist, and the Grimm brothers. Offered in English. PUL=2,5

GER-G 383 Nineteenth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Works and writers of German literature, 1830–1900. Analysis of such concepts as realism, naturalism, and neoromanticism, their theories and styles; exemplary writers such as Buechner, Heine, Nietzsche, Hauptmann, and others. Offered in English. PUL=2,5

GER-G 384 Twentieth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature from the turn of the twentieth century to the present, with emphasis on Rilke, Thomas Mann, Kafka, and Brecht. Offered in English. PUL=2,5

GER-G 391 German Colloquium in English Translation (3 cr.) No knowledge of German required. May be taken as an elective by other students. Emphasis on one topic, author, or genre in German literature, or other aspect of German culture. No credit given toward German major. PUL=2,5

GER-G 401 Deutsche Kultur in Amerika (3 cr.) P: third-year proficiency or consent of instructor. Advanced undergraduate course. Its purposes are to provide an overview of the cultural heritage of German-Americans and to assist students in researching German heritage with a view toward developing research skills with original materials. The course is in a seminar format with students actively participating in discussions and presentations. Taught in German. PUL=2,1A

GER-G 407 Knights, God, and the Devil (3 cr.) The purpose of this course is to provide insight into the development of early German cultural life by reading and analyzing texts of the periods covered. Lecture materials cover historical and cultural background. Period texts are placed in contexts of other cultural phenomena, including art and music. As much reference as possible is made to the European context of the emerging German literacy language. Taught in German. PUL=2,1A

GER-G 408 Love, Nature, and the Age of Romanticism (3 cr.) P: third-year proficiency or consent of instructor. Introduction to the cultural capital of courtly Germany, Weimar, and its relationship to German Romanticism, including readings and discussions of works by Goethe, Schiller, Kleist, Tieck, and the Grimm brothers. Literary examples are accompanied by pictorial, filmic, and musical illustrations. Taught in German. PUL=2,1A

GER-G 409 German Myths, Fairy Tales and Social Transformation (3 cr.) P: third-year proficiency or consent of instructor. Survey of literary representations of nineteenth-century German life at a time of change from rural to urban transformation. Text selection includes a variety of shorter forms: fairy tales, short stories, novella, satire and drama. Taught in German. PUL=2, 1A

GER-G 410 20. Jahrhundert: Kultur und Literatur (3 cr.) P: third-year proficiency or consent of instructor. Survey of cultural and intellectual life of the German-speaking countries of the twentieth century through the reading of exemplary literary works. Discussion of literary movements from the turn of the century until the present. Texts are analyzed within the context of other cultural phenomena, including film and music. Conducted in German. PUL=2,1A

GER-G 423 The Craft of Translation (3 cr.) P: G333 or consent of instructor. Advanced course in German-English translation providing intensive translation practice in many text categories: commercial and economic translations, scientific, technical, political, and legal texts. Applied work combined with study of theory and methodology of translation, comparative structural and stylistical analysis, and evaluation of sample translations. Use of computer-assisted translation management. PUL=2,1A

GER-G 431 Advanced Business German (3 cr.) P: fourth-year proficiency or consent of instructor. Focus is on the contemporary business idiom and current economic issues facing Germany. Active practice of specialized business language, both for oral and written communication. PUL=1A,5

GER-G 445 Oberstufe: Grammatik (3 cr.) P: fourth-year proficiency or consent of instructor. Survey and practice of complex grammatical structures; systematic expansion of vocabulary. Discussion and writing based on current materials, such as newspapers, films, and radio programs. PUL=1A,5

GER-G 465 Structure of German (3 cr.) P: fourth-year proficiency or consent of instructor. Systematic development of writing and speaking skills, proceeding from exercises to specific forms, such as Brief, Aufsatz, Referat, Vortrag. Focus on usage and style. PUL=2,1A

GER-G 490 Das deutsche Kolloquium (3 cr.) P: fourth-year German language proficiency or consent of instructor. Concentration on a specific topic, genre, or author in German literature, film, or other aspect of culture. PUL=2,1A

GER-G 491 Elementary German for Graduate Students I (0 cr.) These courses are taught concurrently with G095-G096 and prepare students for the German reading proficiency exam. PUL=1A,5

GER-G 492 Elementary German for Graduate Students II (0 cr.) These courses are taught concurrently with G095-G096 and prepare students for the German reading proficiency exam. PUL=1A,5

GER-G 493 Internship in German (1-6 cr.) P: consent of program director. PUL=4,2

GER-G 498 Individual Studies in German (1-6 cr.) P: Consent of program director. 1-6 credit hours toward the major in German may be earned through individual study or international work internship abroad or locally. There is a 3 credit limit for one individual study or work project. PUL=2

Italian (ITAL)

ITAL-M 117 Basic Italian I (3 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture. PUL=1A,5

ITAL-M 118 Basic Italian II (3 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture. PUL=1A,5

ITAL-M 119 Basic Italian III (4 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture. PUL=1A,5

ITAL-M 132 Beginning Italian 2 (5 cr.)

ITAL-M 200 Intermediate Italian (3 cr.) Intermediate study of contemporary Italian conversation, grammar, reading, and writing. Introduction to brief literary texts.

Japanese Studies (EALC-J)

EALC-E 231 Japan: The Living Tradition (3 cr.) An introduction to the patterns of Japanese culture: society, history, visual arts, literary masterpieces, performing arts, and living religious traditions. PUL=5,2

EALC-E 351 Studies in East Asian Culture (3-6 cr.) Selected issues and problems of importance to the understanding of East Asian culture, taught within one of the humanistic disciplines. May be repeated once for credit. PUL=5,2

EALC-E 472 Modern Japanese Fiction (3 cr.) The novels, short stories, and theories of fiction of prominent Japanese writers of the modern period. PUL=2,5

EALC-J 117 Basic Japanese I (3 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC-J 118 Basic Japanese II (3 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC-J 119 Basic Japanese III (4 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC-J 131 Beginning Japanese I (5 cr.) Introductory language courses designed for students who have not had any prior training in Japanese. Drills for basic skills in listening, speaking, reading, and writing of Japanese. PUL=1A,5

EALC-J 132 Beginning Japanese II (5 cr.) Introductory language courses designed for students who have not had any prior training in Japanese. Drills for basic skills in listening, speaking, reading, and writing of Japanese. PUL=1A,5

EALC-J 201 Second-Year Japanese I (3 cr.) P: J131-J132 or equivalent. A continuation of practice in the listening, speaking, reading, and writing of Japanese. PUL=1A,5

EALC-J 202 Second-Year Japanese II (3 cr.) P: J131-J132 or equivalent. A continuation of practice in the listening, speaking, reading, and writing of Japanese. PUL=1A,5

EALC-J 301 Third-Year Japanese I (3 cr.) P: J201-J202 or equivalent. Review of grammatical points acquired in the first and second years of Japanese. More advanced level of speaking, reading, writing, and listening proficiency. PUL=1A,5

EALC-J 302 Third-Year Japanese II (3 cr.) P: J201-J202 or equivalent. Review of grammatical points acquired in the first and second years of Japanese. More advanced level of speaking, reading, writing, and listening proficiency. PUL=1A,5

EALC-J 310 Japanese Conversation (3 cr.) P: J202 or equivalent. Designed to develop conversational skills through controlled linguistic patterns, reports, and group discussion. More advanced level of oral communication. PUL=1A,5

EALC-J 330 Business Japanese (3 cr.) P: J202 or equivalent. Emphasis on acquisition and use of business vocabulary, idiom, and style. Oral practice is emphasized. PUL=1A,5

EALC-J 393 Japanese Literature in Translation I (3 cr.) Survey of the classical genres of Japanese literature. I: Ancient period to end of Momoyama. II: Tokugawa and modern periods. PUL=2,5

EALC-J 394 Japanese Literature in Translation II (3 cr.) Survey of the classical genres of Japanese literature. I: Ancient period to end of Momoyama. II: Tokugawa and modern periods. PUL=2,5

EALC-J 401 Fourth-Year Japanese (3 cr.) P: J301-J302 or equivalent. Advanced level of communications skills in speaking and writing. Study of advanced grammar and reading of newspaper articles. PUL=1A,5

EALC-J 402 Fourth-Year Japanese (3 cr.) P: J301-J302 or equivalent. Advanced level of communications skills in speaking and writing. Study of advanced grammar and reading of newspaper articles. PUL=1A,5

EALC-J 498 Individual Studies in Japanese (1-3 cr.) P: consent of the program director. May be repeated up to a maximum of 6 credit hours. PUL=5,2

Spanish (SPAN)

Courses in Literature in Translation

Literature-in-translation courses may be offered if there is sufficient demand for more Foreign Culture Option courses.

SPAN-S 230 Cervantes' Don Quixote in Translation (3 cr.) Detailed textual analysis of Cervantes' masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel. PUL=2,5

SPAN-S 231 Spanish-American Fiction in Translation (3 cr.) Representative prose fiction of Spanish America. Background lectures on the evolution of the short story and

novel. Readings and discussions will concentrate on the fiction of the twentieth century. PUL=2,5

SPAN-S 240 Modern Spanish Literature in Translation (3 cr.) Readings from authors such as Unamuno, Cela, García Lorca, Jiménez, Pérez de Ayala, and Ortega y Gasset. PUL=2,5

SPAN-S 241 Golden Age Literature in Translation (3 cr.) Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors will include: Lope de Vega, Cervantes, Garcilaso, Quevedo, Fray Luis de León, San Juan de la Cruz, and Góngora. PUL=2,5

Graduate Courses

NOTE: With the exception of S493, S494, and S498, which carry undergraduate credit only, all other 400-level courses may be used for graduate credit with the approval of the Graduate Studies Committee.

SPAN-S 507 Foreign Language Institute (3 cr.) P: Graduate standing in Spanish or consent of instructor. Intensive interdepartmental course involving language laboratory and audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussion of classroom use of applied linguistics. Taught only in the summer. Intended primarily for teachers. May be repeated for a maximum of 6 credit hours.

SPAN-S 511 Spanish Syntactic Analysis (3 cr.) P: S326 or consent of instructor Introduction to the analysis of syntactic data. Focus on developing theoretical apparatus required to account for a range of syntactic phenomena in Spanish.

SPAN-S 513 Introduction to Hispanic Sociolinguistics (3 cr.) P: S320 and S326, or consent of instructor. Examination of the relationship between language and society in the Spanish-speaking world. Survey of a wide range of topics relevant to Spanish: language as communication, the sociology of language, and linguistic variation. The course is conducted entirely in Spanish.

SPAN-S 515 The Acquisition of Spanish as a Second Language (3 cr.) P: P: S326 and S428, or consent of instructor. Introduction to the acquisition of Spanish as a second language. Survey of selected studies exploring topics that range from the development of second language (Spanish) grammars, to second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence.

SPAN-S 517 Methods of Teaching College Spanish (3 cr.) P: S428 or consent of instructor. Course on communicative language teaching. Exploration of the body of research on second language development and the base principles and parameters to guide classroom instruction. Full range of topics from grammar and input to spoken and written language.

SPAN-S 518 Studies in Latino and Spanish American Culture (3 cr.) P: S412 or consent of instructor. Advanced study of cultural phenomena produced in Latin America and among U.S. Hispanics. Focus on belief systems, artistic production, laws, customs, and other socially determined behaviors. Exploration of topics such as colonization, popular culture, communication, art, religious syncretism, and native indigenous cultures.

SPAN-S 519 Practicum in the Teaching of Spanish (3 cr.) P: S517 or consent of instructor. Practical application of the teaching methodology explored in S517. Students will undertake teaching projects supervised by a graduate faculty member in Spanish and meet with their mentors to assess their teaching objectives, techniques, materials and outcomes.

SPAN-S 521 Spanish Grammar and Linguistics for Teachers I (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S524.

SPAN-S 523 Spanish Literature, Art, and Culture for Teachers I (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Authors, artists, themes, and issues in Spanish literature, visual art, and cultural life selected to enrich the teaching of Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S525.

SPAN-S 524 Spanish Grammar and Linguistics for Teachers II (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S521.

SPAN-S 525 Spanish Literature, Art, and Culture for Teachers II (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Authors, artists, themes, and issues in Spanish literature, visual art, and cultural life selected to enrich the teaching of Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S523.

SPAN-S 528 Translation Practice and Evaluation (3 cr.) P: Graduate standing or consent of instructor. Graduate course in the problems and techniques of Spanish/English and English/Spanish translation. Includes the practical aspects of translation from various texts (literary, technical, scientific, commercial, social) and evaluation of professional translations. Translation theory will be studied.

SPAN-S 650 Topics in the Teaching of Spanish (3 cr.) Seminar in selected topics related to the teaching of Spanish, such as assessment, teaching materials development, the teaching of specific linguistic skills. May be repeated for credit when topic varies.

SPAN-S 680 Topics in Contemporary Spanish American Literature (3 cr.) P: Graduate standing in Spanish or consent of instructor. Topics include poetry, drama, short story, novel, and essay.

SPAN-S 686 M.A.T. Thesis (2-4 cr.) P: Authorization of graduate director. Students identify a research theme and develop it under the guidance of a director (IUPUI professor) and a co-director (University of Salamanca professor). The topic will be related to the teaching of Spanish language or

to the teaching of an aspect of Hispanic literature or culture. Repeatable for up to 6 hours.

Undergraduate Courses

SPAN-S 117 Beginning Spanish I (3 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132. PUL=1A,5

SPAN-S 118 Beginning Spanish II (3 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132. PUL=1A,5

SPAN-S 119 Beginning Spanish III (4 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132. PUL=1A,5

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. PUL=1A,5

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. PUL=1A,5

SPAN-S 142 Beginning Spanish for Law Enforcement I (3 or 4 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of law enforcement personnel. Service-learning component available. PUL=1A,5

SPAN-S 143 Beginning Spanish for Law Enforcement II (3 or 4 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of law enforcement personnel. Service-learning component available. PUL=1A,5

SPAN-S 160 Beginning Spanish for Health Care Personnel I (3 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of health care personnel. Service-learning component available. PUL=1A,5

SPAN-S 161 Beginning Spanish for Health Care Personnel II (3 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of health care personnel. Service-learning component available. PUL=1A,5

SPAN-S 203 Second-Year Spanish I (4 cr.) P: S119 or S312, or 8-10 credit hours of college-level Spanish or placement by testing. A continuation of training in the four skills: listening, reading, speaking, and writing. PUL=1A,5

SPAN-S 204 Second-Year Spanish II (4 cr.) P: S203 or 10-14 credit hours of college-level Spanish or placement by testing. Continuation of S203. PUL=1A,5

SPAN-S 298 Second-Year Spanish (3 or 6 cr.) Non-native speakers may receive a maximum of 16 credits by completing a 300-level course with a C or higher (S298 plus 10 hours at the 100 level). Native speakers of Spanish are eligible for a maximum of 6 hours of “S” credit (S298) upon completion of S313 with a C or higher.

SPAN-S 311 Spanish Grammar (3 cr.) P: S204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on reading assignments and class discussion in Spanish. PUL=1A,2

SPAN-S 313 Writing Spanish (3 cr.) P: S204 or equivalent. Students are strongly encouraged to have already successfully completed English W131 before enrolling in S313. Grammar review, composition, and themes in Spanish with a focus on the development of academic writing skills. This course is specifically required for native speakers who wish to earn special credit (S298) in Spanish. PUL=1A,2

SPAN-S 315 Spanish in the Business World (3 cr.) P: S204 or equivalent. Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores. PUL=1A,5

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: S204 or equivalent. Not open to heritage or native speakers of Spanish. Intensive controlled conversation correlated with readings, reports, debates, and group discussions, with emphasis on vocabulary usage, word order, tense relationships, and linguistic devices. Class time is the same as for a 4 credit hour course. May be repeated once for credit. PUL=1A,5

SPAN-S 319 Spanish for Health Care Personnel (3 cr.) P: S204 or equivalent. A course designed specifically for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary for communicative competence in the medical fields. PUL=1A,5

SPAN-S 323 Introduction to Translating Spanish and English (3 cr.) P: S313 or consent of instructor. A comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice. PUL=2,1A,6

SPAN-S 326 Introduction to Spanish Linguistics (3 cr.) P: S313 or equivalent Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including honology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included. PUL=2,1A

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) P: S313 or consent of instructor. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis. PUL=2,1A

SPAN-S 363 Introduction to Hispanic Culture (3 cr.) P: S313 or consent of instructor. Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects. PUL=5,1A

SPAN-S 407 Survey of Spanish Literature I (3 cr.) P: S313 and S360, or consent of instructor. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama. PUL=2,1A

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: S313 and S360, or consent of instructor. A historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Perez Galdes, Unamuno, Garcia Lorca, and other representative writers. PUL=2,1A

SPAN-S 409 Hispanic Sociolinguistics (3 cr.) P: S326 or equivalent Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory.

SPAN-S 410 The Acquisition of Spanish (3 cr.) P: S326 or equivalent Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice.

SPAN-S 411 Spanish Culture and Civilization (3 cr.) P: S313 and S363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spain. PUL=5,1A

SPAN-S 412 Latin American Culture and Civilization (3 cr.) P: S313 and S363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spanish America. PUL=5,1A

SPAN-S 419 Spanish for Law Enforcement (3 cr.) P: S313 or consent of instructor. Specialized vocabulary necessary for law enforcement professionals in the course of their daily work. Sight and written translation of legal documents, court records, and the language of the courtroom and courtroom procedures. Intensive classroom practice and language laboratory exercises focus on use of specialized vocabulary to help prepare students for communicative competence in this terminology. Information on becoming certified court interpreters and review of federal standards for interpreters. PUL=1A,2

SPAN-S 421 Advanced Grammar and Composition (3 cr.) P: S311 and S313, or consent of instructor. Selected grammar review and intensive practice in effective use of the written language. PUL=2,1A

SPAN-S 423 The Craft of Translation (3 cr.) P: S313 and S323, or consent of instructor. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, allusion, etc. PUL=2,1A,6;RISE-E

SPAN-S 425 Spanish Phonetics (3 cr.) P: S326 or equivalent Intensive patterned pronunciation drills and exercises in sound discrimination and transcription, based on detailed articulatory description of standard Spanish of Spain and Latin America. Attendance in language laboratory required. PUL=1A,2

SPAN-S 427 The Structure of Spanish (3 cr.) P: S313 and S326 or consent of instructor Introduction to Spanish Syntax. Study of the basic principles to express constituency and syntactic dependencies, as well as the mechanism to account for cross-linguistic and cross-dialectal syntactic variation. PUL=2,1A

SPAN-S 428 Applied Spanish Linguistics (3 cr.) P: S313 and S320, or consent of instructor. General aspects of Spanish phonology, morphology, syntax, and semantics as they bear on teaching. PUL=3,1A

SPAN-S 429 Medical Interpreting (3 cr.) P: 300-level Spanish and S319, or consent of instructor. Advanced course for native Spanish speakers or advanced-level students who are considering a career in medical interpreting. Focus on reading, interpreting and translation, as well as intensive practice in interpretation from and into English and Spanish in the health care field. PUL=1A,2

SPAN-S 430 Legal Spanish (3 cr.) P: 300-level Spanish or consent of instructor. Advanced course for native speakers of Spanish or advanced students in Spanish who are considering careers in the legal professions. Course begins with general knowledge of legal Spanish and focuses on reading, communicative activities, interpreting, and translation. PUL=1A,2

SPAN-S 431 Survey of Spanish Poetry I (3 cr.) P: S313 and S360, or consent of instructor. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary roots. PUL=2,1A

SPAN-S 432 Survey of Spanish Poetry II (3 cr.) P: S313 and S360, or consent of instructor. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary roots. PUL=2,1A

SPAN-S 441 The Acquisition of Spanish (3 cr.) P: S313 and S360, or consent of instructor. Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice. PUL=2,1A

SPAN-S 445 Major Dramatists of the Golden Age I (3 cr.) P: S313 and S360, or consent of instructor. Lectures outlining the development of the theater during the Golden Age. Readings selected from the works of Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcon, Calderan. PUL=2,1A

SPAN-S 450 Cervantes' Don Quixote I (3 cr.) P: S313 and S360, or consent of instructor. Intensive reading of Don Quixote, with account of the author's life and thought and discussions of the development of the novel to Cervantes' time. PUL=2,1A

SPAN-S 455 Modern Spanish Drama I (3 cr.) P: S313 and S360, or consent of instructor. Selected readings from the works of representative authors of the eighteenth, nineteenth, and twentieth centuries, with lectures on the development of the Spanish theater. PUL=2,1A

SPAN-S 457 Modern Spanish Novel I (3 cr.) P: S313 and S360, or consent of instructor. Reading of representative nineteenth- and twentieth-century novels and study of development of the novel. PUL=2,1A

SPAN-S 461 Contemporary Spanish Literature I (3 cr.) P: S313 and S360, or consent of instructor. Selected twentieth-century novels, plays, and essays. Historical background and literary movements. PUL=2,1A

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: S313 and S360, or consent of instructor. The Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism. PUL=2,1A

SPAN-S 471 Spanish-American Literature I (3 cr.) P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature. PUL=2,1A

SPAN-S 472 Spanish-American Literature II (3 cr.) P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature. PUL=2,1A

SPAN-S 477 Twentieth-Century Spanish-American Prose Fiction (3 cr.) P: S313 and S360, or consent of instructor. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers. PUL=2,1A

SPAN-S 487 Capstone Internship in Spanish (3 cr.) P: Senior standing in Spanish, with authorization. Senior-level option for Spanish majors who must complete a capstone course for the B.A. in Spanish. Students apply the skills gained in undergraduate course work in Spanish to an internship in a professional setting where the use of Spanish is required. Students produce a portfolio, a reflective journal, a written project on the internship, and a final oral presentation. PUL=3,1A

SPAN-S 491 Elementary Spanish for Graduate Students (3 graduate; 4 undergraduate cr.) Introduction to the structure of the language necessary for reading in graded texts of a general nature. Open with consent of instructor to undergraduates who have already completed the language requirement for the B.A. in another language. PUL=1A,5

SPAN-S 493 Internship Program in Spanish (3 cr.) P: junior standing with authorization. Students work in businesses, organizations, or institutions applying their skills in Spanish in order to gain awareness of the uses of Spanish in the workplace. They record and analyze their experiences through logs and meetings with the internship director and write a research paper. Open to IUPUI students only. PUL=4,2

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: S313 with authorization. Topic to be selected by the student with the consent of the Director. Topic may not duplicate the content of an already existing course. May not be taken for graduate credit. Open to IUPUI majors in Spanish only or students in the Certificate in Translation Studies and Interpreting program. PUL=5,2

SPAN-S 495 Hispanic Colloquium (3 cr.) P: S313 or consent of instructor. Topic to be selected by the faculty member offering the course. May be taken twice for credit as long as the topic is different. PUL=2,1A

SPAN-S 496 Foreign Study in Spanish (3-6 cr.) P: authorization of Director. Planning of a research project during the year preceding the summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by the end of the semester following foreign study. PUL=1A,5;RISE-I

SPAN-S 498 Capstone Seminar in Spanish (3 cr.) P: Senior standing in Spanish with authorization. Senior-level course for Spanish majors that integrates students' undergraduate study. Students showcase academic progress through a portfolio, a reflective journal, discussions with the faculty capstone director, and a final presentation to students and faculty. PUL=3,2

Communication Studies

- General Communication
- Core Communication
- Media
- Rhetoric
- Theatre
- Master's in Applied Communication

School of Library and Information Science

Welcome to the IU School of Library and Information Science!

Indianapolis-A Superb Location for Advanced Library Science Education: www.slis.iupui.edu

The Indiana University School of Library and Information Science (SLIS) in Indianapolis is a growing graduate program with emphasis on management of library organizations and technologies. More than 300 graduate students attend courses in Indianapolis or at one of our distance education receiving sites.

IUPUI is a modern urban campus in a model urban setting. Cooperation among business, government, private philanthropy, and educational leaders and innovators has created a city ideal for education. SLIS is tied to this spirit of growth, service, and quality education for not only Indianapolis, but for the state and beyond.

Indiana's future librarians and information specialists, as well as business leaders, physicians, lawyers, nurses, chemists, engineers, teachers, accountants, journalists, and computer programmers will find quality academic options on this campus that combines the strengths of IU and Purdue. In addition to Indiana citizens, we welcome a growing number of students from all other states and nations.

The IUPUI campus is located just off I-70 and I-65 and is adjacent to recently constructed buildings that house government offices, museums, conventions, and entertainment and sporting events. Indianapolis's modern skyline also contains renovated architecture from the early 1800s, including the state's capitol building. The campus is adjacent to the White River and within walking distance of the NCAA Headquarters, the Indiana Historical Society, the Indiana State Library and Museum, the Eiteljorg Museum of Native American Art, the Indiana Convention Center, and the RCA Dome. Professional and amateur venues abound all year. From international jazz gatherings to Olympic swimming competition to professional tennis, football, basketball and baseball to the Indianapolis Symphony and Repertory Theatre-all are only a brief walk from the IUPUI campus.

The School of Library and Information Science has cooperative programs with the Indianapolis Marion County Public Library. These efforts support public awareness of the need for quality library and information services to all populations-young and elderly, rural and urban. Our faculty members are also associated with state and national library education organizations and associations in the promotion of educational standards and guidelines.

Most of the SLIS courses in Indianapolis are conducted in the modern and technologically advanced classrooms and labs located in the University Library and adjacent Education Building. Within the University Library are over 300 computer-equipped work stations from which 700 miles of fiber optic cable lead to library databases, reference and research tools, a video archive, live cable news, and information television.

Faculty use teaching support and delivery systems that allow for online discussion groups and assignments. A growing number of instructors deliver instruction over interactive Web sites and interactive television. The faculty include full-time professors who have both established publication records as well as records of professional service to the field. They are experienced educators and information managers. Students are encouraged to read the research and teaching profiles of the current fulltime faculty as given on the school's Indianapolis Web site.

Students are encouraged to explore a wide spectrum of library professions through their course work and field experiences. The school's curriculum is based on a combination of theory and practice. Internships in application of theory are encouraged. The Indianapolis area as well as cities such as Bloomington, South Bend, Merrillville, Fort Wayne, Evansville, Gary, and Valparaiso offer quality locations for real-world practice experiences. Programs have been ranked in the top ten nationally, including information systems, school library media, and youth services education.

Over 70% of the public librarians in Indiana hold a degree from Indiana University. A growing number have completed all requirements for the Master of Library Science (M.L.S.) from the IUPUI campus. Many librarians across the state have completed courses from the Indianapolis curriculum over distance education. Hundreds in public libraries and school libraries in Indiana have completed the full requirements for certification through a combination of distance education and summer courses at Indianapolis. Over 200 school corporations in Indiana employ a school media specialist who has completed his or her certification through the IU program. Dozens of academic and special librarians hold the IU M.L.S. as a result of courses completed through IUPUI.

All courses for the Masters in Library Science, Specialization in Library Technology Management, dual-degree programs, and certification in public or school librarianship are available through the Indianapolis program. Credits completed at IU Bloomington (maximum of 6) or in another ALA-accredited program (maximum of 6) can be accepted toward the M.L.S. at Indianapolis. Students should consult with their advisor to determine any limitations on such transfers and the best path to follow in order to have a rewarding educational experience.

The school's Web site, www.slis.iupui.edu, will provide revisions and updates to this bulletin. Students are encouraged to visit the site frequently for information on career opportunities, schedules, and frequently asked questions. Notices on job leads, professional meetings, conferences, and operations of the school can be received through the le-mail list at: slis-indy [at] iupui [dot] edu.

School of Library and Information Science-The World of Information

For decades, scholars and futurists have predicted an information revolution. Those predictions have come to life dramatically in recent years. We live in an information age, an age in which the ability to generate and access new knowledge has become a key driver of social and economic growth.

The signs of a new age are everywhere: the World Wide Web and electronic commerce, personal computers in the classroom, interactive media in the home, virtual universities, electronic publishing, and digital libraries. The statistics are irresistible: the amount of information produced in the last decade alone is greater than all the information created in past millennia. The rhetoric of the Information Age has finally become reality, and that reality translates into unprecedented career opportunities for information professionals who know how to organize, manage, and exploit knowledge assets and who combine analytic and technical skills with a sense of the strategic value of information to organizations of all kinds.

Today's information professionals do not merely store and locate information; they also analyze and synthesize raw data to produce customized, value-added services and products for a diverse clientele. The field offers a kaleidoscope of career tracks from which to choose: Web design, information systems analysis, database design and marketing, information brokering, medical informatics, systems librarianship, competitor intelligence analysis, usability testing. In a sense, the opportunities are limited only by the imagination.

Librarians are active agents of social change and early adopters of new information and communication technologies. The range of materials and media they handle has diversified enormously in the last decade. Access to full-text databases, networked resources, and multimedia information systems has become the norm in a matter of years, fueled in no small measure by the prodigious growth of the Internet and the World Wide Web. The next few years promise even greater advances-global digital libraries, intelligent interfaces, interactive books, collaboratories, intelligent agents, and virtual reality. Indiana University's School of Library and Information Science is responding to the challenge with a flexible and forward-looking curriculum, which stresses those social, behavioral, and cultural aspects of information design and use.

Overview

Mission

The Indiana University School of Library and Information Science is committed to excellence and innovation in education of information professionals, the creation of new knowledge, and service to a diverse society in a dynamically changing global information environment.

To accomplish this mission, the School has adopted as its goals:

- To educate students for fulfilling careers, professional librarianship, lifelong learning, social responsibility, and technological mastery;
- To contribute new knowledge and advance science, with a particular interest in user-centered approaches, social, behavioral, and technological perspectives, interdisciplinary collaboration, and the role of information in society;
- To serve society, our state and local constituencies, and the library and information science profession;
- To create a climate of intellectual engagement, openness, and respect within the School.

The school provides students with an understanding of the conceptual foundations of librarianship and information science and of the multifaceted nature of the wider information environment. It prepares students with a rich mix of knowledge, attitudes, and skills necessary to function as critical thinkers and effective communicators. Graduates should have a strong grounding in theory and the ability to translate theory into effective practice.

To provide a proper setting for the implementation of this mission, the school promotes the advancement of knowledge, both theoretical and applied, through active programs of research and scholarly publication. The school also provides service within the university and to the local, national, and international communities through contributions to, and leadership in, associations and organizations and by assuming consulting, advising, publishing, and other professional roles. This leadership by example is considered essential in providing a framework in which the goals of the program can be pursued effectively.

The school also provides opportunities for students to seek educational experiences involving the development of the specialized skills currently emphasized in information-providing agencies. The development of these skills often highlights current trends in information systems and information management that serve to assist the student in career planning. Such educational experiences are gained through selection of elective courses from the School of Library and Information Science, through cooperation with other graduate programs of the university, and through seminars, workshops, conferences, group projects, internships, and practicum experiences.

Accreditation & Licenses

The School of Library and Information Science (SLIS) at Indiana University ranks consistently in the top five or ten programs in North America, and its master's and doctoral enrollments are among the largest in the nation. In a recent six-year survey of scholarly productivity and impact, the school was ranked number one (Library & Information Science Research, 2006). The M.L.S. (Master of Library Science) degree has been accredited continuously since 1953.

The ALA-accredited M.L.S. is the professional entry degree for those seeking positions in academic, public, school, or corporate libraries. Graduate courses may be completed within the M.L.S. curriculum to meet state requirements for certification as a school library media specialist or public librarian. In all library and information areas the M.L.S. is the foundational degree for those who seek management and directorship positions.

Dual-degree and special certificate programs are available at IUPUI between SLIS and the Department of History, the School of Public and Environmental Affairs, the School of Law, Philanthropic Studies, and other disciplines. Future dual-degree programs between SLIS and Medical Informatics and SLIS and Museum Studies are in development.

SLIS courses can be taken in conjunction with graduate-level degrees in informatics, education, fine arts, and business as these programs often allow approved graduate credits from SLIS to count as part of their graduate degree. Interested students should contact the SLIS Director of Student Services for details.

The IU School of Library and Information Science is a member of the Association for Library and Information Science Education, the American Library Association, the American Society for Information Science, and the Special Libraries Association. It maintains affiliation with the Indiana Library Federation, the Association of Indiana Media Educators, and the Indiana Cooperative for Libraries (INCOLSA).

Contact Information

School of Library and Information Science

University Library (UL) 3100
755 W. Michigan Street
Indianapolis, IN 46202
(317) 278-2375

www.slis.iupui.edu

History

The School of Education offered the first organized library science curriculum at Indiana University, a program for the preparation of school librarians, in the summer of 1930. In 1938, this curriculum was expanded and made available in the regular school year as well as during the summer session.

In 1947, the Division of Library Science was established within the School of Education. A basic undergraduate curriculum in library science concerned with the fundamental processes common to all types of libraries was offered as a minor within the four-year program leading to the Bachelor of Arts or Bachelor of Science degree in the College of Arts and Sciences or to the Bachelor of Science in Education degree in the School of Education.

A five-year program leading to the Master of Arts with a major in library science, granted by the Graduate School, was created in 1949, and a Ph.D. program in library and information science was established in 1964. Information on the Ph.D. in library and information science can be located at www.slis.indiana.edu.

In 1966, the Trustees of Indiana University established the Graduate Library School and the professional degree Master of Library Science, replacing the Master of Arts degree granted by the Graduate School. In 1980, the name of the school was officially changed to School of Library and Information Science (SLIS). In 1985, an extensive menu of graduate courses was added to the Indianapolis campus leading to the M.L.S. degree. All graduate courses leading to the accredited M.L.S. are now offered on an annual basis, including summers, at the IUPUI campus as well as at Bloomington.

Admission

Bachelor's Degree Students holding a bachelor's degree from an accredited four-year collegiate institution are eligible to apply for admission. Applicants in the final year of their undergraduate program may apply and be granted admission conditional upon being awarded the bachelor's degree.

We welcome a wide diversity in undergraduate backgrounds and academic degrees. Most students who seek a graduate degree in library and information science come from successful undergraduate studies in English, history, general liberal arts, and education. We also encourage students from the sciences, the arts, business, and engineering to apply. Over 25% of those entering SLIS hold a master's degree, and a few hold a Ph.D. The Master of Library Science degree provides an excellent set of academic credentials to enhance another academic degree, and often increases employment possibilities.

The admissions committee reserves the right to review the content of specific transcripts. Below average academic performance in some courses may be a factor in denial of admission. A large number of credits, over 20 percent of the undergraduate degree, earned for methods or practice-based courses in business, language, music, or education may lead to a recommendation that additional liberal arts courses be completed before admission or before the M.L.S. is granted.

GPA An applicant must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale or its equivalent in the total undergraduate program, or an average of 3.2 in the latest graduate degree or representative graduate hours (usually a minimum of 30 semester hours) completed.

GRE or GMAT If the applicant does not meet the SLIS cumulative grade point average requirements, he or she may submit Graduate Record Exam (GRE) scores for consideration to justify admission. Scores should be recent and based on exams completed within three years prior to the application. Minimum GRE scores which will be considered for applicants with low grade point average are 500 verbal on old scale (new scale 153), 500 quantitative on old scale (new scale 144), and 4.5 written analytical. See www.gre.org for test schedules.

A minimum GMAT score of 550 achieved on an exam completed no more than three years prior to application may serve to justify further consideration for admission for the student who holds a GPA below entry requirements. The Graduate Management Admissions Test (GMAT) may be submitted in place of the GRE. For information on the GMAT call 1-800-462-8669 or visit www.gmat.org. In the statement of goals or a separate letter of application, a student who has a GPA below that of the stated requirements is encouraged to address the reasons for this deficiency.

Letters of Recommendation Letters of recommendation should be submitted by three individuals who are familiar with the applicant's academic abilities. Letters from employers and information professionals who are familiar with the applicant's intellectual abilities and work habits are also acceptable.

A personal goals essay of at least 500 words is required. The essay must indicate a student's academic and professional goals appropriate to the desired SLIS degree program. The writing skills indicated in this statement are also considered as part of the admission decision.

We welcome applications from students of all backgrounds. Indiana University prohibits admission

decisions being made on the basis of arbitrary consideration of such characteristics as age, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Matriculation Applicants may enter SLIS master's degree programs at the beginning of fall semester, spring semester, or the first and second (eight-week) summer sessions.

Admission Categories

Admission A student's full admission status is valid for one year, with an additional year available upon petition. If an admitted student fails to matriculate within the allowed time, the admission status is terminated, and the student must reapply.

Probationary Admission The SLIS admissions committee may grant probationary admission to a student who fails to meet one or more of the admission requirements listed above, if, in the judgment of the committee members, there is sufficient other evidence of probable success in the degree program. Probationary admission carries a requirement that the student maintain a minimum GPA of 3.0 throughout the program.

Other conditions of the probationary admission, if any, will be stated in the admission letter. The student's progress will be monitored throughout the program to ensure that the conditions are maintained. If, at any time in the program, the student does not meet the conditions of the probation, admission will be terminated.

Applicants who are denied admission to a SLIS graduate program may not take course work in SLIS without the permission of the dean of the school.

SLIS Nondegree Student Status Students with an undergraduate degree may be permitted to take up to 6 credit hours of SLIS graduate course work prior to admission that could count towards their degree if admitted. Nondegree students must complete all necessary prerequisites before taking any course. Nondegree students may be removed from any SLIS course if their place is required for an admitted degree-seeking student. SLIS S401 is a prerequisite course to our degree programs, and does not count towards the credits for the degrees offered. Undergraduate and nondegree students may take SLIS S401.

Advising

Upon admission, each student is assigned an official faculty advisor whose name is given in the admission letter. Students should meet with their faculty advisors to discuss academic course planning and professional goals. Advisor signatures are also required for various approval forms. Students should carefully plan their course selections, noting appropriate prerequisites and required sequences.

Application Procedures for International Students

International applicants to SLIS programs in Indianapolis will need to complete an application through the Office of International Affairs. Visit this Web site to begin the application process; www.iupui.edu/~oia/AD/admission_step1.html.

Payment of an application fee is required.

All international applicants for any SLIS degree program must submit a recent official Graduate Record Examination (GRE) General Test (aptitude). The test must have been taken within three years before application. Minimum GRE scores to meet criteria for consideration of admission are: verbal (500), quantitative (500), and written analytical (4.5). Educational Testing Service provides GRE information and application forms.

Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
www.gre.org

International applicants whose first language is not English must submit recent official scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 600 is required for admission to SLIS graduate programs. Educational Testing Service administers the TOEFL once each month at locations throughout the world. Information about TOEFL administration schedules may be obtained from Educational Testing Service at the address given above.

Students whose first language is not English must also take an English language placement test upon arrival at Indiana University. The results of this test are used to determine what, if any, remedial English courses must be successfully completed before graduate study begins. International students should understand that all admissions are granted conditionally, upon verification of English language proficiency, and that enrollment in graduate course work is not permitted, or is limited, until all language deficiencies have been removed.

Additional Indianapolis campus information for international applicants can be found at the IUPUI Office of International Affairs.

Application Deadlines for International Students

The SLIS admissions office will not act upon applications until all required documents have been received (including transcripts, letters of recommendation, application fee, and GRE and TOEFL test scores as required). Ordinarily, applications for degree programs are processed within one month of being completed and received at SLIS. They are then forwarded to the Office of International Affairs for review. International applicants must comply with the deadline dates indicated in Office of International Affairs Web site:

Office of International Affairs
902 W. New York Street, ES 2126
Indianapolis, IN 46202
phone: (317)274-7000
fax: (317)278-2213
e-mail: oai@iupui.edu
www.iupui.edu/~oia

Graduate Programs

General Requirements

Master of Library Science Degree Program (36 credit hours + S401)

Note: Exceptions to degree requirements must be approved in writing by the student's faculty advisor and approved by the dean. Approval forms for course

waivers or transfer credit are available in the SLIS office. Most forms are also available on the SLIS Web site. It is the student's responsibility to ensure that written approval for any program exception is submitted to the SLIS administrative office for placement in the student's academic file.

A waiver does not grant academic credit toward the degree. All 36 graduate credits for the M.L.S. must be completed from the SLIS graduate curriculum. Up to six graduate credits from another ALA-accredited master's program may be transferred toward the IU M.L.S. provided the content is current, with high student performance, and has the approval of the School's dean.

Computer-Based Information Skills

The School of Library and Information Science requires that students be computer, network, and information literate and be familiar with basic operations that will be used throughout their course work. This knowledge is prerequisite to many courses in the SLIS curriculum and will form the basis for further learning and skill development throughout students' academic and professional careers. To acquire this base, each student must complete, or apply and receive a waiver for, the SLIS course S401 Computer-Based Information Tools.

Normally, the course is completed during the first semester of enrollment. The course is to be completed or a waiver obtained before the student has completed nine graduate credits toward the M.L.S. This 3-credit, undergraduate-level course is a prerequisite for many courses in the SLIS curriculum, although it does not count toward the credit hours required for a SLIS graduate degree.

Probation Policy

In addition to the probationary admission described earlier, a SLIS student may be placed on probation at any point in the program when a failure to achieve a minimum cumulative grade point average (GPA) of 3.0 occurs. The student will be assigned a time frame in which the required 3.0 GPA must be restored. Failure to achieve a 3.0 GPA within the required time or to maintain the 3.0 GPA for the remainder of the degree program will result in dismissal from the graduate program.

In no case is a master's degree awarded for course work in which a cumulative grade point average of less than 3.0 has been achieved. Students will not be permitted to continue graduate course work beyond the number of credit hours required for the degree solely in an attempt to raise the grade point average to the required level. Students are expected to maintain a 3.0 GPA each semester.

Time Requirements

All requirements for the M.L.S. degree must be met within five consecutive calendar years from the date of completion of the first credited course. In some circumstances, a one-year extension of the five-year time frame may be given, but in no case will a longer extension be granted. Application for the SLIS master's degree must be submitted early in the fall semester for candidates planning to graduate in December, and early in the spring semester for candidates planning to graduate in May, June, or August.

Foreign Language

Although language skills are recognized as significant in, and in some cases essential to, the information professions, and although such courses may be taken through the university, credit earned for such courses may not be applied toward the M.L.S. degree.

Admissions

We welcome applications from students of all backgrounds. Indiana University prohibits admission decisions being made on the basis of arbitrary consideration of such characteristics as age, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Priority Application Deadlines

Summer I: **March 15**

Summer II: **May 15**

Fall: **July 15**

Spring: **November 15**

Application Process

Applicants must submit the following:

1. The Online Admissions Application and a $50 applicantion fee for U.S. citizens
2. Three (3) letters of recommendation
3. Official transcripts from all universities or colleges attended (with the exception of IU campuses)
4. A statement of personal goals
5. If GPA requirements* are not met, submit GRE (500 verbal, 500 quantitative and 4.5 written analytical) or GMAT scores (score of 550) from the past three years.

*An applicant must have a minimum grade point average (GPA) of 3.0 on a 4.0 scale or its equivalent in the total undergraduate program, or an average of 3.2 in the latest graduate degree or representative graduate hours (usually 30 semester hours) completed.

Disability Accommodation

Accommodations for students with disabilities are made in accordance with University policies and procedures through the University's Adaptive Educational Services office (http://life.iupui.edu/aes/) at 317-274-3241.

If you need additional information about SLIS or assistance with the application process, please contact the SLIS office, directly by phone (866-758-6254 / 317-278-2375) or email (slisindy@iupui.edu).

International Applicants

Given the move toward three-year bachelor's degrees throughout much of the world, including the 40-plus European nations participating in the Bologna process, many American universities are reconsidering their previous insistence on a four-year bachelor's degree (or equivalent) to be considered eligible for admission to an American graduate program. In this light, IUPUI has established the following standard for minimum eligibility for admission to its Indiana University graduate programs.

Criteria for Admission

Graduate applicants are expected to have completed the equivalent of a U.S. Bachelor's degree in order to be considered for graduate study, such as:

- Have completed at least 16 years of primary +secondary+tertiary education and have earned a university first degree, OR
- Have completed a university first degree that grants eligibility for graduate study in a recognized university in that same country

Persons without this background cannot be accepted for graduate study, regardless of the name of any first degree they may hold.

International applicants must submit both GRE or GMAT and TOEFL (Test of English as a Foreign Language) scores. To gain admission, international applicants must earn the minimum scores listed below.

TOEFL

Paper Test: minimum 600

Computer Test: minimum 250 (or minimum 100 for new test Fall 2005)

GRE*

Verbal: minimum 500

Quantitative: minimum 500

Analytic: minimum 4.5

GMAT: minimum 31 in each area

*IU Institutional Code: 1325, SLIS Library Science Code: 4701

International applicants must comply with the deadline dates indicated in Office of International Affairs Web site at www.iupui.edu/~oia. Contact the Office of International Affairs at:

IUPUI Office of International Affairs

902 W. New York St., ES 2126

Indianapolis, IN 46202 USA
Phone: (317) 274-7000
Fax: (317) 278-2213
Email: intlaff@iupui.edu

Certificate Programs

Public Librarianship

Students who desire certification for positions in Indiana public libraries must meet the requirements established by the State Library Certification Board. For complete information, contact:

Indiana Library Certification Board Indiana State Library
140 N. Senate
Indianapolis, IN 46204
phone: 1-800-451-6028

http://in.webjunction.org/667/-/articles/content/4079938

Teacher of Library Media (K-12)

A teaching license is required for employment as a school media specialist in any state. Individuals who hold a valid teaching license may add the certification for Teacher of Library Media with emphasis in school media information technology by successful completion of the following 27 credits. The student must meet the graduate admission requirements for the M.L.S. program at either Indianapolis or Bloomington.

Contact Dr. Marilyn Irwin, Director of Library Media Education at (317) 278-2376 or irwinm@iupui.edu.
Full course descriptions are available at www.slis.iupui.edu orwww.slis.indiana.edu. Successful completion of 27 credits for library media may also count toward the 36 credit hour Master of Library Science (M.L.S.), accredited by the American Library Association. Of the nine additional credits to complete the M.L.S., S502 (formerly L528) and S505 (formerly L651) or S506 (formerly L509) will be required.

Public Librarianship

Students who desire certification for positions in Indiana public libraries must meet the requirements established by the State Library Certification Board. For complete information, contact the:

Indiana Library Certification Board Indiana State Library
140 N. Senate
Indianapolis, IN 46204
phone: 1-800-451-6028

http://in.webjunction.org/667/-/articles/content/4079938

CLASS C/PA1—Required for Directors of Public Libraries Serving less than 10,000 Population Requirements:

1. Bachelor degree from an accredited college or university, and
2. Fifteen semester credit hours of required library courses—collection development, reference and information sources, public library administration, children's work, and cataloging/classification.

CLASS B/PL2—Required for Directors of Public Libraries Serving 10,001 to 39,999 Population Requirements:

1. Graduation from an accredited college or university, and
2. A graduate degree from an American Library Association (ALA) accredited library science school.

CLASS A/PL1—Required for Directors of Public Libraries Serving Over 40,000 Population Requirements:

1. Graduation from an accredited college or university, and
2. A graduate degree from an American Library Association (ALA) accredited library science school, and
3. Ten years of library experience, or six years of library experience that includes three years of supervising professional staff.

Teacher of Library Media (K-12)

http://slis.iupui.edu/programs/school.asp

A teaching license is required for employment as a school media specialist in any state. Individuals who hold a valid teaching license may add the certification for Teacher of Library Media with emphasis in school media information technology by successful completion of the

following 27 credits. The student must meet the graduate admission requirements for the M.L.S. program at either Indianapolis or Bloomington. Contact Dr. Marilyn Irwin, Director of Library Media Education at (317) 278-2376 or irwinm@iupui.edu. Full course descriptions are available at www.slis.iupui.edu or www.slis.indiana.edu. Successful completion of 27 credits for library media may also count toward the 36 credit hour Master of Library Science (M.L.S.), accredited by the American Library Association. Of the nine additional credits to complete the M.L.S., S502 (formerly L528) and S505 (formerly L651) or S506 (formerly L509) will be required.

Eighteen required credits (except S605, these courses are offered over the Virtual Indiana Classroom [VIC] interactive television system and are received at Indianapolis, Bloomington, Fort Wayne, Gary, New Albany, and South Bend or as web-based courses):

- S501 Reference (3 cr.; formerly L524)
- S504 Cataloging (3 cr.; formerly L520)
- S571 Materials for Youth (3 cr.; formerly L533)
- S574 Information Inquiry for School Teachers (3 cr.; formerly L551)
- S605 Internship (in school library media management; 3 cr.; formerly L596)
- S671 School Media (3 cr.; formerly L553)

Plus 9 credits in application of technology to instruction from courses listed below. Check schedule for selected courses offered via distance education over the Internet ; see descriptions at http://www.eduscapes.com/iupui/):

- S532 Information Architecture for the Web (3 cr.; formerly L571)
- S533 Online Searching (3 cr.; formerly L570)
- S554 Library Systems (3 cr.; formerly L526)
- S572 Youth Services (3 cr.; formerly L535)
- S573 Education of Information Users (3 cr.; formerly L554)
- S603 Workshops such as Electronic Materials for Children, or Technology Rich Learning, or Video Production, or Grant Writing (1-3 cr.; formerly L595)
- S621 Audio and Video Sources (3 cr.; formerly L552)
- S622 Resources and Technologies for People with Disabilities (3 cr.; new course formed from L620)
- S652 Digital Libraries (3 cr.; formerly L566)

Individuals who do not hold a valid teaching license may establish such as Teacher of Library Media by completing the above 27 credits and 15 credits from the menu of education courses below, along with passing the National Teacher Exams (including the specialization in school media), and successful completion of student teaching in school media which includes five credits in a secondary school and five credits in an elementary school. All education credits and all SLIS credits are to be completed prior to starting the student teaching experience. The student must submit passing scores for the National Teacher Exams, Praxis I and II as part of their application to the student teaching program. Placement for student teaching is through the IU School of Education in Bloomington.

Educational Psychology – One 3 credit course from the following:

- P444 Applied Cognition and Learning Strategies
- P510 Psychology in Teaching
- P514 Life Span Development
- P515 Child Development
- P516 Adolescent Development
- P525 Psychological Issues in Education
- P530 Instructional Psychology
- P540 Learning and Cognition in Education
- P545 Educational Motivation
- P575 Developing Human Potential

Philosophy of Education – One 3 credit course from the following:

- H340 Education and American Culture
- H510 Foundations of Educational Inquiry
- H520 Education and Social Issues
- H530 Philosophy of Education
- H538 Critical Thinking and Education
- H540 Sociology of Education
- H560 Education and Change in Societies

Curriculum and Technology – Two 3 credit courses from the following:

- W310 Computer-Based Teaching Methods
- E535 Elementary School Curriculum
- J500 Instruction in the Context of Curriculum
- J630 Curriculum Development and Theory
- K505 Intro to Special Education for Graduate Students
- K510 Assistive Technology in Special Education
- R503 Application of Instructional Media and Technology
- R505 Workshop in Instructional Systems Technology
- R547 Computer-Mediated Learning
- S503 Secondary School Curriculum
- W531 Computers in Education
- W540 Computers in the Curriculum

Reading and Literacy – One 3 credit course from the following (L numbered courses are from Education, not SLIS):

- L500 Instructional Issues in Language Learning
- L501 Critical Reading K-12
- L504 Learner Literacy Difficulties
- L511 Advanced Study in Teaching of Writing in Elementary Schools
- L512 Advanced Study in Teaching of Writing in Secondary Schools
- L517 Advanced Study of Teaching in Reading
- L524 Language Education Issues in Bilingual and Multicultural Education
- L545 Advanced Study of Teaching Elementary Reading
- L559 Trade Books in the Elementary Classroom
- L567 Media in the Teaching of English
- L645 Organization and Administration of a School Reading Program

Contact Information

Indiana University Purdue University Indianapolis 755 West Michigan Street, UL 3100N Indianapolis, Indiana 46202-5195
Phone: 317.278.2375
Toll Free: 866.758.6254
Fax: 317.278.1807
Email:slisindy@iupui.edu

SLIS Indianapolis Administrative Office Hours:
Monday-Thursday: 8:00 AM to 6:00 PM
Friday: 8:00 AM to 5:00 PM
Saturday & Sunday: Closed

Degree Programs

Master of Library Science

- Specialization in Library Technology Management

Dual Degree Programs

- Master of Library Science-Master of Arts in History
- Master of Library Science-Master of Science in Health Informatics
- Master of Library Science-Master of Arts in Philanthropic Studies
- Master of Library Science-Law (J.D.)

Other Programs

- Master of Library Science-Certificate in Public Management
- Master of Library Science-Certificate in Nonprofit Management
- Executive Management in Library Science Certificate

Dual Degree Programs

Note: In addition to the dual programs described below, cooperative programs in medical informatics, health librarianship, museum management, and educational leadership are in development. Contact the director of student services or the executive associate dean for details.

Goals

- To expand the career options for IU SLIS graduate student through cooperative academic programs that can be developed specifically at Indianapolis because of the distinctive professional program on that campus.
- Establish a stronger cooperative base between SLIS at Indianapolis and the other prominent academic units on the IUPUI campus.

General Criteria for SLIS Dual Programs

- The graduate student must apply and meet admission requirements for both programs within the same academic year.
- A grade point average of 3.0 or higher must be maintained.
- The student is required to meet requirements for SLIS S401 or gain a waiver for such computer-based skills.
- The student is required to complete a minimum of 30 graduate credits from SLIS, including courses to satisfy the five core foundation areas.
- Dual-degree programs are “campus-specific,” meaning the student is expected to complete a majority of the graduate credits in SLIS from the Indianapolis campus.
- The joint degree is subject to the admission and course requirements as approved by that unit in cooperation with SLIS.
- Students will have an advisor from both units represented in the dual-degree program.
- The dual degrees or certificates are award simultaneously.
- Some dual-degree programs allow for six graduate credits of internship, unless otherwise restricted.

M.L.S. - Law (J.D.)

Designed for the student seeking directorship in an academic law library or management of a corporate law library. Credentials for this dual program are also important for advanced reference and electronic document management in a legal setting. Courses and internships will guide students to specialize in copyright law and issues related to intellectual property and intellectual freedom.

This is a 114 credit hour program.

Course Requirements:

From SLIS, 30 graduate credits including:

Foundations (15 credits):

- S501 Reference (Formerly L254)
- S502 Collection Development and Mangement (Formerly L528)
- S503 Organization and Representation of Knowledge and Iformation(Formerly L505)
- S504 Cataloging (Formerly L520)
- S551 Library Management (Formerly L527)
- S552 Academic Library Management (Formerly L550)
- S505 Evaluatino of Library Sources and Services (Formerly L651)
- S506 Introduction to Research (Formerly L509)
- S519 Evaluation of Information Systems (Formerly L643)

Library History and Literature (6 credits):

- S605 Internship (Permission of faculty advisor; Formerly L596)
- S654 Law Librarianship (Formerly L530)

Information Technologies (9 credits):

- S522 Social Science Information (P: S401 & S501)
- S523 Science and Technology Information (P: S401 & S501)
- S525 Government Information(P:S401 & S501)
- S526 Business Information (P: S401,& S501)
- S533 Online Searching (P; S401)
- S541 Information Policy
- S640 Seminar Intellectual Freedom (P: 9 SLIS hours)

Also 84 credit hours is required from Law School for more requirements.

http://indylaw.indiana.edu
SLIS Advisor: Dr. Tomas Lipinski tlipinsk @iupui.edu

M.L.S. - M.A. in History

Interest in public history, genealogy, historic preservation, and archives and museum administration creates a demand for professionals with expertise in both historical research and information management. The dual M.L.S.–M.A. in history program requires completion of a minimum of 53 credit hours of graduate course work.

Students must apply for admission to the master's programs of both the School of Library and Information Science and the Department of History and meet the admission criteria established for each. The two degrees must be awarded simultaneously.

This is a 53 credit hour program.

30 SLIS credit hours

:

Prerequisite:

- S401 Computer Based Information Tools (3 credit Pass/Fail)

Foundations (15 credits):

- S501 Reference (Formerly L524)
- S502 Collection Development and Management (Formerly L528)
- S503 Organization and Representation or S504 Cataloging (Formerly L505)
- S505 Evaluation of Library Sources and Services or S506 Introduction to Research (Formerly L651)
- S551 Library Management or S552 Academic Library Management (Formerly L527)

Library History and Literature (6 credits): SLIS in library history and literature from the following:

- S521 Humanities Information (Formerly L623)
- S522 Social Sciences Information (Formerly L625)
- S525 Government Information (Formerly L628)
- S582 Preservation (Formerly L514)
- S623 Genealogy and Local History (Formerly L620)
- S652 Digital Libraries (Formerly L566)
- S680 The Book to 1450 (Formerly L588)
- S681 The Book 1450 to Present (Formerly L589)

Information Technologies (9 credits):

- S532 Information Architecture for the Web (Formerly L571)
- S533 Online Searching (Formerly L570)
- S541 Information Policy (Formerly L563)
- S554 Library Systems (Formerly L526)
- S556 Systems Analysis and Design (Formerly L545)
- S605 Internship (Formerly L596)

A minimum of 23 credit hours is required in the Department of History for the Master of Arts degree, including H547.

SLIS Advisor: Dr. Rachel Applegate, rapplega@iupui.edu

M.L.S. - M.A. in Philanthropic Studies

Designed for the student seeking a management career with libraries and other nonprofit institutions. Content includes gaining expertise in management of special library programs, fund-raising and endowment management, capital project management, and leadership in academic, corporate or large public libraries.

This is a 51 credit hour program.

From SLIS 30 Graduate credit hours

Prerequiste:

- S401 Computer Based Information Tools (3 credits-Pass /Fail)

Course Requirements:

Foundations (15 credit hours)

- S501 Reference (P or C: S401; Formerly L524)
- S502 Collection Development and Management (Formerly L528)
- S503 Organization and Representation of Knowledge and Information (Formerly L505)
- S504 Cataloging (P or concurrent: S401; Formerly L520)
- S551 Library Management (Formerly L527)
- S506 Introduction to Research (P: S401, S501 & S502; Formerly L509)

General Electives (6 credit hours)
From Philanthropy, 21 graduate credits including:

- A509 Cross-Cultural Dimensions,
- H511 History of Philanthrophy (United States),
- P512 Human and Financial Resources in Philanthropy,
- P521 Nonprofit and Voluntary Sector,
- P523 Civil Society and Public Policy,
- P542 Ethics and Values in Philanthrophy,
- P590 Internship in Philanthropic Studies.

For more information, visit www.philanthropy.iupui.edu.

M.L.S. - M.S. in Health Informatics

Designed for the student seeking a career in the field of health information management with opportunities in health sciences libraries, academia, information technology (IT), hospital management, hospital information systems, corporate research centers, and corporate IT.

This is a 60 credit hour program.

Course Requirements:

30 Credit Hours SLIS + S401

Prerequistie (3 credits):

- S401 Computer Based Information (Pass/Fail)

SLIS Requirements (18 credits):

- S501 Reference (Formerly L524)
- S502 Collection Development and Mangement (Formerly L528)
- S503 Organization and Representationof Knowledge and Info. (Formerly L505)
- S506 Introduction to Research (Formerly L509)
- S533 Online Searching (Formerly L570)
- S653 Health Sciences Librarianship (Formerly L559)

Directed SLIS Electives (Minimum 12 credits):

- S505 Evaluation of Library Sources and Services (Formerly L651)
- S511 Database Design (Formely L546)
- S519 Evaluation of Information Systems (Formerly L643)
- S573 Education of Information Users (Formerly L554)
- S604 Consumer Health Informatics (Formerly L597)
- S622 Resources and Serivces for People with Disabilities (Formerly L620)

SLIS Program Electives (Maximum 9 credits):

- S504 Cataloging (Formerly L520)
- S516 Human Computer Interaction (Formerly L542)
- S517 Web Programming (Formerly L548)
- S523 Science and Technology Information (Formerly L624)
- S532 Information Architecture for the Web (Formerly L571)
- S541 Information Policy (Formerly L563)
- S554 Library Systems (Formerly L526)
- S556 Systems Analysis and Design (Formerly L545)
- S573 Education of Information Users (Formerly L554)
- S605 Internship in Library and Information Science (Permission of faculty advisor; Formerly L596)
- S652 Digital Libraries (Formerly L566)

Informatics Requirements

24 graduate credits plus 6 thesis credits.

See the School of Informatics Health Informatics Web site for specific requirements.

SLIS Advisor: Dr. Katherine Schilling (katschil@iupui.edu)

Master of Library Science

Note: All course selections, both foundation and elective, are to be made in consultation with the faculty advisor. The abbreviation “P” refers to course prerequisite or prerequisites; the abbreviation “C” refers to course corequisites (required courses that may be taken concurrently).

Prerequisite

- S401 Computer-Based Information Tools (3 cr.) or waiver (www.slis.iupui.edu/courses/l401_waiver.html)

Foundations (15 credit hours)

A candidate for the Master of Library Science degree must complete one course from each of the following areas. Additional courses given may be completed as electives, although the student is encouraged to discuss such electives with their academic advisor. Each course listed is for three graduate credits. “P” means prerequisite. “C” means completed concurrent with the course.

Assist and Educate Users of Libraries and Information Centers

- S501 Reference (P or C: S401; (formerly L524)

Develop and Manage Library Collections

- S502 Collection Development and Management (formerly L528)

Organize and Represent Information Resources

- S503 Organization and Representation of Knowledge and Information (formerly L505)
- S504 Cataloging (P: S401; (formerly L520)

Apply Management and Leadership Skills

- S551 Library Management (formerly L527)
- S552 Academic Library Management (new course formed from L550)
- S553 Public Library Management (new course formed from L550)
- S671 School Media (P or C: S501, S571, and S574; formerly L553)

Conduct and Analyze Research

- S505 Evaluation of Library Sources and Services (P: S502; formerly L651)
  S506 Introduction to Research (P: completion of 6 SLIS graduate credits, S501 and S502 recommended, or consent of instructor)
  S519 Evaluation of Information Systems (P: S401; formerly L643))

M.L.S. Elective Courses

In addition to the five courses (15 credit hours) taken from the foundations, students must select a minimum of 21 credit hours of elective courses to complete the 36 credit hours required for the M.L.S. degree.

These electives are to be chosen in consultation with the student’s faculty advisor in order to best satisfy the student’s academic and professional goals. Elective courses for the M.L.S. degree may be chosen from the foundations or the large pool of other SLIS courses available to all master’s degree students.

M.L.S. Degree Requirements

A candidate for the Master of Library Science degree must complete 36 semester credit hours of graduate course work, all of which must be taken from the IU School of Library and Information Science. A maximum of 6 graduate credit hours from another ALA-accredited master’s degree program may, with the permission of the dean, be applied to the M.L.S. degree.

Specialization in Library Technology Management Prerequisite

- S401 Computer-Based Information Tools (3 cr.) or waiver (www.slis.iupui.edu/courses/l401_waiver.html)

Foundations (15 credit hours)

One course from each area:

Assist and Educate Users of Libraries and Information Centers

- S501 Reference (formerly L524)

Develop and Manage Library Collections

- S502 Collection Development and Management (formerly L528)

Organize and Represent Information Resources

- S503 Organization and Representation of Knowledge and Information (formerly L505)

Apply Management and Leadership Skills

- S551 Library Management (formerly L527)

- S552 Acadmenic Library Management (new course formed from L550)
- S553 Public Library Management (new course formed from L550)
- S671 School Media (P or C: S501, S571, and S574; formerly L553)

Conduct and Analyze Research

- S505 Evaluation of Library Sources and Services (P: S502; formerly L651)
- S506 Introduction to Research (P: S401 and completion of 6 credit hours in SLIS, S501 and S502 recommended, or consent of instructor; formerly L509)

Specialization Core (9 credit hours)

- S504 Cataloging (formerly L520)
- S533 Online Searching (formerly L570)
- S554 Library Systems (P or C: S401; formerly L526)

Specialization Electives (15 credit hours)

Technology application courses selected from the following or chosen in consultation with the student's faculty advisor:

- S511 Database Design (formerly L546)
- S516 (Human-Computer Interaction (formerly L542)
- S532 Information Architecture for the Web (formerly L571)
- S556 Systems Analysis and Design (formerly L545)
- S561 User Interface Design for Information Systems (formerly L578)
- S603 (SLIS technology-based workshops, up to 6 credit hours) as approved by advisor (formerly L595)
- S621 Audio and Video Sources (formerly L552)
- S652 Digital Libraries (formerly L566)

Outside Courses: up to 6 graduate credits with advisor's approval (see Course Waiver Request- http://www.slis.iupui.edu/courses)

- **General Electives (6 credits)**
- S605 Internship options for up to 6 credit hours are avaiable and should involve application of technology skills (Formerly L596)

Other Programs

- Executive Management in Library Science Certificate
- Master of Library Science-Certificate in Nonprofit Management
- Master of Library Science-Certificate in Public Management

Executive Management in Library Science Certificate

The Executive Graduate Certificate in Library Management is designed for students who have completed a Master's degree in Library or Information Science and wish to obtain organizational management skills through the SPEA certificate.

Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, will find this certificate program beneficial.

This is a 15 credit hour program.

All SPEA Courses are offered both online as well as in residence.

Admission Eligibility

1. All applicants must have completed a Master's Degree in Library and Information Sciences.
2. Complete the online application.*
3. Admission requires only the approval of the respective graduate program director or SPEA campus director.

*Information on the application may be obtained from the SPEA website; materials are also available from the Graduate Program Office. Application deadlines are before May 15 for the fall semester, before September 15 for the spring semester, and before March 15 for summer sessions. Students must pay a nonrefundable application fee.

Public Management Track Requirements (15 credit hours)

- SPEA-V 502: Public Management (3 credit hours)
- SPEA-V 560: Public Finance and Budgeting (3 credit hours)
- SPEA-V 561: Public Human Resource Management (3 credit hours)
- SLIS-S 505: Evaluation of Library Sources and Services* (3 credit hours)
- SLIS-S 605: Internship in Library and Information Science: Community Leadership and Management** (3 credit hours)

Nonprofit Management Track Requirements (15 credits hours)

- SPEA-V 522: Human Resources Management in Nonprofit Organizations (3 credit hours)
- SPEA-V 525: Management in Nonprofit Sector (3 credit hours)
- SPEA-V 526: Financial Management for Nonprofit Organizations (3 credit hours)
- SLIS-S 505: Evaluation of Library Sources and Services* (3 credit hours)
- SLIS-S 605: Internship in Library and Information Science: Community Leadership and Management** (3 credit hours)

*Formerly SLIS-L 651 or SLIS-S 602: Directed Research (Formerly SLIS-L 594)

**Formerly SLIS-L 596

Effective: Fall 2007

M.L.S. - Certificate in Nonprofit Management

Designed for the student seeking courses that address management skills relevant to those who may direct academic, public or corporate libraries. Academic exercises will acquaint students with issues in human resource management, public finance, and dealing with governance bodies such as a board of directors. Courses from the School of Public and Environmental Administration (SPEA) are available either on campus or online. For more information, visit www.spea.iupui.edu

This is a 42 credit hour program.

Course Requirements:

From SLIS, 30 graduate credits including:

- S501 (formerly L524),
- S502 (formerly L528),
- S503 (formerly L505) or S504 (formerly L520),
- S505 (formerly L651) or S506 (formerly L509),
- S551 (formerly L527) to meet the foundation area requirements, and including
- 15 SLIS elective credits that should include
  - S526 (formerly L629) or S535 (formerly L628),
  - S533 (formerly L570),
  - S541 (formerly L563) or S640 (formerly L608),
  - S552 or S553 (new courses formed from L550), and
  - S605 internship as an administrative assistant (formerly L596).

- From SPEA, for the Nonprofit Management Certificate, 12 graduate credits that include:
  - V522 Human Resource Management in Nonprofit Organizations,
  - V525 Management in the Nonprofit Sector,
  - V526 Financial Managment for Nonprofit Organizations, and
  - one 3-credit elective from Nonprofit and Voluntary Sector, Ethics and Values of Philanthropy, Fund Development for Nonprofit Organizations, Public Relations in Nonprofits, or History of Philanthrophy.

M.L.S. - Certificate in Public Management

Designed for the student seeking courses that address management skills relevant to those who may direct academic, public or corporate libraries. Academic exercises will acquaint students with issues in human resource management, public finance, and dealing with governance bodies such as a board of directors. Courses from the School of Public and Environmental Administration (SPEA) are available either on campus or online. For more information, visit www.spea.iupui.edu

This is a 42 credit hour program.

Course Requirements:

From SLIS, 30 graduate credits including:

- S501 (formerly L524),
- S502 (formerly L528),
- S503 (formerly L505) or S504 (formerly L520),
- S505 (formerly L651) or S506 (formerly L509),
- S551 (formerly L527) to meet the foundation area requirements, and including
- 15 SLIS elective credits that should include
  - S526 (formerly L629) or S535 (formerly L628),
  - S533 (formerly L570),
  - S541 (formerly L563) or S640 (formerly L608),
  - S552 or S553 (new courses formed from L550), and
  - S605 internship as an administrative assistant (formerly L596).

From SPEA, for the Public Management Certificate, 12 graduate credits that include:

- V502 Public Management,
- V560 Public Finance and Budgeting,
- V561 Public Personnel Management, and
- V506 Statistical Analysis for Public Affairs.

Distance Education

Many courses are delivered over distance education, and the format for delivery may be two-way interactive television or web-based instruction. Certification for Teacher of School Media and entry-level certification for public librarianship can be completed through distance education; however, the entire M.L.S. degree is not available through distance education. Students will need to plan to complete 6 to 12 credits in Indianapolis to finish the M.L.S.

The following courses are delivered over interactive television or online annually:

- S551 (Summer session one; formerly L527)
- S504 (Summer session two; formerly L520)
- S502, S571, S574 (fall semester; formerly L528, L533, L551)
- S401, S501, S554, S671 (spring semester; formerly L401, L524, L526, L553)

Interactive television-the Virtual Indiana Classroom (VIC) is available on a regular basis at IU Northwest in Gary, IU South Bend, IU Southeast in New Albany, and Indiana University-Purdue University Fort Wayne.

Depending on the content of the course and the availability of qualified faculty, several courses will be delivered over the Internet each year. Students should check the course schedules on the SLIS website. A current description of these courses can be found at http://www.eduscapes.com/iupui/.

Foundation Areas and Courses of Study for the M.L.S. Program

Upon completion of the M.L.S. program, graduates will be prepared to provide the following foundational areas of service and study. Course numbers in parentheses cover pertinent aspects of the profession. To meet the requirements of the given academic areas, the graduate student will need to successfully complete with the grade of C or higher, one course from those given in each foundation area.

A total grade point average of 3.0 (B) or higher must be established for the 36 credits that count for the M.L.S. The student may complete more than one of the courses listed and count the additional course or courses from that foundational area as an elective with the approval of the student's academic advisor.

Assist and Educate Users of Libraries and Information Centers (L524) Analyze and identify information needs, which represent a variety of age, academic, economic, and social groups and apply appropriate search strategies for effective information retrieval in each situation.

Educate users and potential users of information systems to locate and evaluate information resources.

Analyze and evaluate the provision of information systems and services in a variety of library and information settings.

Develop and Manage Library Collections (L528) Prepare and apply policies and procedures that support the selection and acquisition of information resources, which will meet the information needs of an organization, institution, or community.

Manage, evaluate, and preserve collections of information resources.

Organize and Represent Information Resources (L505 or L520) Understand and effectively apply principles of representation and systems of organization to provide access to resources in a variety of library and information environments.

Apply Management and Leadership Skills (L527, L550, L553, or L587) Understand a wide range of organizational structures and management and leadership styles; demonstrate positive attitudes and constructive actions, which characterize innovative leadership.

Recognize the value of collaborative planning and project management.

Apply the interpersonal and organizational skills necessary to manage and evaluate projects and personnel successfully.

Work effectively within and across a variety of organizational structures.

Communicate an organization's values and contributions, and identify sources that will support the organization's activities.

Conduct and Analyze Research (L509, L643, or L651) Understand and apply research and evaluation methods to investigate questions related to the acquisition, representation, organization, use, and/or dissemination of information.

Analyze and interpret findings of such research and evaluation.

Demonstrate Basic Technical Expertise (S401 or equivalent) Understand the basic applications of modern technology in today's libraries and other information environments.

Approach Professional Issues with Understanding (completion of M.L.S. degree—electives) Comprehend the social, political, and legal aspects of information creation, access, and ownership.

Engage in continuing learning in professional organizations in library and information science.

Goals and Objectives of the M.L.S. Program

To meet the goal of educating students for effective and satisfying professional careers in libraries an d other information centers, the M.L.S. curriculum has been designed to prepare graduates to identify and analyze the information needs of diverse user groups distinguished by age, education, and economic and social standing; to apply appropriate search strategies for effective and efficient information retrieval in any situation; to educate users of information systems in the location and evaluation of information resources; and to evaluate the provision of information systems and services in a variety of library and information settings. Accordingly, the M.L.S. curriculum has been tailored to address specific educational objectives in seven major areas of librarianship.

Developing and managing library collections. Graduates should be able to prepare and apply policies and procedures that support the selection and acquisition of information resources according to the information needs of the organization, institution, or community with which they work. In addition, they should be able to manage, evaluate, and preserve collections of information resources in a range of formats.

Representing and organizing information resources. Graduates should understand and be able to apply the basic principles of rrepresentation and organization to provide effective access to resources in a variety of library and information environments.

Applying management and leadership skills. Graduates should understand a wide range of organizational structures and management and leadership styles and should demonstrate positive attitudes and constructive actions that characterize innovative leadership. They should also be able to recognize the value of collaborative planning and project management and to apply the interpersonal and organizational skills necessary to manage and evaluate projects and personnel successfully.

Working effectively within a range of organizations. Graduates should be able to work effectively within and across a range of organizational structures, to communicate an organization's values and contributions and to identify resources that will support the organization's activities.

Conducting and analyzing research. Graduates should be able to understand and apply research and evaluation methods in the investigation of questions related to the acquisition, representation, organization, use, and dissemination of information. They should also be able to analyze, interpret, and evaluate the findings of research conducted by others.

Demonstrating basic technical expertise. Graduates should understand basic applications of modern technology in libraries and in other information environments.

Approaching professional issues with understanding. Graduates should be able to comprehend the social, political, and legal aspects of information creation, access, and ownership. They should recognize their professional obligation to engage in continuing learning through participation in personal educational endeavors and in professional organizations in library and information science.

Student Learning Outcomes

Master of Library Science (M.L.S.)

The Master of Library Science is a 36-credit-hour program accredited by the American Library Association. The program is innovatively designed to meet the new challenges of our profession. Students in the program

are introduced to the roles and functions of libraries in contemporary society. They become familiar with key policy issues and technological trends, and with how these issues and trends affect libraries and information centers of all kinds.

Students learn to manage and evaluate collections, respond to the information needs of patrons, and to use technology to improve access to information. Students who complete the program are prepared for careers in library administration, public services, technical services, reference services, and collection development at public, school, academic, and special libraries.

Upon completion of the M.L.S. program, graduates will be prepared to:

1. **Assist and Educate Users of Libraries and Information Centers**
   - Analyze and identify information needs that represent a variety of age, academic, economic, and social groups and apply appropriate search strategies for effective and efficient information retrieval in each situation.
   - Educate users and potential users of information systems to locate and evaluate information resources.
   - Analyze and evaluate the provision of information systems and services in a variety of library and information settings.
2. **Develop and Manage Library Collections**
   - Prepare and apply policies and procedures that support the selection and acquisition of information resources which will meet the information needs of an organization, institution, or community.
   - Manage, evaluate and preserve collections of information resources.
3. **Organize and Represent Information Resources**
   - Understand and effectively apply principles of representation and systems of organization to provide access to resources in a variety of library and information environments.
4. **Apply Management and Leadership Skills**
   - Understand a wide range of organizational structures and management and leadership styles; demonstrate positive attitudes and constructive actions which characterize innovative leadership.
   - Recognize the value of collaborative planning and project management.
   - Apply the interpersonal and organizational skills necessary to manage and evaluate projects and personnel successfully.
5. **Work effectively within and across a variety of organizational structures**
   - Communicate an organization's values and contributions, and identify sources that will support the organization's activities.
6. **Conduct and Analyze Research**
   - Understand and apply research and evaluation methods to investigate questions related to the acquisition, representation, organization, use and/or dissemination of information.
   - Analyze and interpret findings of such research and evaluation.
7. **Demonstrate Basic Technical Expertise**
   - Understand the basic applications of modern technology in today's libraries and other information environments.
8. **Approach Professional Issues with Understanding**
   - Comprehend the social, political, and legal aspects of information creation, access, and ownership.
   - Engage in continuing learning in professional organizations in library and information science.

Academic Policies & Procedures

School of Library and Information Science Policies

Computer Accounts

All SLIS students are eligible for, and are required to obtain, computer accounts from University Information Technology Services. These accounts include an electronic mail component, which is utilized by SLIS for both official and nonofficial communication. Student job openings, scholarship and financial aid opportunities, deadlines for submission of official paperwork, and announcements of social functions are just a few examples of the information disseminated via electronic communication.

Students will be held responsible for receiving and responding as appropriate to all official electronic mail. It is University policy that communication sent to the student via the student's electronic mail campus address is considered official notice. Each SLIS student should use their campus electronic-mail address to join the School's Listserv at slis-indy@iupui.edu. Contact the SLIS for details.

Grading Policy

Definition of Grades

Instructors in the School of Library and Information Science use a grading system that includes plus and minus grades as well as straight letters. Numerical equivalents for these grades are as follows and typical for a grade point averge figured on a 4.0 scale.

A = 4.0, A- = 3.7

B+ = 3.3, B = 3.0, B- = 2.7

C+ = 2.3, C = 2.0, C- = 1.7

D+ = 1.3, D = 1.0, D- = 0.7

F = 0.0

Individual faculty members may apply different methods to computate and justify the letter grades awarded. A grade issued by a SLIS instructor for a course project, test, or final grade for the course carries the meaning as described below.

Letter grades have been defined as follows by student and faculty members of the Curriculum Steering Committee

and have been approved by the faculty as an aid in evaluation of academic performance. These definitions should assist students by giving them an understanding of the grading standards of the School of Library and Information Science and reflecting the expectation that successful graduate students perform at the grade level of B or higher.

A (4.0)	Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.
A- (3.7)	Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+ (3.3)	Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.
B (3.0)	Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
B- (2.7)	Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+ (2.3)	Unsatisfactory work and inadequate understanding of course materials.
C (2.0)	
C- (1.7)	
D+ (1.3)	Unacceptable work; course work performed at this level will not count toward the M.L.S. or M.I.S. degree; for the course to count toward the degree, the student must repeat the course with a passing grade.
D (1.0)	
D- (O.7)	
F (0.0)	Failing. Student may continue in program only with permission of the dean.

Grades are assigned by individual instructors based on a combination of student performance measures developed for each course. Student achievement of course objectives is usually assessed through the use of multiple performance measures. For example, a combination of several of the following assessment methods is common: examinations, class participation, written assignments and exercises, research papers, or term projects. Other methods, depending on course content and objectives, may include in-class small group exercises, oral presentations, field-based projects and field experiences, role-playing, or case study presentation.

No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree. Any required course on which a grade lower than C is received must be repeated; an elective course on which an unacceptable grade is earned need not be repeated, but it may be repeated or another course must be taken in its place. Repeating an unacceptable course or taking another in its place does not remove the credit points for that course from a student's cumulative grade point average. All grades achieved in SLIS courses will be counted in the SLIS and IU GPA. Since a minimum GPA of 3.0 (B) is required for graduation, any grade below B must be balanced by another sufficiently above B to keep the GPA at the 3.0 level.

A "grade" of S for Satisfactory or U for Unsatisfactory is issued for such courses as S401 Computer Based Information Tools and L596 Internship.

Grade of Incomplete (I)

The grade of Incomplete (I) may be used on the final grade report at the discretion of the instructor. The grade I indicates that the student's work in a course is satisfactory thus far but has not been completed as of the end of the semester.

The grade of Incomplete may be given only when the completed portion of a student's work in a course is of passing quality, and may be awarded only upon showing hardship to the student that would make it unjust to hold the student to the original time limit for course completion. It is the responsibility of the student who has incurred a grade of Incomplete in any course to fulfill the requirements of that course within a maximum of one calendar year from the date on which the I grade is recorded. After one calendar year, a grade of Incomplete automatically changes to a grade of F on the student's record.

Summer Sessions

The School of Library and Information Science offers one of the largest selections of summer classes proportional to school enrollment. The two summer sessions are six weeks in length, from early May to mid-June and from mid-June to mid-August.

It is possible for some students to complete a SLIS master's degree by attending only summer sessions over the period of five years allowed for degree completion. Students are cautioned, however, that not all courses are or will be available during summer sessions.

Financial Aid

A student must be admitted to a graduate degree program in order to be eligible for financial aid from SLIS. Students with financial assistance must make adequate progress toward their degree each semester and meet all other requirements of the award, or financial support may be discontinued.

Stipends and salaries earned by graduate students are taxable. It is our understanding that fellowships and fee scholarships are not taxable under current regulations; however, it is the responsibility of each recipient to confirm the tax status of any award with the Internal Revenue Service.

Financial Aid on the IUPUI Campus Graduate assistantships that include tuition remission and employment in the University Library or SLIS are available to SLIS students attending classes on the Indianapolis (IUPUI) campus. For information about eligibility requirements and application procedures, please contact:

School of Library and Information Science Office
University Library 3100N
755 W. Michigan Street
Indianapolis, IN 46202-5195
phone: (317) 278-2375

Fellowship Awards One-time cash fellowship awards to new and continuing students in the SLIS degree programs are awarded through the following organizations:

Indiana Library Federation Scholarships are awarded annually by the ILF to students who are Indiana residents, have economic need, and are studying or wish to study for a career in librarianship. Awards are made each spring, and recipients must agree to work in an Indiana library for one year following degree receipt. Details for application are publicized each spring by SLIS and the ILF. These scholarships average between $300 and $1,000.

Association for Indiana Media Educators Scholarship is offered to students planning a career in Indiana school library media centers. Application details are published by the association and SLIS when they become available. These scholarships average between $300 and $600.

A.L.A. Scholarship Program See www.ala.org/hrdr/scholarship.html for more information. IUPUI Graduate Advisory Council considers applicants from SLIS for Fellowships annually. Applicants are selected from students who have an outstanding academic record. These fellowships are normally for two years, with an annual $12,000 stipend and in-state fee remission.

Graduate Assistantships are awarded annually. The School and University Library support six to ten assistantships each year. Normally, these assistantships will include an hourly salary for assisting a faculty member or for work in the University Library, and fee remission equal to in-state tutition. The student should indicate interest in being considered for an assistantship as part of the application for admission to the School. Graduate assistants are expected to carry a full-time course load. Graduate assistants are expected to carry at least six credit hour course load per semester.

Other financial aid opportunities are publicized by the school as they become available. This information is available primarily on the SLIS-INDY e-mail list.

Student loans and other financial aid opportunities are available to graduate students at IUPUI. Contact:

Office of Student Financial Aid
CA 103, 425 N. University Boulevard
Indianapolis, IN 46202-5145
phone: (317) 274-4162
www.iupui.edu/~finaid/

International student aid from the School of Library and Information Science is very limited. Aid available from the school for matriculating students is normally restricted to U.S. citizens and permanent residents. In some cases, a continuing international student will receive financial assistance following the first semester in SLIS, but in no case does the available aid approach the entire amount needed for the support of an international student attending a graduate degree program at Indiana University.

International students are advised not to count on any financial assistance from the school, but to seek sponsorship and support from other sources. The university will not issue visa documentation until the international student submits evidence of complete financial support. Information on other financial aid for international students may be obtained from the:

IUPUI Office of International Affairs
902 W. New York St.,
ES 2126
Indianapolis, IN 46202 USA
phone: (317) 274-7200
www.iupui.edu/oia/

Faculty

Administrative Officers

- Debora Shaw, Ph.D., Dean

Indianapolis

- Tomas A. Lipinski, Ph.D, Executive Associate Dean and Professor, tlipinsk@iupui.edu
- Melanie Hollcraft, Director of Finance and Student Services, meacole@iupui.edu
- Stephanie Binney, Recorder, skbinney@iupui.edu
- Monique Sims, Senior Administrative Secretary, mnsims@iupui.edu

Faculty

- Barbara Albee, M.L.S. (University of Pittsburgh, 1992), Lecturer, balbee@iupui.edu
- Rachel Applegate, Ph.D. (University of Wisconsin at Madison, Library and Information Studies, 1995), Assistant Professor, rapplega@iupui.edu
- Hsin-Liang Chen, Ph.D. (University of Pittsburgh, Library and Information Science, 1999), Associate Professor, chenhsin@iupui.edu
- Andrea Copeland, Ph.D. (Drexel University, 2009), Assistant Professor, ajapzon@iupui.edu
- Marilyn M. Irwin, Ph.D. (Indiana University, Library and Information Science, 1991), Associate Professor, irwinm@indiana.edu

- Annette Lamb, Ph.D. (Iowa State University, Instructional Technology and Computer Education, 1987), Senior Lecturer and Professor for Development of Online Courses, alamb@educapes.com
- Tomas Lipinski, J.D., LL.M.,Ph.D. (University of Illinois at Urbana Champaign, 1998; The John Marshall Law School, 1986; Marquette University, 1984) Executive Associate Dean and Professor, tlipinsk@iupui.edu
- Jean L. Preer, Ph.D. (George Washington University, American Civilization, 1980; J.D., George Washington University, 1975), Professor, jepreer@iupui.edu
- Katherine Schilling, Ed.D. (Boston University School of Education, Administration, Training and Policy Studies, 2002), Associate Professor, katschil@iupui.edu
- Jingfeng Xia, Ph.D. (University of Arizona, Anthropology, 2001), Assistant Professor, xiaji@iupui.edu

For information about faculty at the IU Bloomington campus, see www.slis.indiana.edu.

Courses

SLIS - S 671 School Media (3 cr.)

Masters Level Courses

SLIS-S 501 Reference (3 cr.) S501 Reference (3 cr.; formerly L524) P or C: S401. This course introduces students to the basic information sources and services among different types of libraries and information centers, including academic, public, special, and school media.

SLIS-S 502 Collection Development and Management (3 cr.) 502 Collection Development and Management (3 cr.; formerly L528) Theoretical and pragmatic aspects of the selection, evaluation, and management of collections in all types of libraries. Acquisitions, publishers and publishing, policy making, and intellectual freedom and censorship are also covered.

SLIS-S 503 Organization and Representation of Knowledge and Information (3 cr.) S503 Organization and Representation of Knowledge and Information (3 cr.; formerly L505) Introduces students to various disciplines' approaches to the understanding, organization, representation (summarizing), and use of knowledge and information. This survey looks for commonality among the approaches taken in information science, cognitive psychology, semiotics, and artificial intelligence, among others. The goal is to identify criteria for evaluation and improvement of ways to organize and represent information for future retrieval. Information systems currently used in libraries and information centers will be studied as examples. Emphasis in the course is on concepts and ideas, with appropriate attention to terminology and technology.

SLIS-S 504 Cataloging (3 cr.) S504 Cataloging (3 cr.; formerly L520) P: S401. Historical development and principles essential to the understanding of the conceptual foundations of providing bibliographic access and control of materials and information. Discussion and examples in the application of AACR2r will be presented to illustrate and reflect current practice. Emphasis is on monographic publications.

SLIS-S 505 Evaluation of Library Sources and Services (3 cr.) S505 Evaluation of Library Sources and Services (3 cr.; formerly L651) P: S502. Examines the applied evaluation of library resources and services, including collections, document delivery, technical services, reference services, and overall library performance. Emphasis is placed on the available methods and methodological issues. The checklist method, availability studies, document delivery tests, use studies, applied bibliometrics, and the use of automation are covered.

SLIS-S 506 Introduction to Research (3 cr.) P: S401, completion of 6 credit hours in SLIS (S501 and S502 recommended), or consent of instructor. Introduces the research process, including concepts, design, conduct, and evaluation. Examines the principles and characteristics of approaches and methodologies relevant to research in the field. Examples of data sources and introduction to methods of statistical description and analysis; ethical issues.

SLIS-S 511 Database Design (3 cr.) P: S401 or consent of instructor. Concerned with a comprehensive view of the processes involved in developing formal access to information from a user-centered point of view. Considers various database models (such as flat file, hierarchical, and relational), and hypertext (in terms of text, sound, numeric, image, and geographic data). Students will design and implement databases using several commercial database management systems.

SLIS-S 516 Human-Computer Interaction (3 cr.) S516 Human-Computer Interaction (3 cr.; formerly L542) Examines the human factors associated with information technology and seeks to provide students with knowledge of the variables likely to influence the perceived usability, and hence the acceptability, of any information technology. In so doing, it will enable students to progress further toward specialist work in the important field of human-computer interaction.

SLIS-S 517 Web Programming (3 cr.) S517 Web Programming (3 cr.; formerly L548) P: S401 or consent of instructor. Introduces basic skills for programming and manipulation of data structures for bibliographic and full text information systems.

SLIS-S 519 Evaluation of Information Systems (3 cr.) S519 Evaluation of Information Systems (3 cr.; formerly L643) P: S401. Theoretical and practical exploration of the issues surrounding contemporary information systems. A specific focus will be on evaluating information systems from the user perspective. This evaluation approach will cut across disciplinary frameworks: behavioral, cognitive, and social sciences. The approach will also touch on multiple research methods: online surveys, sense-making, critical incident, and network analysis.

SLIS-S 521 Humanities Information (3 cr.) S521 Humanities Information (3 cr.; formerly L623) P: S501 or consent of instructor. Introduction to information sources and services in the disciplines of performing arts, music, fine arts, literature, language, philosophy, and religion. In addition, the course addresses information needs

and behavior patterns of users seeking these types of information.

SLIS-S 522 Social Sciences Information (3 cr.) S522 Social Sciences Information (3 cr.; formerly L625) P: S401 and S501, or consent of instructor. Study of the core information tools in the fields of anthropology, economics, history, political science, psychology, and sociology. Includes key bibliographic databases and electronic network tools. Evaluation of research dealing with information channels in these fields.

SLIS-S 523 Science and Technology Information (3 cr.) P: S401 and S501 or C: S401 and S501. General materials, reference books, periodicals, government documents, nonbook media in the individual literature of individual disciplines; patents and report literature. Examination of production, publication, distribution, and forms of scientific and technical literature.

SLIS-S 524 Adult Readers Advisory (3 cr.) S524 Adult Readers Advisory (3 cr.; formerly L622) P: S501 and S502. A review and discussion of trends reflected in subject content and use of book and nonbook materials for patrons in secondary school and public libraries in relation to changing young adult and adult needs and the role of libraries in meeting such needs.

SLIS-S 525 Government Information (3 cr.) S525 Government Information (3 cr.; formerly L628) P: S401 and S501. Survey of government information dissemination in all formats and at all levels of government. Consideration of government information policy. Primary emphasis given to U.S. government information but some consideration given to state and local publications in the United States, and those of international organizations.

SLIS-S 526 Business Information (3 cr.) S526 Business Information (3 cr.; formerly L629) P: S401, S501, or consent of instructor. Introduction to basic business materials. Includes resources, research methods, current developments, automated systems, and databases.

SLIS-S 532 Information Architecture for the Web (3 cr.) P: S401. Focuses on website development. Students study information architecture as an approach for site organization and design, and learn about product management for complex web development tasks. In lab sessions, students work with markup languages and scripting and develop sites, typically for real clients, as well as local libraries.

SLIS-S 533 Online Searching (3 cr.) P: S401 or consent of instructor. Principles, methods, and techniques of advanced online information retrieval (IR). Characteristics of and search strategies for the use of bibliographic, referral, citation, fact, numeric, and full text databases and search systems. Considers standards, use of communications software, front-ends and micro-based IR systems, and creation of in-house databases.

SLIS-S 541 Information Policy (3 cr.) S541 Information Policy (3 cr.; formerly L563) Data creation, publication, dissemination, and use occur in a complex social context. Legal and regulatory structures continue to evolve to control these processes. This course explores international and U.S. principles, laws, and regulations affecting the information industry. Focus varies with the topic; for example, copyright of electronic information sources or transborder data flow. May be repeated for credit when topic varies.

SLIS-S 550 Perspectives on Librarianship (3 cr.) S550 Perspectives on Librarianship (3 cr.; formerly L522) Overview of the library as a social institution-historically, currently, and for the future-within social, economic, political, and cultural contexts. Focuses on the institution, the collections and formats, and the users to create an understanding of the role and importance of libraries. S550 provides excellent opportunities to help students explore the library profession.

SLIS-S 551 Library Management (3 cr.) S551 Library Management (3 cr.; formerly L527) Management and administration of all types of libraries. Covers basics of organizational structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of the organization.

SLIS-S 552 Academic Library Management (3 cr.) Management and administration of academic libraries, including specific material related to organization structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of a higher education environment.

SLIS-S 553 Public Library Management (3 cr.) Management and administration of public libraries, including specific material related to organization structure, planning, budget management, human resources issues and skills, and an understanding of the manager in the context of a community environment.

SLIS-S 554 Library Systems (3 cr.) P: S401 or C: S401. Principles for the design, selection, implementation and management of automated systems of all types in libraries, including systems for technical services processing, reference and user services, and management. Focus is on present and future applications of technology in libraries, their technical features, and their implications for library services and management. When possible, some practical experience with a particular application will be provided.

SLIS-S 556 Systems Analysis and Design (3 cr.) S556 Systems Analysis and Design (3 cr.; formerly L545) P: computer literacy or consent of instructor. Using a behavioral approach to information systems, this course covers information systems designed to conform to the needs of users.

SLIS-S 571 Materials for Youth (3 cr.) S571 Materials for Youth (3 cr.; formerly L533) Evaluation and use of books, magazines, recordings, films, radio and television broadcasts, and other sources of information and recreation.

SLIS-S 572 Youth Services (3 cr.) P: S571 or consent of instructor or C: S571. This course emphasizes the history, philosophy, and description of children and young adult library services. It takes a holistic look at the role of the youth services librarian from planning and evaluation to specific services and programs, and examines the current and future outlook for this type of librarianship. Emphasis is on the public library, but cooperation with appropriate services and programs, such as school media centers, is also discussed.

SLIS-S 573 Education of Information Users (3 cr.) S573 Education of Information Users (3 cr.; formerly L554) P or C: S401, S501 or S516, or consent of instructor. This is a hands-on course in which students will have the opportunity to practice and evaluate methods in design and presentation of various approaches to bibliographic instruction, including library skills and orientation, user education, discipline-specific instruction, and information literacy. Students will be expected to research and debate information literacy theory, and to make several extensive oral presentations, which will be subject to critical review. The course reviews educational theories for application to secondary school, college and university settings that provide application of AASL and ACRL standards for information literacy.

SLIS-S 574 Information Inquiry for School Teachers (3 cr.) S574 Information Inquiry for School Teachers (3 cr.; formerly L551) This course is intended to be an opportunity for teachers and future teachers (including school library media specialists as teachers) to practice methods in critically thinking about information/media, and to use the inquiry process as a means to teach their students to be critical reviewers and communicators as well. Application of national and state standards for information literacy K - 12. Offered over the Internet.

SLIS-S 580 History of Libraries (3 cr.) S580 History of Libraries (3 cr.; formerly L517) Development of libraries and information service from earliest times to the present, with emphasis on the library in relation to social, economic, cultural, and political trends.

SLIS-S 581 Archives and Records Management (3 cr.) S581 Archives and Records Management (3 cr.; formerly L516) Introduces basic theories, methods, and significant problems in archives and records management. The course also discusses how archivists are responding to the challenge of managing and preserving electronic records.

SLIS-S 582 Preservation (3 cr.) S582 Preservation (3 cr.; formerly L514) Examines causes of library and archival materials deterioration. Develops conceptual framework and management perspective for preservation programs using technical standards, program development tools, scientific and administrative research reports, and advocacy literature. Explores the new information technologies and media as both preservation tools and challenges.

SLIS-S 601 Directed Readings (1-4 cr.) P: Consent of instructor. Readings and study in any area of library or information science having an extensive literature. A student may enroll for this course twice in the same semester under different instructors. Normally S601 is completed under the direction of a full-time faculty member. Readings done under S601 shall not duplicate the content of any course now in the curriculum of the School of Library and Information Science. Proposal Form due by March 15th.

SLIS-S 602 Directed Research (1-3 cr.) P: Proposal form and consent of instructor and 15 SLIS graduate credit hours completed including S505 or S506. Individual research in a problem in the field of library and information science.

SLIS-S 603 Workshop in Library and Information Science (1-3 cr.) P: Consent of instructor. Group study of specific problems in the library and information field. Generally includes a hands-on element. No more than 6 hours of S603 credit may be used toward the requirements for any SLIS degree.

SLIS-S 604 Topics in Library and Information Science (1-4 cr.) P: Consent of instructor. Study of specific topics in librarianship and preservation. May be repeated for credit when topic varies. Same course number used for different courses.

SLIS-S 605 Internship in Library and Information Science (2-6 cr.) P: permission of faculty advisor. Graded S/F. Supervised internship in an information management environment. Professionals in library and information management mentor each graduate student. Sixty on-site hours must be completed for each credit earned. Students should plan through their advisor the course work leading to an internship. Normally, at least 18 credits must be completed before enrollment. Note: Normally, an internship is for 3 credits and 180 total on-site hours. Students will be expected to journal their reflections on the experience, write abstracts of documents relevant to the experience, and make a final oral presentation. A list of internship options is maintained on the school's website and new internships are posted on the listserv (slis-indy@iupui.edu). Students following consultation with their advisors and the director of internships, may explore internship options, including potential internships not listed, to determine if a qualified professional will supervise the fieldwork. Normally, the supervisor holds an advanced degree at the master's level or above and has several years of successful experience in the profession. Graduate students should use the internship as a means to advance their experiences in their chosen area rather than as an exploration of the library profession in general. Internships often include special projects in web design, instruction or development of community programs, specialized reference services, library automation, or technical services. Internships are not to be used to substitute for clerical assistance or routine services. An internship is an elective, unless the student is required to complete it for school library media certification. A limit of one 3-credit internship may be completed for the MLS and a second may be completed if the student is in a dual-degree program. Applications for placement are due during the semester proceeding the internship: November 15 for spring; March 15 for summer (placements may run across both sessions); July 15 for fall. Application forms can be found at www.slis.iupui.edu/courses/index.html.

SLIS-S 621 Audio and Video Sources (3 cr.) P: S401 concurrent or consent of instructor. User-focused approach to decision making in the digital audio and video information environment. Emphasizes collection development in support of user services, including access to remote collections and evaluation of multimedia materials and delivery mechanisms, and issues related to emerging technologies. Scope includes adult and young adult audiences.

SLIS-S 622 Resources and Services for People with Disabilities (3 cr.) Access to information is essential for sustained independence of people with disabilities.

This course studies materials, services, and assistive technologies to support this access.

SLIS-S 623 Genealogy and Local History (3 cr.) P: S401, S501, & S502 This course is designed to focus on two specific collection areas: Genealogy Resources and Indiana Resources. Students will work on developing collection policies creating collections with limited funding, and evaluating existing special collections. The class will also look at the pros and cons of several issues (staffing issues, volunteers, integrated collections, circulating/non-circulating, limited resources, material types).

SLIS-S 631 Advanced Cataloging (3 cr.) C: S504. Access to information is essential for sustained independence of people with disabilities. This course studies materials, services, and assistive technologies to support this access.

SLIS-S 632 Technical Services (3 cr.) C: S553, S551, S552 or consent of instructor Content will include the theory and practice of acquisitions, vendor relations, and the effective use of technology in technical services operations.

SLIS-S 640 Seminar in Intellectual Freedom (3 cr.) P: 9 hours of SLIS graduate credit or permission of instructor. Beginning with a history of and alternative philosophical justifications for censorship, the student is introduced to constraints, obligations, and problems relating to intellectual freedom.

SLIS-S 644 Consumer Health Informatics (3 cr.) P: S401, S501 or consent of instructor (formerly S604) This is a consumer health informatics course in which students will learn about how technologies are used to deliver healthcare to the public.

SLIS-S 650 Library Philanthropy (3 cr.) Introduces the role of private giving in support of libraries. Examines personal and corporate philanthropy and their applicability in libraries and information centers.

SLIS-S 652 Digital Libraries (3 cr.) This course introduces digital libraries — networked information servers that provide access to multimedia data for local and remote users. Primary emphasis is on developing digital libraries, based on understanding tools for presentation and manipulation of multimedia as well as analysis of user needs.

SLIS-S 653 Health Science Librarianship (3 cr.) P: S401, S501or consent of instructor; Focus your learning on interacting with each other and with the information gleaned from reading, actiivities and discussions. This requires the student to analyze and organize the information gathered from reading and activities, and tie-in what students have learned from your professional experience and education. Identify what you need to know, find out, teach others, and apply the new knowledge.

SLIS-S 654 Law Librarianship (3 cr.) P: S501 or consent of instructor. An introduction to basic legal materials and law librarianship. Primary and secondary resources; indexes; digests and citators; specialized research methods; current developments in automated legal research. History of law libraries in the U.S., their organization and administration. The role of law librarians in law schools and law firms.

SLIS-S 671 School Media (3 cr.) P: S501, S571, and S574 or concurrent or consent of instructor. Establishes the professional teaching and administrative role of the certified school library media specialist in K-12 settings. Situations are examined that pertain specifically to policy development, budgeting, collection development, instructional design, support staff training, facility design, district supervision, and information networking within the modern school corporation. Students make site visits to leading school information centers, conferences, and media fairs.

SLIS-S 672 Seminar on Literature for Youth (3 cr.) P: S571 or consent of instructor. An advanced seminar, addresses such topics as: images of minority groups, societal problems (e.g., poverty and family patterns), or informational needs and materials including access and availability of print, nonprint, and computer resources. May be repeated for credit when topic varies.

SLIS-S 681 Evaluation of Library Sources and Services (3-3 cr.) This course is a broad survey the growing field of book history, with emphasis on developments in Western Europe and North America since 1450, review theoretical models and scholarly trends in the fields of book history, examine key scholarship in the field, survey the processes of print creation, production, dissemination, and reception in the larger social, economic, and political content, and consider how the history of the book as a material object and as an agent of intellectual and social change helps us understand the digital revolution.

Undergraduate Courses

SLIS-S 401 Computer-based Information Tools (3 cr.) Graded S/F. This skills-based course introduces basic applications that will be used throughout the student's course work and beyond. Students' experiences in this course should be seen as a basis for further skill development and learning throughout their careers. The course covers computing platforms, access tools, and management tools. Demonstration of skills will be by a mastery test or an assignment in each unit of the course. S401 does not count toward graduate degree requirements.

Undergraduate Courses

SLIS-S 401 Computer-based Information Tools (3 cr.) Graded S/F. This skills-based course introduces basic applications that will be used throughout the student's course work and beyond. Students' experiences in this course should be seen as a basis for further skill development and learning throughout their careers. The course covers computing platforms, access tools, and management tools. Demonstration of skills will be by a mastery test or an assignment in each unit of the course. S401 does not count toward graduate degree requirements.

School of Medicine

Welcome to the IU School of Medicine

Health Professions Programs Bulletin!

The Indiana University School of Medicine Health Professions Programs offer degrees and course work in the following areas:

Clinical Laboratory Science, B.S.
Cytotechnology, B.S.
Emergency Medical Services+
Histotechnology, Certificate & A.S.
Medical Imaging Technology, B.S.
Nuclear Medicine Technology, B.S.
Paramedic Science, A.S.
Radiation Therapy, B.S.
Radiography, A.S.
Respiratory Therapy, B.S.

+EMT-Basic Course Open to all IUPUI students

These programs are housed within appropriate clinical departments in the Indiana University School of Medicine but are collectively called the Health Professions Programs (HPP).

The IU School of Medicine Health Professions Programs are committed to the excellent quality preparation of health personnel who have a concern for the well-being of the people they serve. The programs integrate teaching, research, and service through the efforts of their faculty and student. This integration results in high-quality programs that have a significant positive impact on health care.

Health Professions Programs (A.S. and B.S. Programs)
Medical Library/Research Building (IB)
Ruth Lilly Medical Library, IB 310
975 W Walnust
Indianapolis, IN 4620

(317) 278-4752

askhpp@iupui.edu
http://medicine.iu.edu/hpp

For information regarding other degree programs within the IU School of Medicine:

Medical School Admissions (M.D. Program)
Fesler Hall, Room 213
1120 South Drive
Indianapolis, IN 46202

(317) 274-3772

inmedadm@iupui.edu
http://medicine.iu.edu/admissions

IU School of Medicine Graduate Division (M.S. and Ph.D. Programs) Van Nuys Medical Science, Room 207
635 Barnhill Drive
Indianapolis, IN 46202

(317) 274-3441

biomed@iupui.edu
http://grad.medicine.iu.edu

Last Updated: February 6, 2012

Overview

The Indiana University School of Medicine Health Professions Programs offer degrees and course work in clinical laboratory science, cytotechnology, emergency medical services, histotechnology, medical imaging technology, nuclear medicine technology, radiation therapy, radiography, and respiratory therapy. These programs are housed within appropriate clinical departments in the School of Medicine but are collectively called the Health Professions Programs (HPP). Other degrees in the health professions are offered on the IUPUI campus through the IU School of Dentistry, IU School of Nursing, and the IU School of Health and Rehabilitation Sciences.

Last Updated: February 6, 2012

Directory

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Department of Radiation Oncology

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Department of Radiology & Imaging Sciences

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Division of Pulmonary and Critical Care Medicine

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1701 N. Senate Blvd.
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Last Updated: March 13, 2012

Vision & Mission

Vision The vision of the Indiana University School of Medicine Health Professions Programs is to be a nationally recognized leader in health professions education, research, and service, while preparring an array of high-quality health care professionals in Indiana.

Mission The Indiana University School of Medicine Health Professions Programs have a long tradition of academic excellence. The major purpose of the Health Professions Programs is to provide quality degree programs in the health professions to meet the needs of the people of the state of Indiana. In fulfilling their fundamental purpose, the Health Professions Programs seek to develop and maintain a scholarly and competent faculty capable of achieving the following goals:

- To build upon sound principles of general education by preparing students to communicate effectively, exhibit quantitative skills, think critically, integrate and apply knowledge, exhibit intellectual depth and breadth, be intellectually adaptive, appreciate societal and cultural diversity, and apply ethical standards and values to professional practice.
- To provide undergraduate degree programs that offer education related to the provision and management of health services by the various health professions.
- To contribute to the advancement of knowledge through research.
- To provide continuing education for health professions practitioners wishing to further their career development.
- To foster the development of lifelong habits of scholarship and service among faculty and students.

In addition to the mission of the collective programs, each program has its own mission statement, which can be found on the web site devoted to the program or in the brochures produced by individual programs. Please see the appropriate web site or contact individual programs for further information.

Last Updated: February 6, 2012

Purpose & Philosophy

Purpose

The Indiana University School of Medicine Health Professions Programs are charged with providing undergraduate health professions education on the Indiana University Purdue University campus in Indianapolis (IUPUI). These programs prepare health professionals to provide diagnostic and therapeutic patient care. As part of a major university, the programs accept and fulfill four major responsibilities, by providing (1) opportunities to acquire a sound basic education in the undergraduate health programs offered through the School of Medicine and to foster the development of lifelong habits of scholarship and service; (2) advancement of knowledge through research; (3) continuing education programs aimed at maintaining and improving the competence of those health professionals engaged in patient care or supportive health services; and (4) multiple services to the people of the state of Indiana in these health professions.

Philosophy

The Indiana University School of Medicine Health Professions Programs are committed to the excellent quality preparation of health personnel who have a concern for the well-being of the people they serve. The programs integrate teaching, research, and service through the efforts of their faculty and students. This

integration results in high quality programs that have a significant positive impact on health care.

Each program offered provides the health professions student with an opportunity to develop expertise, scientific knowledge, and professional attitudes that will enable the student to contribute to the health of society and obtain career satisfaction. The programs adhere to specific professional guidelines or standards and are designed in collaboration with the appropriate accrediting bodies. All curricula are based upon a foundation in the liberal arts and sciences, which is essential for an informed and productive life.

The faculty believe that the education of health professions personnel follows a coordinated and logical interdisciplinary process based on a core body of knowledge germane to health professions practice. By sharing experiences related to a variety of activities, the student is introduced to others who have both common and unique educational interests. Appreciation of the contribution of each health discipline and interaction with peers and scholars in different health professions encourage the coordination of health planning, health services, disease prevention, and health promotion.

Education is perceived by the faculty as an evolving and continuing process toward an increased ability to think, reason, and judge that leads to a satisfying and self-disciplined life. Effective education allows for individual difference and is provided in a participative atmosphere. The faculty believe that freedom of choice and meaningful assimilation of facts nurture the development of the students, enhance their understanding of patients' problems, and promote a dedication to lifelong self-evaluation and self-education.

Faculty of the School of Medicine Health Professions Programs are fully qualified in their fields of expertise and hold appropriate degrees and certification or licensure. In implementing the objectives of their academic programs, they strive to keep their professional and teaching competencies current. The faculty are committed to preparing uniquely qualified personnel who must meet the challenges of the complex and ever-changing health care needs of society.

The graduates of Health Professions Programs should be prepared to apply the knowledge they have attained in their selected discipline. Graduates have a responsibility to maintain competency through formal and informal continuing education and to contribute to new knowledge in their discipline. Graduates have legal, moral, and ethical responsibilities to their employers, patients, and the public and are expected to participate in community and professional activities.

This statement of philosophy forms the core of values from which the Health Professions Programs vision, mission, objectives, policies, and procedures are derived.

Last Updated: February 6, 2012

History of Current Degree Programs

All Indiana Univerity School of Medicine Health Professions Programs were formerly part of the IU School of Allied Health Sciences. On July 1, 2002, eight programs were moved back to the IU School of Medicine as part of a restructuring of the new IU School of Health and Rehabiliation Sciences, which moved toward a graduate school model. One additional undergraduate program moved on January 1, 2004, to complete the restructuring of the undergraduate programs.

The former IU School of Allied Health Sciences was first established as a division in 1959 by action of the Trustees of Indiana University. In 1960, the trustees conferred upon the faculty of the IU School of Medicine the responsibility and authority to grant the Bachelor of Science degree to those students successfully completing the prescribed curriculum in four allied health programs that had been offered long before the establishment of the division. Since that time, additional degree programs were approved and initiated. In June 2003, the IU School of Allied Health Sciences was renamed the IU School of Health and Rehabiliation Sciences.

History of the IU School of Medicine The Indiana University School of Medicine (IUSM) was founded in 1903, and its first students were enrolled on the Bloomington campus. It was the fourth medical school in the United States, after Johns Hopkins, Harvard, and Western Reserve, to require two or more years of collegiate work for admission. The school awarded the Doctor of Medicine (M.D.) degree to its first class of 25 in 1907. Following the union in 1908 of all medical schools in the state within Indiana University, the General Assembly of the State of Indiana, mandated, in 1909, that Indiana University assume the responsibility for medical education in the state.

Initially, students had the opportunity to take the first two years of their medical school work in either Bloomington or Indianapolis. In 1912, all students entered through the Bloomington program and moved to Indianapolis for their second-, third-, and fourth-year courses. This system remained in effect until 1958, when the work of the Bloomington division was transferred to Indianapolis. Excellent facilities for the teaching of the basic medical sciences and a strong nucleus of basic science faculty members remained in Bloomington. Consequently, in 1959 an experimental program of medical education was started in Bloomington in cooperation with the College of Arts and Sciences and the Graduate School. This program, the Medical Sciences Program, included studies that could lead to the combined M.D./M.S. and M.D./Ph.D. degrees. In 1965, a School of Medicine faculty committee recommended the adoption of a comprehensive plan for medical education throughout the state of Indiana. The plan involved the use of regional facilities in addition to those of the Medical Center in Indianapolis. The plan would coordinate and utilize elective programs in community hospitals, preceptorships with practicing physicians, internship and residency programs, and continuing medical education programs throughout the state.

The plan also resulted in the formation, within existing educational institutions, of ‘‘centers for medical education’’ for teaching basic medical science courses to first-year medical students. In 1971 the General Assembly of the State of Indiana unanimously authorized legislation establishing the Indiana Statewide Medical Education System. This legislation mandated that the Indiana University School of Medicine be responsible for selection, admission, and assignment of students; for curricular development; and for evaluation and accreditation of the

system. Further development of the Indiana Statewide Medical Education System was approved in the 1979 Indiana General Assembly. Approval for planning and funding for a second year of medical study at each of the centers for medical education was passed, and second-year students were first appointed to all centers except Fort Wayne in the fall 1980 semester. Funding for second-year students at the Fort Wayne campus began in fall 1990. The School of Medicine currently has eight centers for medical education, located in Bloomington, Evansville, Fort Wayne, Gary, Muncie, South Bend, Terre Haute, and West Lafayette.

Last Updated: February 6, 2012

Accreditation

The Indiana University School of Medicine Health Professions Programs share with the other schools of the University the accreditation accorded Indiana University as a member of the North Central Association of Colleges and Schools.

In addition, the professional programs are individually accredited by appropriate governing agencies within the discipline. See program-specific sections.

Last Updated: February 6, 2012

Facilities

The Indiana University Medical Center (IUMC) campus covers some 85 acres within one mile of the center of Indianapolis. About half of the first- and second-year classes are on the IUMC campus; the other studetnts are at one of other eight centers for medical education. The School of Medicine's enrollment in 2011-2012 consisted of 1,255 M.D. students, 234 Ph.D. students, 124 M.S. students,46 joint M.D./Ph.D. students, and 259 undergraduate students. In addition to opportunities at the centers for medical education, M.D. students may participate in clinical and elective rotations in physician offices and hospitals throughout the state and nation. Students may study or serve abroad during their medical school careers.

The School of Medicine includes several facilities on the IUMC campus, including Fesler Hall, VanNuys Medical Sciences Building, Indiana Cancer Pavilion, IU Cancer Research Institute, Research Institutes II and III, the Rotary Building, and Emerson Hall. The William H. Coleman Hospital, Robert W. Long Hospital, and the Willis D. Gatch Clinical Building have been renovated to provide research and administrative offices at IUSM. Approximately one mile east of the IUMC campus, along the historic canal, sits the Medical Information Science Building, the IU Health Pathology Building, the Radiology Education and Research Institute, and Fairbanks Hall.

Hospitals that are staffed by faculty and provide residency training programs include Wishard Memorial Hospital (a city-county hospital recently listed among the top 100 U.S. public hospitals), Roudebush VA Medical Center, Riley Hospital for Children, Indiana University Hospital and Outpatient Center, and LaRue Carter Psychiatric Hospital (which is state owned and located about five minutes from campus). Riley and IU Hospital separated from the School of Medicine in 1997 to join Methodist Hospital of Indiana which are now part of IU Health. IU Health is committed to supporting the school's mission of advancing education, research, and patient care. Located approximately two miles from IUMC, Methodist Hospital provides additional significant educational opportunities to IU students and residents. The two "campuses" are linked by a people mover for the convenience of both staff and patients. Midway on the people mover is the new (2006) IU Health Pathology Building that houses the majority of hospital laboratories for Riley, IU and Methodist hospitals and also the educational programs in Clinical Laboratory Science, Cytotechnology, and Histotechnology.

IU Health's hospitals - Riley Hospital for Children, IU Hospital, and Methodist Hospital of Indiana - currently record approximately 1 million in- and out-patient visits per year. The affiliated hospitals - Wishard, Roudebush, and LaRue Carter - together handle another 1 million patient visits each year. This enormous patient base provides a broad range of superb clinical educational opportunities. The hospitals host 71 residency and fellowship programs with 992 residents and fellows and provide clinical experiences in both inpatient and outpatient facilities to second- through fourth-year students. IUSM's nearly 800 teaching faculty members staff all the hospitals. In addition, the hospitals host educational programs for nursing, dentistry, and health professions students as well as Purdue University pharmacy doctoral students.

Last Updated: February 6, 2012

Admission

Applicants seeking admission to any of the IU School of Medicine Health Professions Programs must be enrolled as a degree-seeking student on the IUPUI campus or admitted to the campus for the appropriate term of entry.
In addition, applicants mustalso submit a completed application packet to the specific program's admissions committee by the program's application deadline. Please see program specific requirements in the "Degree Programs" section of this publication. The program specific application can be found in the admissions section of the Health Professions Programs website (http://medicine.iu.edu/hpp).

Applicants should also be aware of the following additional details:

Preadmission Status

Enrollment at Indiana University does not guarantee admission to any of the health professions programs. To be eligible for admission to one of the health professions programs, students must adhere to the academic regulations of the academic unit in which they are enrolled and meet School of Medicine Health Professions Programs and individual program preadmission requirements as stipulated in the general education and program sections of this bulletin. Admission to many programs is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. In some instances a student may be admitted to the School of Medicine as a preprofessional student; however, this status is for academic advising purposes only and in no way influences admission into a professional program.

Change of Educational Objective for Preprofessional Students

Changing one's educational objective to a health professions program does not guarantee admission to the program. Students considering a change in their educational objective should consult with a counselor on their respective campuses before initiating the change. Pre-health professions students in University College, the School of Medicine, or other Indiana University schools or divisions must follow that academic unit's procedures for changing the educational objective. All students must meet School and individual program admission requirements in order to be admitted to a professional program. Each Health Professions Program requires students to complete an application for admission to the specific program. Please see program-specific sections for the individual program admission deadlines.

Transfer Credit

Acceptance of credit from a regionally accredited college or university for transfer to Indiana University will be determined by the campus admissions office.

While the grades from course work completed at Indiana University and all other colleges and universities are used to calculate the admission grade point average, only grades of C (2.00) or above will be considered for transfer. The university does not accept the transfer of special credit by examination awarded by another college or university. The transfer of credit earned through a regionally accredited junior college or a community college is normally limited to the equivalent of two years of academic work toward a baccalaureate degree and one year of academic work toward an associate degree. The School retains the right to determine the acceptability of transfer credit to meet degree requirements.

Correspondence Courses

All credit to be applied to an Health Professions Programs degree earned through IU's Independent Study Program, correspondence study, or other nontraditional methods must be validated and approved by the faculty of the program to which the student is applying.

Last Updated: February 6, 2012

Admission Policies

The admission policies of individual programs within the Indiana University School of Medicine Health Professions Programs comply with the following standards:
Prerequisite Course Work Applicants must complete prerequisite courses at an accredited high school (or GED equivalent), college, or university. Individual programs determine the specific courses and the minimum grade that must be achieved in any course (see specific program information); therefore, program-specific requirements may differ. Pass/fail grades are not acceptable in prerequisite courses unless pre-approved by the specific program. Students are eligible to apply for admission to an associate or baccalaureate program when their academic progress shows reasonable probability that entry-level requirements can be completed before the beginning date of the next class entering the professional program. Applicants should read the admission policies and program descriptions in the school and program sections of this bulletin for specific entry-level requirements.

Grade Requirements Without exception, applicants to a degree program must have a cumulative grade point average of at least 2.00 on a 4.00 scale for all course work completed at Indiana University and/or any other college or university. Some programs have established a minimum grade point average higher than 2.00 on a 4.00 scale. Some programs also use a component of the overall grade point average (for example, math/science grade point average). See specific program information. Only completed course work and the resultant grade point average are evaluated. Radiography Program applicants may have the high school record evaluated. In these instances only academic course work taken during high school will be used in calculating the admission grade point average. Students applying for a degree program may not be admitted to, hold a position in, or begin a program if they would be on probation as a student in any of the Health Professions Programs. Students are placed on probation within the School when the cumulative and/or most recently completed semester grade point average falls below 2.00 on a 4.00 scale. The applicant must also maintain the minimum grade point average as established by the program. The applicant's grade point average will be the major consideration (51 percent or greater) for admission. (See specific program information.)

Repeated Courses Applicants whose cumulative grade point average is at least 2.00 on a 4.00 scale and who have repeated courses may petition to have their admission grade point average recalculated. The recalculation will use the most recent grade of the repeated course. This repeat option includes the use of the Indiana University FX option and is applied with the following restrictions: It can be used for a total of no more than 15 credits; the grade will be deleted not more than twice for a given course; each attempt will count toward the 15-credit-hour limit; and a W cannot be used to replace a grade and will not count toward the 15 credit hours. If more than 15 credit hours are repeated, the applicant will determine which of the repeated courses are to be deleted. The petition must be attached to the application. The effective date is the beginning of the 1996 fall semester. Any course being used to replace an earlier course grade must be taken in the fall of 1996 or later.

Academic Bankruptcy Applicants whose cumulative grade point average is at least 2.00 on a 4.00 scale may petition the program for up to one year (fall, spring, and summer) of academic bankruptcy based on compelling nonacademic reasons. The bankrupted semesters must be consecutive. Academic bankruptcy is for admission purposes only and in no way affects the university's official grade point average. Course work completed in a semester that has been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application.

Fresh Start Applicants whose cumulative grade point average is at least 2.00 on a 4.00 scale may petition the program for Fresh Start (forgiveness) based on compelling nonacademic reasons. This forgiveness will eliminate, for the purpose of calculating program specific admission grade point average(s), all courses and grades earned by the applicant during the requested period. The forgiveness period begins with the applicant's first academic enrollment period (at any college or university) and ends after the academic term designated by the applicant. Course work completed in a semester that has

been bankrupted for admission purposes cannot be used for the fulfillment of program prerequisites or counted as credit hours toward the degree. The petition must be attached to the application and must include the beginning and ending dates of the forgiveness period.

To invoke this policy, the student must meet the following three conditions:

1. *Including* all course work taken during the requested academic forgiveness period, applicants must have at least a 2.00 cumulative grade point average (on a 4.00 scale).
2. *After* the designated forgiveness period, applicants must complete the following minimum number of graded course hours based on the degree level of their program of interest - Bachelor's Degree - 50 credit hours of graded course work or Associate Degree* - 12 credit hours of graded course work.
3. Meet all other program-specific admission requirements.

Applicants may include in-progress course work at the time of the specific program's application deadline toward the minimum number of graded course work required after the designated forgiveness period.

*Applicants to the Radiography Program must complete at least one math/science course as part of the 12 credit hours of graded course work completed after the academic forgiveness period.

NOTE: Fresh Start will not be granted for professional Radiologic Sciences courses for those applying to the Medical Imaging Technology Program.

Credit by Examination Applicants to any of the Health Professions Programs who have received credit by examination from Indiana University in a course that meets a program prerequisite will be viewed as meeting this specified requirement. Application of this policy for math/science prerequisites will be determined at the program level. Any credit by examination hours received by the student must be transferred onto the student's university transcript before it can be considered as meeting a program's admissions prerequisite.

At IUPUI, credit by examination can be earned from the following sources: Advance Placement (AP), the College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES), and Indiana University departmental examinations. See IUPUI Admissions for required documents and procedures on receiving credit. Students at Indiana University whose standardized test scores (ACT or SAT) are high enough to have course content waived by a particular academic unit may request the specific program's admissions committee to accept this waiver.

Undistributed Credit Upon admission to any of the Indiana University campuses, students with course work completed previously at accredited colleges or universities are awarded the appropriate transfer credit for this prior education. Transfer credits are either matched to the appropriate course equivalent (e.g., ENG-W 131) on that IU campus or transferred as undistributed credit (e.g., ENG-UN 100). Some campuses have policies that limit the number of credits that students may receive for their prior education.

When transfer credits are designated as 'undistributed,' this simply means that the transfer credit analyst for the specific campus did not find an equivalent course at that IU campus. These credits can still be applied for use towards any of the School's degree programs.

When a student has been given 'undistributed' credits, it is the student's responsibility to contact the School's Administrative Office to determine how these credits will be accepted by the admission committee of the student's program of interest. Such a request should be made in writing (preferably via email) to a member of the administrative staff. The request will then be forwarded to the appropriate admissions committee for consideration.

Testing Applicants may be required to complete testing as designated by the program. Testing results may be used as a component of the admissions decision unless their use would violate state or federal law.

Interview Applicants may be required to complete a personal interview. The interview may be a component of the admission decision. Some programs limit the number of interviews granted based on the number of applications received.

Technical Standards for Admission and Retention Because a degree in a health professions discipline attests to the mastery of knowledge and skills, graduates must possess the essential knowledge and skills to function in a broad variety of clinical situations and render a wide spectrum of patient care in a safe and effective manner.

The School of Medicine Health Professions Programs faculty has therefore specified nonacademic criteria, Technical Standards for Admission and Retention, that all applicants and students are expected to meet in order to participate in a health professions program. These criteria include the following five categories: (1) observation; (2) communication; (3) motor function; (4) intellectual-conceptual, integrative, and quantitative abilities; and (5) behavioral and social attributes. All accepted students will be required to sign a statement certifying that they can meet the technical standards that apply to the program to which they have been admitted.

A copy of the technical standards will be sent to each applicant with an offer of admission. Additionally, a copy may be obtained from the program of interest or the Health Professions Programs Administrative Office.

Preference to In-State Residents Preference is given to applicants who are Indiana residents and to applicants who complete the majority of applicable course work at a public college or university in Indiana. Each program's admissions committee determines how the preference policy shall be weighted in their admissions policies.

Equal Opportunity/Affirmative Action Policy Indiana University pledges to continue its commitment to the achievement of equal opportunity within the university and throughout American society. In this regard, Indiana University will recruit, hire, promote, educate, and provide services to persons based upon their individual qualifications. Indiana University prohibits discrimination based on arbitrary consideration of such characteristics as age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or

veteran status. Indiana University shall take affirmative action, positive and extraordinary, to overcome the discriminatory effects of traditional policies and procedures with regard to the disabled, minorities, women, and Vietnam-era veterans. An office on each campus monitors the university's policies and assists individuals who have questions or problems related to discrimination.

Policy Changes Health Professions Programs Admissions Committees are charged with setting the minimum standards for entry into their specific program. These policies build upon the School's *Undergraduate Degree Requirements* including both the minimum degree requirements and basic general education areas. The School and Program criteria for admission include, but are not limited to the minimum grade point average for admission, specific prerequisite courses required for entry, and minimum number of credit hours needed at program entry. Minimum grade point averages can include both cumulative, specific (e.g. math & sciences course), and minimum grade required in each prerequisite course.

When a change to any School or Program criterion is made, it will become effective for applicants who apply for admission during the specific program's application deadline immediately following the announced change.

Any changes in a specific program's requirements will be announced on the School's website and in advising materials made available to students. Changes will also be distributed to university counselors and constituents who work with pre-health professions students state-wide.

Last Updated: February 6, 2012

Admission Procedures

1. In addition to the general admission requirements, applicants must read the program-specific sections in the bulletin for additional admission requirements and deadlines.
2. Individuals seeking admission to a professional program must submit a complete IU School of Medicine Health Professions Programs application before the individual program's application deadline. When applying to more than one program, separate applications must be completed. Admission to the professional program is competitive; application for admission to the school does not constitute automatic admission to a program.
3. Applicants who are not Indiana University students must also file an Indiana University application and pay the application fee before the program application deadline. Applications for admission to Indiana University–Purdue University Indianapolis can be obtained from the IUPUI Office of Admissions at (317) 274-4591 or apply@iupui.edu. This application process can also be completed online at http://enroll.iupui.edu/admissions/. Students seeking a second baccalaureate degree from Indiana University must also submit an application to the IUPUI Office of Admissions. Returning students who have been inactive for more than one year may also be required to contact the IUPUI Office of Admissions to reactivate their university enrollment status. Students applying from other regional IU campuses must complete the inter-campus transfer application.
4. All complete applications are reviewed by the program's admission committee. The selection of a class is based on school and program admission criteria. All applicants receive written notification of their admission status.
5. Each program's admissions committee reserves the right to correct any mistake made in the calculation of an applicant's eligibility to be considered for an interview or for admission to the program.
6. Applicants may appeal any admission decision except the minimum GPA required by the specific program's admissions committee. Copies of the policies and procedures governing the appeals process are available on request from the Health Professions Programs Administrative Office.
7. Individuals interested in being admitted to one of the School's programs should contact the program of interest annually for an update on admission criteria. For more information visit the admissions section of the School's website at http://medicine.iu.edu/hpp.
8. The Health Professions Programs application is revised each summer. Applicants must obtain an application for the year in which they wish to apply.
9. Applicants should check the current School application for the deadlines for submission.
10. Students who have been convicted of a felony may be unable to obtain appropriate credentials to practice in some disciplines. Contact the program director for further information. Disclosure of an applicant's past criminal history is required at the time of application. Applicants must disclose all criminal offenses, i.e., felonies and misdemeanors, as well as non-criminal offenses. In addition, applicants who have been arrested for or convicted of any violation of the law or who have charges pending against them at the time of application must disclose this information to the School at the time of application. If applicable, please see the application instructions for more details.
11. A student whose name appears on the Indiana Sex and Violent Offender Registry will not be allowed to pursue admission to any program in the School. Some educational programs follow IU Health's more restrictive background check policy and additional criminal convictions will disqualify an applicant from entering those programs. Falsification of an applicant's background is also grounds for disqualification. For more information on this issue, please contact the HPP Administrative Office.
12. Grades earned in remedial courses may be used differently by different programs to calculate the competitive grade point average. See the program-specific sections.

Last Updated: March 2, 2012

Health Professions Programs

Degree programs and course offerings exist in the following areas. For specific information, select your program of choice from the left-hand menu.

Department of Emergency Medicine Paramedic Science, A.S.
Emergency Medical Technician - Basic

Department of Pathology and Laboratory Medicine
Clinical Laboratory Science, B.S.
Cytotechnology, B.S.
Histotechnology, Certificate and A.S.

Division of Pulmonary and Critical Care Medicine
Respiratory Therapy, B.S.

Department of Radiation Oncology Radiation Therapy, B.S.

Department of Radiology & Imaging Sciences
Radiography, A.S.
Medical Imaging Technology, B.S.
Nuclear Medicine Technology, B.S.

Last Updated: March 2, 2012

Undergraduate Degree Requirements

The Indiana University School of Medicine Health Professions Programs faculty will recommend for degrees only those students who have been admitted to Indiana University and are students in good standing in the School and the professional program. Candidates for degrees are eligible for graduation upon completion of all program requirements in effect when the student first enrolls in professional course work, provided requirements are met within five years.

The academic program's faculty reserve the right to require students whose program course of study is interrupted for any reason to meet requirements as specified by the director of the program and the Dean of the IU School of Medicine or the dean's designee. Changes in the student's original program may be necessary when, for example, a curriculum has been revised, offerings are no longer available, significant changes in curriculum content have occurred, or repetition of material is deemed essential to assure continuity of clinical competency.

Academic counseling and guidance are available for students. Students are responsible for seeking such counseling and guidance and for planning courses of study to meet degree requirements.

Program Prerequisites

Each program has additional specific course requirements. Refer to the program of interest in this bulletin for specific information.

Last Updated: March 2, 2012

General Undergraduate Requirements

Minimum Degree Requirements

- Based upon earned Indiana University credits, a minimum cumulative grade point average or 2.000 (on a 4.000 scale) must be maintained.
- A minimum of thirty (30) credit hours of program or program-related course work must be completed in residence at Indiana University. Special credit awarded by any program's credit for credential or credit by experience cannot be used towards the thirty (30) credit hour minimum.
- Additional general requirements must be completed for the bachelor's degree or associate degree as listed below:

Bachelor's Degree

- Minimum of 122 credit hours.
- School's baccalaureate degree general education requirements.
- Minimum of 30 credit hours in courses at the 300-400 (junior-senior) level.

Associate Degree

- Minimum of 60 credit hours.
- School's associate degree general education requirements.

Students must complete the prescribed course of study, meeting program academic, professional, and technical standards requirements, which may exceed the requirements stated above. Program professional standards consist of ethics and proper health care practices to which students must adhere. Program faculty will distribute these standards when appropriate.

The student is responsible for submitting an intent-to-graduate form by no later than January in the year that they intend to graduate. The Health Professions Programs Administrative Office will contact each potential graduate regarding this issue.

Work for a degree must be completed within five years from the time the student first enrolls in the professional program. Under unusual circumstances, the program director may recommend granting a waiver of this requirement.

Degrees are granted during the academic year in December, May, June, and August; however, Commencement exercises are held only in May.

Last Updated: March 2, 2012

Basic General Education Areas

A.S. Degree

- Written communication, one course
- Verbal communication, one course

At least one course from any two of the following categories:

- College-level mathematics
- Social/behavioral sciences
- Basic life/physical sciences
- Humanities (Classical studies, literature, English, film studies, folklore, foreign language, history, journalism, philosophy, religion, speech communication, minority studies, visual and performing arts)

B.S. Degree

- Written communication, three courses - Requirement can be satisfied with any combination of prerequisites or professional program courses, see program section for specific content emphasis
- Verbal communication, one course
- Humanities, one course* (Classical studies, literature, English, film studies, folklore, foreign

language, history, journalism, philosophy, religion, speech communication, minority studies, visual and performing arts)
- College-level mathematics, one course
- Social/behavioral sciences, two courses*
- Basic life/physical sciences, two courses

*Some programs may allow a student to substitute a second humanities course for one of hte two required social-behavioral science courses. Please see program specific prerequisites for additional information on programs where this substitution will be allowed.

In addition to the above general education requirements, students are strongly encouraged to learn to do word processing, use e-mail, and navigate the Internet before the beginning of the professional program. See program-specific sections for program requirements.

Last Updated: March 2, 2012

Professional Program Requirements

An outline of the professional program is in the program-specific information in this bulletin.

Clinical Rotation Requirements During an educational program in the Health Professions Programs, students complete clinical rotations in several hospitals or other clinical sites in the central Indiana and/or the Indianapolis metropolitan area. Criminal background checks for students in these programs may be required for entry in these clinical sites and/or hospital settings. Students must be advised that should a hospital request a background check your history may interfere with the ability of the program to place you in clinical activities. In the circumstance where the education program is unable to place a student in the appropriate clinical setting to meet degree requirements, there is the possibility that a student may be unable to complete the degree program. Students should also be advised that a clinical site may also require the student to pass a drug screen.

Last Updated: March 2, 2012

Clinical Laboratory Science

The educational program in clinical laboratory science through the IU School of Medicine Department of Pathology and Laboratory Medicine is located on the Indiana University–Purdue University Indianapolis campus at the IU Health Pathology Laboratory Building.

Mission Statement The mission of the Clinical Laboratory Science Program at Indiana University–Purdue University Indianapolis is to provide a quality education in the knowledge, skills, and professional attitudes required to follow good laboratory practice in providing quality testing for the diagnosis, monitoring, and treatment of disease.

Goal Statements The goals of the Clinical Laboratory Science Program are to prepare graduates who:

1. Have the knowledge and skills needed to provide health care professionals with accurate and timely diagnostic and therapeutic laboratory data and participate as effective members of the health care team.
2. Demonstrate professionalism through honesty and integrity in reporting results, respect for patient confidentiality, and a desire for life-long learning through continuing education, scholarship, service, and participation in professional organizations.
3. Successfully complete the national certification examination.

To accomplish these goals, the program faculty foster the development of critical thinking and life long learning skills and evaluate overall program effectiveness through outcomes assessment.

Description of the Profession Clinical laboratory science is a diverse, science-based profession aimed at accurate performance of clinical laboratory procedures on biologic samples from patients. Physicians use the results from these procedures in diagnosing, monitoring, and treating diseases. Some of the tasks that clinical laboratory scientists perform are listed below:

- Analysis of simple/complex chemical components of body fluids
- Evaluation of cellular components of blood
- Identification of microorganisms and their antibiotic susceptibilities
- Preparation of blood components for patient therapy
- Molecular detection of diseases
- Evaluation of new techniques, procedures, and instruments

Laboratory personnel continually evaluate the quality of the results from procedures and instruments and solve any problems that relate to inconsistencies. Excellent communication skills are required to interact with other members of the health care team, to teach, and to manage individuals under their supervision.

Clinical laboratory scientists typically work in laboratories located in hospitals, clinics, physician group practices, blood centers, medical research facilities, or medically oriented industries.

Graduates of the Program Students who successfully complete the senior/professional year of the clinical laboratory science program and have a baccalaureate degree are eligible to take national certification examinations. Nationally recognized certification is a requirement for employment in many settings.
Credentials Required to Practice MLS(ASCP), Medical Laboratory Scientist

Licensure Requirements to Practice There is no state licensure in Indiana; however, some states require licensure in addition to or instead of national certification.

Scholarships A limited number of scholarships is available for accepted students. Contact the program staff when notified of admission.

For further information, contact:

Linda M. Marler, M.S.	-or-	Diane Leland, Ph.D.
Phone: (317) 491-6219		Phone: (317) 491-6646
E-mail: lmmarler@iupui.edu		E-mail: dleland@iupui.edu

CLS Office Phone: (317) 491-6969

Mailing Address:
Indiana University Clinical Laboratory Science Program

IU Health Pathology Laboratory, Room 6002
350 W 11th Street
Indianapolis, IN 46202-4108
Last Updated: February 20, 2012

Educational Program

Bachelor of Science in Clinical Laboratory Science at IUPUI

- **Medical Director:** Professor Eble
- **Program Director:** Associate Professor Marler and Professor Leland
- **Professors:** Rodak

Length of Program Clinical laboratory science is a four-year baccalaureate degree program that is typically full-time. The program is structured in a 3 + 1 arrangement, in which three years are spent in regular college courses in order to complete prerequisite courses and the fourth year is the senior/professional year. The professional year includes both didactic and supervised clinical education experiences. Applicants with bachelor's degrees who have completed all of their prerequisites may also apply to this program. Upon completion of the professional year, the student will earn a second bachelors degree.

Additional Cost In addition to regular university tuition and fees, the student should expect to pay for program-related expenses. Contact program administrators for current cost estimate sheet.

Description of Program Facilities The Clinical Laboratory Science Program has program offices, a classroom, and a student laboratory located in the IU Health Pathology Laboratory Building.

Location of Clinical Education Sites Facilities utilized for clinical experiences include Indiana University Hospital, Methodist Hospital, Riley Hospital, Wishard Memorial Hospital, and Richard Roudebush Veterans Administration Medical Center.

Opportunity for Students to Work Students who work should limit employment hours to 8–10 hours a week, if possible.

Accreditation The Clinical Laboratory Science Program at Indiana University-Purdue University Indianapolis is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd, Suite 720, Rosemont, IL 60018, Phone (847) 939-3597.

Last Updated: February 20, 2012

Admission

General Information Students accepted into the program must complete all program admission requirements by July 1. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Cumulative and science/math grade point average, essay, interview, and motivation factors.

Class Size Program is accredited for 24 students; however, current arrangements limit class size to 12 students.

Specific Requirements In addition to the Health Professions Programs' admission policies and procedures found at the beginning of this section of the bulletin, the following admission policies apply to the Clinical Laboratory Science Program at IUPUI:

Application Deadline December 1 of the year before desired entry into the senior/professional year.

Total Number of Prerequisite Credit Hours 90 by start of program classes.

Distribution of Credit Hours in Specific Areas Applicants must complete at least 18 credit hours in the biological sciences and 18 credit hours in chemistry. See prerequisite list.

Limitations of Course Work At least one course in chemistry (upper level), microbiology, and immunology must have been completed within the previous six years.

Minimum Cumulative Grade Point Average 2.50 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained. Grades from remedial courses are not used in this calculation.

Minimum Specific Grade Point Average 2.50 on a 4.00 scale in science and mathematics courses. This requirement is applied at the time of program application and must be maintained. Grades from remedial courses are not used in this calculation.

NOTE: Applicants whose Cumulative and/or Specific GPAs are at or only slightly above 2.50 (on a 4.00 scale) are unlikely to be competitive for admission.

Minimum Grade in a Stated Prerequisite Course C (2.00 on a 4.00 scale) in all required courses.

Interview Applicants must complete the interview process. Interviews are scheduled from October to December.

Technical Standards See Health Professions Programs policy.

Indiana Residents Preference Policy See Health Professions Programs policy.

Volunteer Experience Volunteer experience is not required, but may be very helpful to the applicant in making a career choice.

Last Updated: February 20, 2012

Prerequisites

Before entering the program, students must complete the minimum prerequisites listed below. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the school's general-education requirements.

Written communication (G)	2 courses
Verbal communications (G)	1 course
Humanities (G)*	1 course
Social/Behavioral science (G)*	2 courses

*Students can request to substitute a second humanities course for one of the social-behavioral science electives.

Biological Sciences Applicant must complete, by entry date, at least 18 credit hours or the equivalent of biology, to include the following courses:

Introductory Human Biology (G)	1 course
Microbiology (wet lab)	1 course
Human Genetics	1 course
Human Physiology	1 course
Immunology	1 course

Chemistry Applicant must complete, by entry date, at least 18 credit hours or the equivalent of chemistry, to include the following courses:

Introductory Chemistry (with lab) (G) (*Course must be appropriate for science majors*)	2 semesters
Organic I (with lab)*	1 course (w/lab)
Advanced Chemistry Elective*	1 course

*Effective for entry in fall 2013, admitted students must complete Organic I and Advanced Chemistry Elective by July 1.

Suggested Chemistry Electives
Biochemistry
Organic II
Analytical Chemistry

Mathematics Applicant must complete, by entry date, the following courses:

College Algebra and Trigonometry or higher content (G)*	1-2 courses
Statistics	1 course

** Two semesters are required for Algebra/Trigonometry sequence. One semester is required for Trigonometry level (or higher) courses.*

Suggested Electives While not inclusive or mandatory, the following is a list of suggested elective areas: human anatomy, molecular biology, medical terminology, and medical microbiology.

Sample Plan of Study

Freshman	
Fall	*Credits*
Elementary Composition I	3.0
College Algebra and Trigonometry I	3.0
Introductory Biology I (Plants)	5.0
Principles of Chemistry I w/ lab	5.0
Total	16.0
Spring	*Credits*
Speech Communication or Interpersonal Communication	3.0
College Algebra and Trigonometry II	3.0
Introductory Biology II (Animals)	5.0
Principles of Chemistry II w/ lab	5.0
Total	16.0
Sophomore	
Fall	*Credits*
Organic Chemistry I	3.0
Organic Chemistry I Lab	2.0
Human Anatomy (*as elective*)	5.0
Social-Behavioral Science Elective I	3.0
Electives	3.0
Total	16.0
Spring	*Credits*
Upper-Level Chemistry Elective	3.0
Microbiology w/lab	3.0-4.0
Human Physiology	5.0
Humanities Elective	3.0
Total	14.0-15.0
Junior	
Fall	*Credits*
Immunology	3.0
Genetics	3.0
Electives	7.0
Total	13.0
Spring	*Credits*
Statistics	3.0
Written Communication II	3.0
Social-Behavioral Science Elective II	3.0
Elective	5.0-6.0
Total	14.0-15.0

Last Updated: February 20, 2012

Professional Program

Courses in the professional program are sequential and must be taken in the order specified by the program faculty. Transfer credits, course substituions, or "testing out" are not permitted for any professional year course.

Senior	
Fall	*Credits*
Hematology (PATH-C 407)	3.0
Principles of Immunohematology (PATH-C 408)	1.0
Serology (PATH-C 409)	1.0
Diagnostic Medical Microbiology (PATH-C 411)	4.0

Diagnostic Microbiology Laboratory (PATH-C 421)	2.0
Hematologic Techniques and Procedures (PATH-C 427)	3.0
Techniques in Immunohematology (PATH-C 428)	1.0
Serology Laboratory (PATH-C 429)	1.0
Total	16.0
Spring	*Credits*
Hemostasis (PATH-C 404)	1.0
Clinical Chemistry (PATH-C 406)	4.0
Urine Analysis (PATH-C 410)	2.0
Mycology/Parasitology (PATH-C 420)	2.0
Clinical Chemistry Instrumentation and Methodologies (PATH-C 426)	2.0
General Externship I (PATH-C 401)	2.0
General Externship II (PATH-C 402)	2.0
Total	15.0
Summer	*Credits*
General Externship III (PATH-C 403)	2.0
General Externship IV (PATH-C 405)	2.0
Topics in Medical Technology (PATH-C 412)	3.0
Total	7.0

Awards Based on their academic performance, students will be recommended by the program faculty for degrees with distinction in accordance with the School's honors criteria.

Graduation Requirements Satisfactory completion of at least 128 credit hours, to include at least 90 credit hours of prerequisite and general-education courses and 38 credits of professional courses. All course work must be completed in compliance with the Program's and School's academic and professional policies.

Last Updated: February 20, 2012

Cytotechnology

The educational program in cytotechnology through the Indiana University School of Medicine Department of Pathology and Laboratory Medicine is located on the Indiana University–Purdue University Indianapolis campus at the IU Health Pathology Laboratory Building.

Description of the Profession Cytotechnology is a medical laboratory specialty in which microscopic studies of exfoliated, abraded, and aspirated cells from the human body are performed. The cytotechnologist studies cell samples from various body sites to detect cellular changes indicative of cancer. In providing a means of early detection, cytology makes possible the early diagnosis of cancer, thus increasing the chances of a cure. Cytology also serves as a prognostic tool during the course of cancer treatment programs. In addition, it aids in establishing the diagnosis of benign disease processes, such as endocrine disorders, and in detecting some pathogenic microorganisms.

Graduates of the Program The Cytotechnology Program is designed to provide its graduates with a comprehensive, fundamental knowledge of clinical cytology that will enable them to function as competent Cytotechnologists and will provide a basis for continuing education and professional growth. Graduates will be eligible for the certification examination administered by the Board of Certification leading to certification and registration in Cytotechnology with the American Society for Clinical Pathology. Graduates should be prepared for management, supervisory, and educational responsibilities and should seek ways to contribute to the growing body of knowledge in clinical cytology. The program is designed to prepare graduates to realize their position in the total health care structure and understand their legal, ethical, and moral responsibilities to the employers and communities they serve. Cytotechnologists normally practice in hospitals, laboratories, or research laboratories.

Credential Required to Practice B.S.; CT(ASCP), Cytotechnology certification by the Board of Certification: American Society for Clinical Pathology.

Scholarships Students interested in scholarship information for the professional year should contact the program office.

For further information, contact: William Crabtree, Ph.D., SCT(ASCP), Director
Phone: (317) 491-6221
E-mail: wcrabtre@iupui.edu

Mailing Address: Cytotechnology Program
IU Health Pathology Laboratory, Room 6002J
350 W 11th Street
Indianapolis, IN 46202-4108

Last Updated: February 14, 2012

Educational Program

Bachelor of Science in Cytotechnology at IUPUI

- **Medical Director:** Associate Professor H. Cramer
- **Program Director:** Associate Professor W. Crabtree
- **Clinical Assistant Professor:** B. McGahey Frain

Length of the Program Four years, including three years (90 semester hours) of prerequisite course work plus 12 months (37 semester hours) of professional course work.

Structure of the Program The prerequisites may be taken on a part-time basis; the professional program is presented in a full-time, day format only.

Design of the Professional Curriculum An integral relationship between the program and the cytology service laboratory provides students with maximum exposure to a functioning cytology laboratory. The learning process follows a structured, logical sequence for the presentation of essential concepts and skills.

Individual instruction, demonstrations, lectures, and conferences are all used as methods of instruction. Student inquiry and research that will foster greater understanding and possible revision of presented material are encouraged. Opportunity is provided for the student to pursue special interests in the field of cytology.

Location of Clinicals All clinical sites for the program are located within the Indianapolis area.

Additional Cost In addition to regular university fees, the student should expect to pay for program-related expenses. Contact program for current cost sheet.

Opportunity for Students to Work Some students have part-time jobs.

Program Facilities The Cytotechnology Program is offered at the IUPUI campus, which has modern educational and medical facilities. Dedicated program space is located in the IU Health Pathology Laboratory Building. Cytology laboratories located in the IU Health Pathology Laboratory, Wishard Memorial Hospital, Methodist Hospital, and the Veterans Administration Hospital are also used.

Accreditation The curriculum of the Cytotechnology Program is fully accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org).

Last Updated: March 13, 2012

Admission

General Information As grade point average is a reflection of self-motivation, self-discipline, and the desire to achieve, favorable consideration is given to applicants with high grade point averages. In addition, applicants must demonstrate proficiency in biological and physical sciences. Candidates for this program should work well with others, have a genuine desire to improve the health of humanity, and be willing to accept the responsibilities of providing health care service. Students accepted into the program must complete the school's and the program's admission requirements listed below before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Cumulative grade point average, biology grade point average, interview.

Class Size Eight each fall semester.

Specific Requirements In addition to the Health Professions Programs admission policies and procedures found at the beginning of this section of the bulletin, the following admission policies apply to the Cytotechnology Program:

Application Deadline December 1 of the year before anticipated entry.

Total Number of Prerequisite Credit Hours 90

Distribution of Credits in Specific Areas 25 credit hours in biology

Limitations of Course Work Biology credits earned more than seven years before application must be updated by taking 3 additional credit hours related to cell biology within a period of time not to exceed 12 months before admission. Remedial courses will not fulfill prerequisite hours.

Minimum Cumulative Grade Point Average 2.50 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained.

Minimum Specific Grade Point Average Biology grade point average of 2.50 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.00 on a 4.00 scale).

Interview All qualified applicants must participate in an interview. Interviews start the second week of January.

Technical Standards See Health Professions Programs policy.

Medical Requirements Students accepted into the professional program must complete a health form, immunization card, chest X ray, and eye examination before classes begin.

Indiana Residents Preference Policy See Health Professions Programs policy.

Volunteer Experience While volunteer experience is not required, it is very helpful in making a career choice.

Last Updated: March 13, 2012

Prerequisites

Before entering the program, students must complete the minimum prerequisites listed below. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the school's general-education requirements. Courses taken via correspondence will not be accepted as fulfilling stated prerequisites. No more than 15 semester hours of correspondence course work will be counted toward the degree.

Written Communications (G)	2 courses
Verbal Communications (G)	3 cr.
Humanities (G)*	3 cr.
College Algebra (G)	3 cr.
Social/Behavioral Science (G)*	6 cr.
Introductory Biology (G)	4-5 cr.
Chemistry I (with lab) (*for science majors*)	4-5 cr.
Chemistry-Sequential Course(s) (*for science majors beyond above*)	4 cr. Minimum; 5-8 cr. Preferred
Human Anatomy and Physiology	5-10 cr.
Advanced Biological Sciences	3 courses
In addition to introductory biology and human anatomy & physiology, students must also take **three** upper-level	

biology courses to bring the total minimum credit hours in biology to 25.
Recommended Courses microbiology with laboratory, developmental anatomy or embryology with laboratory, genetics with laboratory, molecular or cellular biology, histology, and immunology. Questions regarding alternative biology courses should be directed to the Cytotechnology Program faculty.

*Students can request to substitute a second humanities course for one of the social-behavioral science electives.

Suggested Electives It is recommended that the following courses be taken electives: microbiology, embryology, genetics, animal cell physiology, and immunology. While not inclusive or mandatory, the following is a list of suggested elective areas: medical microbiology, endocrinology, parasitology, virology, cytogenetics, computer science, management, organic chemistry, biochemistry, physics, advanced mathematics, statistics and art appreciation.

Suggested Plan of Study The following is a suggested three-year plan of the prerequisites. Students can adjust this schedule. Students should check with their advisors to make sure all requirements are met.

Freshman	
Fall	*Credits*
Elementary Composition I	3.0
College Algebra and Trigonometry	3.0
Introduction to BiologyI (*Plants*)	5.0
Elementary or Principles of Chemistry I w/lab	5.0
Total	16.0
Spring	*Credits*
Speech Communication or Interpersonal Communication	3.0
Introduction to BiologyI (*Animals*)	5.0
Elementary or Principles of Chemistry II w/lab	5.0
Elective	3.0
Total	16.0
Sophomore	
Fall	*Credits*
Humanities Elective	3.0
Social-Behavioral Science Elective I	3.0
Human Anatomy	5.0
Elective	3.0
Total	14.0
Spring	*Credits*
Elementary Composition II or Professional Writing	3.0
Human Physiology	5.0
Upper-Level Biology Elective I	3.0
Social-Behavioral Science Elective II	3.0
Total	14.0
Junior	
Fall	*Credits*
Upper-Level Biology Elective II	3.0
Electives	12.0
Total	15.0
Spring	*Credits*
Upper-Level Biology Elective III	3.0
Electives	12.0
Total	15.0

Last Updated: March 13, 2012

Professional Program

Courses in the professional program are sequential and must be taken in the order specified by the program faculty.

Senior	
Fall	*Credits*
Gynecologic Cytology, Normal (PATH-A 412)	3.0
Gynecologic Cytology, Abnormal (PATH-A 422)	3.0
Pulmonary Cytology (PATH-A 432)	3.0
Techniques in Medical Cytology (PATH-A 462)	2.0
Certification Internship I (PATH-A 465)	2.0
Seminar in Cytology I (PATH-A 470)	3.0
Total	16.0
Spring	*Credits*
Cytology of Body Fluids (PATH-A 442)	2.0
Cytology of the Gastrointestinal Tract (PATH-A 453)	2.0
Urinary Tract Cytology (PATH-A 454)	2.0
Certification Internship II (PATH-A 465)	6.0
Seminar in Cytology II (PATH-A 470)	2.0
Total	14.0
Summer	*Credits*
Cytology of Fine Needle Aspiration (PATH-A 455)	2.0
Certification Internship II (PATH-A 465)	3.0
Investigations in Cytopathology (PATH-A 490)	2.0
Total	7.0

Awards Recommendations for degrees awarded with distinction are based upon superior academic performance. The Cytotechnology Program recognizes superior academic and professional conduct with the Liang-Che Tao Outstanding Student Award, which is awarded to a graduating senior.

Graduation Requirements Satisfactory completion of 127 credit hours, to include 90 credit hours of prerequisite and general-education courses and 37 credit hours of professional courses. All course work must be completed in compliance with the program's and school's academic and professional policies.

Last Updated: March 13, 2012

Associate of Science

Associate of Science in Paramedic Science at IUPUI

- **Department Chair:** Professor R. McGrath
- **Medical Director:** Adjunct Clinical Assistant Professor E. Bartkus
- **Program Director:** Assistant Clinical Professor L. Bell
- **Adjunct Faculty:** Lecturers D. Bignell, D. Ervin, K. Gona, J. Hallam, G Hedeen, P. Hutchinson, J. Hively, M. Mangrum, A. Michaels, J. Scheiderer, D. Seketa, M. Thralls, B. Tilson

Completion of the Course Work/ Graduates of the Program The associate degree in paramedic science is open to students of the university who have completed the prerequisites for admission. A student completing the course work is prepared to work as an EMT-Paramedic to deliver emergency patient care in the out-of-hospital setting. The paramedic must be a confident leader who can accept the challenge and high degree of responsibility entailed in the position. The paramedic provides the most extensive pre-hospital care and may work for fire departments, private ambulance services, police departments, or hospitals. Response times are dependent upon nature of call.

Credential Required to PracticeEMT-Paramedic (Emergency Medical Technician- Paramedic)

Licensure Required to Practice Graduates of the paramedic program must pass a state-administered certification examination before credentialing. The certification examination in Indiana is the National Advanced Level Certification Examination for EMT-Paramedics and is administered by the National Registry of EMTs on behalf of the Indiana EMS Commission. The EMS Commission is the regulating body that certifies paramedics in Indiana.

EDUCATIONAL PROGRAM

Description of the Profession Paramedics have fulfilled prescribed requirements by a credentialing agency to practice the art and science of out-of-hospital medicine in conjunction with medical direction. Through performing of assessments and providing medical care, their goal is to prevent and reduce mortality and morbidity due to illness and injury. Paramedics primarily provide care to emergency patients in an out-of-hospital setting.

Paramedics possess the knowledge, skills, and attitudes consistent with the expectations of the public and the profession. Paramedics recognize that they are an essential component of the continuum of care and serve as linkages among health resources.

Paramedics strive to maintain high-quality, reasonably priced health care by delivering patients directly to appropriate facilities. As an advocate for patients, paramedics seek to be proactive in affecting long-term health care by working in conjunction with other provider agencies, networks, and organizations. The emerging roles and responsibilities of the paramedic include public education, health promotion, and participation in injury- and illness-prevention programs. As the scope of service continues to expand, the paramedic will function as a facilitator of access to care, as well as an initial treatment provider.

Paramedics are responsible and accountable to medical direction, the public, and their peers. Paramedics recognize the importance of research and actively participate in the design, development, evaluation, and publication of research. Paramedics seek to take part in lifelong professional development and peer evaluation and assume an active role in professional and community organizations.

Program Goals

The Associate of Science in Paramedic Science Program intends to:

- Enable the student to perform as a paramedic.
- Provide didactic instruction in the body of paramedic knowledge that will lead a student to hold competencies that will guide the student in lifelong learning as a health care professional.
- Provide clinical instruction that will provide the student with mastery of clinical competencies necessary to perform as a paramedic and will guide the student in lifelong learning as a health care professional.
- Provide a field internship that will develop a student's ability to apply mastered competencies, guided by mentors in real-time situations.
- Develop values that will prepare the student to be sensitive to the cultural needs of all patients.
- Develop knowledge, competency, and awareness of one's abilities and limitations; the ability to relate to people; and a capacity for calm and reasoned judgment while under stress.
- Develop values that will prepare the student to independently process information to make critical decisions.

Program Objectives

- The paramedic student will be able to establish and/ or maintain a patent airway and oxygenate and ventilate patients.
- The paramedic student will be able to take a proper history and perform a comprehensive physical exam on any patient and communicate the findings to others.
- The paramedic student will be able to integrate pathophysiological principles and assessment findings to formulate a field impression and implement the treatment plan for trauma and medical patients, including neonatal, pediatric, and geriatric

patients; patients of diverse backgrounds; chronically ill patients; and patients with common complaints.
- The paramedic student will be able to safely manage the scene of an emergency.

At the completion of the general course of study,

- The student must demonstrate the ability to safely administer medications.
- The student must demonstrate the ability to safely perform endotracheal intubation.
- The student must demonstrate the ability to safely gain venous access in patients of all age groups.
- The student must demonstrate the ability to effectively ventilate un-intubated patients of all age groups.
- The student must demonstrate the ability to perform a comprehensive assessment on pediatric, adult, geriatric, obstetric, trauma, and psychiatric patients.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with chest pain.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with dyspnea/respiratory distress.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with syncope.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with abdominal complaints.
- The student must demonstrate the ability to perform a comprehensive assessment and formulate and implement a treatment plan for patients with altered mental status.

Length of the Program Two years; one year (24-26 credit hours) of prerequisite work plus 12 months of professional course work (42 credit hours).

Structure of the Professional Program The prerequisites may be taken on a part-time basis; the professional program is a full-time program conducted primarily during the day. Students can enter in either the spring or fall semester. Clinical activities occur during the evening or on weekends.

Design of the Professional Curriculum The curriculum is a competency-based education program of clinical, didactic, and practical instruction integrated with a field internship in advanced emergency care and services.

This program will serve students seeking careers in emergency medical services. It will serve students entering the program immediately after high school as well as nontraditional students. The majority of students are nontraditional in that they have begun to pursue a career in the emergency medical services field on a part-time, full-time, or volunteer basis before deciding on a full-time role in emergency medicine as an EMT-P.

The program follows guidelines established by the Indiana Emergency Medical Services Commission, integrating general-education course work and paramedic science course work leading to an associate of science degree. The degree program will build on resources established in the largest and most comprehensive EMT-Paramedic Program in Indiana, the program at Wishard Hospital. In addition to classroom and laboratory facilities located on the Indiana University-Purdue University Indianapolis campus, area health care facilities involved in the preparation of EMT-paramedics in this program include Wishard Hospital, Wishard Ambulance Service, Avon Fire Department, and Riley Hospital for Children.

Location of Clinicals The primary locations of the clinical rotations are in Indianapolis. A few rotations may be required elsewhere in central Indiana.

Additional Costs In addition to regular university fees, students will need to purchase a personal stethoscope, EKG caliper, and uniform for the clinical rotation. Contact the program for a current cost sheet.

Opportunity for Students to Work Some students have part-time jobs while completing the professional course work.

Description of Facilities The program offices are located at 3930 Georgetown Road (northwest Indianapolis) through Wishard Memorial Hospital's Emergency Medical Services Division. The classroom and laboratory are located on that Wishard campus. The primary clinical site is at Wishard Hospital. The primary field site is the Wishard Ambulance Service. Other clinical and field sites are available in central Indiana.

Accreditation The associate degree program in paramedic science received its initial accreditation through the Committee on Accreditation of Educational Programs for the EMS Professions, 4101 W. Green Oaks Blvd., Suite 305-599, Arlington, TX 76016, (817) 330-0080, www.coaemsp.org.

Last Update: March 13, 2012

Admission

General Information Students accepted into the program must complete the school's and the program's admission requirements before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Grade point average, personal interview, and EMT experience.

Proposed Class Size Ten each cohort entering either spring or fall semester.

Specific Requirements In addition to the IU School of Medicine Health Professions Programs admission policies and procedures found at the beginning of this section of the bulletin, the following requirements apply to the paramedic science degree program.

Application Deadline October 1 of the year before anticipated entry for spring semester or February 1 of the year before anticipated entry for fall semester.

Total Number of Prerequisite Credit Hours 24–26.

Distribution of Credit Hours in Specific Areas See prerequisites.

Limitations of Course Work Remedial courses will not fulfill prerequisites or count as credit hours toward the degree.

Minimum Cumulative Grade Point Average 2.30 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.00 on a 4.00 scale).

Interview All qualified applicants must participate in an interview. Interviews are generally conducted in December for the spring cohort and March for the fall cohort.

Technical Standards See School of Medicine Health Professions Programs policy.

Medical Requirements Documentation must include a current immunization record that indicates immunization in hepatitis B, rubella, rubeola, mumps, PPD, tetanus, and chicken pox.

Student Health Insurance All School of Medicine Health Professions Programs students are required to show proof of coverage under a health insurance plan. This is consistent with requirements for other health science students on the IUPUI campus. Additional information regarding health insurance coverage options and all the immunizations required before the start of the program is also enclosed. Proof of health insurance and immunizations is due on the first day of classes.

Indiana Residents Preference Policy See School of Medicine Health Professions Programs policy.

Volunteer Experience While volunteer experience is not required, it is helpful in making a career choice.

Accreditation The curriculum of the Paramedic Science Program is accredited by the Committee on Accreditation for EMS Programs.

Last Updated: March 13, 2012

Prerequisites

Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university. The code “G” indicates a course that meets the school’s general-education requirements. Correspondence courses will not be accepted for any of the prerequisite course work.

English Composition (G)	3 cr.
Speech (G)	3 cr.
Intermediate Algebra	4 cr.
Psychology (G)	3 cr.
Sociology	3 cr.
Human Anatomy (G)	4-5 cr.
Human Physiology	4-5 cr.

EMT-Basic Requirement/Patient Care Activity In addition to the above prerequisites, each applicant must currently be certified in Indiana as an EMT and have a minimum of 20 hours of patient care activity as an EMT in the patient care area of an ambulance.

Suggested Plan of Study (EMT–basic certification not complete)

Freshman	
Fall	*Credits*
EMT-Basic	6.0
Human Anatomy or Human Biology (with lab)	4.0-5.0
English Composition	3.0
Total	13.0-15.0
Spring	*Credits*
Human Physiology or Human Biology (with lab)	4.0-5.0
Intermediate Algebra	3.0
Speech or Interpersonal Communication	3.0
Psychology or Sociology	3.0
Total	13.0-15.0
Summer	*Credits*
Psychology or Sociology	3.0
Total	3.0

Alternative Suggested Plan of Study (EMT–basic certification)

Freshman	
Fall	*Credits*
Human Anatomy or Human Biology (with lab)	4.0-5.0
English Composition	3.0
Intermediate Algebra	4.0
Psychology or Sociology	3.0
Total	14.0-15.0
Spring	*Credits*
Human Physiology or Human Biology (with lab)	4.0-5.0
Speech or Interpersonal Communication	3.0
Psychology or Sociology	3.0
Elective (*if needed*)	3.0
Total	10.0-15.0

Last Updated: March 13, 2012

Professional Program

Students are admitted into a fall or spring cohort. Courses in the professional program are sequential and must be taken in the order specified by the program faculty. Both cohorts are shown below.

Sophomore	
Entering in Fall	*Credits*
The Paramedic and Pulmonology (EMER-E 210)	3.0
Paramedic as Team Member (EMER-E 213)	4.0
Introduction to Paramedic Practice (EMER-E 214)	3.0
Pharmacology for the Paramedic (EMER-E 215)	6.0
Total	16.0
Spring	*Credits*

The Paramedic and Medical Matters (EMER-E 220)	5.0
The Paramedic and Trauma (EMER-E 221)	3.0
Paramedic as Team Player (EMER-E 223)	5.0
The Paramedic and Cardiology (EMER-E 226)	3.0
Total	16.0
Summer I & II	*Credits*
Paramedic as Team Leader (EMER E233)	2.0
Paramedic Professions Progress (EMER E243)	4.0
Comtemporary EMS Issues (EMER E246)	3.0
Total	9.0

Sophomore	
Entering in Spring	*Credits*
The Paramedic and Pulmonology (EMER-E 210)	3.0
Paramedic as Team Member (EMER-E 213)	4.0
Introduction to Paramedic Practice (EMER-E 214)	3.0
Pharmacology for the Paramedic (EMER-E 215)	6.0
Total	16.0
Summer	*Credits*
The Paramedic and Medical Matters (EMER-E 220)	5.0
Paramedic as Team Player (EMER-E 223)	5.0
The Paramedic and Cardiology (EMER-E 226)	3.0
Total	13.0
Fall	*Credits*
The Paramedic and Trauma (EMER-E 221)	3.0
Paramedic as Team Leader (EMER E233)	2.0
Paramedic Professions Progress (EMER E243)	4.0
Comtemporary EMS Issues (EMER E246)	3.0
Total	12.0

Awards Based on academic performance or clinical performance and excellence, the program faculty will recommend students for degrees awarded with distinction in accordance with the school's honors criteria.

Graduation Requirements Satisfactory completion of all prerequisites (24-26 credit hours) and 41 credit hours of professional course work. All course work must be completed in compliance with the program's and school's academic and professional policies. All professional courses (EMER-E courses) must be completed within 24 months after beginning the professional program.

Last Updated: March 13, 2012

Emergency Medical Services

An educational program in Emergency Medical Technician—Basic and Paramedic Science is located on the Indiana University—Purdue University Indianapolis campus and is offered through the IU School of Medicine Department of Emergency Medicine in conjunction with Wishard Memorial Hospital Division of Emergency Medical Services.

Scholarships Scholarship opportunities may be available through the Office of Scholarships and Financial Aid.

For further information, contact: Leon Bell, M.S.
Director
Emergency Medical Services
3930 Georgetown Rd.
Indianapolis, IN 46245

Phone: (317) 630-7614
E-mail: lbell1@iupui.edu

Last Updated: March 13, 2012

Emergency Medical Technician-Basic (EMT-B)

Emergency Medical Technician-Basic at IUPUI

- **Department Chair:** Professor R. McGrath
- **Medical Director:** Adjunct Clinical Assistant Professor E. Bartkus
- **Program Director**: Assistant Clinical Professor L. Bell
- **Adjunct Faculty:** Lecturers D. Bignell, D. Ervin, K. Gona, J. Hallam, G Hedeen, P. Hutchinson, J. Hively, M. Mangrum, A. Michaels, J. Scheiderer, D. Seketa, M. Thralls, B. Tilson

Completion of the Course Work/Graduates of the Program The EMT-Basic Program is a regular university course of study open to all students. A student completing the course work is prepared to work as an EMT to deliver emergency patient care in the pre-hospital setting. Graduates of both the EMT-Basic and the Paramedic Science Program primarily provide emergency care in ambulance, fire services, or athletic training venues at their level of training. Nontraditional areas of employment are available in hospitals and industry.

Credential Required to Practice EMT-B, (Emergency Medical Technician-Basic)

Licensure Required to Practice Graduates of either the EMT-Basic or the Paramedic Science Program must pass a state-administered certification examination before credentialing. The certification examination may vary from state to state. The EMT-basic exam in Indiana is the written and skill exam from the Indiana Department of Homeland Security.

EDUCATIONAL PROGRAM

Description of the Profession and Career Requirements Emergency medical technicians respond to emergency calls to provide efficient and immediate care to the critically ill and injured, and they transport patients to medical facilities. After receiving the call from the dispatcher, the EMT-basic drives the ambulance to

the address or location given, using the most expeditious route, depending on traffic and weather conditions. The EMT-basic observes traffic ordinances and regulations concerning emergency vehicle operation, and upon arrival at the scene of crash or illness, parks the ambulance in a safe location to avoid additional injury. Before initiating patient care, the EMT-basic also sizes up the scene to determine that the scene is safe, to identify the mechanism of injury or nature of illness and total number of patients, and to request additional help if necessary. In the absence of law enforcement, the EMT-basic creates a safe traffic environment, through such means as the placement of road flares, removal of debris, and redirection of traffic for the protection of the injured and those assisting in emergency care. The EMT-basic determines the nature and extent of illness or injury and establishes priority for required emergency care. Based on assessment findings, the EMT-basic renders emergency medical care to medical and trauma patients. Duties include, but are not limited to, opening and maintaining an airway; ventilating patients; cardiopulmonary resuscitation, including use of automated external defibrillators; and providing pre-hospital emergency medical care of simple and multiple system trauma, such as controlling hemorrhage, treating shock (hypo-perfusion), bandaging wounds, and immobilizing of painful, swollen, or deformed extremities. Other duties include assisting in childbirth; management of respiratory, cardiac, diabetic, allergic, behavioral, and environmental emergencies; and dealing with suspected poisonings. The EMT-basic searches for medical identification emblems as clues in providing emergency care. Additional care, including administering medications, is provided based upon assessing patients and obtaining historical information.

When a patient must be extricated from entrapment, the EMT-basic assesses the extent of injury and gives all possible emergency care and protection to the entrapped patient and uses the prescribed techniques and appliances for safe removal, including contact dispatchers for additional help or special rescue and/or utility services. The EMT-basic provides simple rescue service if an ambulance has not been accompanied by a specialized unit. The EMT-basic complies with regulations on handling victims of fatalities. Other duties include lifting, securing, and removing stretchers. From the knowledge of the condition of patients, the extent of injuries, and the relative locations and staffing of emergency hospital facilities, the EMT-basic determines the most appropriate facility to which a patient will be transported and communicates effectively with emergency departments and communications centers. The EMT-basic also identifies assessment findings that may require communication with medical personnel.

The EMT-basic provides assistance to receiving facility staff upon request and ensures that ambulances are kept in optimal condition. Members of the profession must maintain familiarity with specialized equipment and attend continuing education and refresher training programs as required by employers, medical direction, and licensing or certifying agencies. They must also meet qualifications within the functional job analysis.

Length of Program One semester; a new course begins each fall and spring semester.

Additional Costs Students are encouraged to purchase their own stethoscopes.

ADMISSIONS

General Information No application is required. Students from the university at large are eligible to attend. Students must complete program prerequisites before the first day of classes.

Prerequisite Current credential in Health Care Provider CPR.

Approximate Class Size 38 each semester.

Technical Standards See School of Medicine Health Profession Programs technical standards.

CURRICULUM

Prerequisite Students must hold current credential in Health Care Provider-level CPR.

Required Course

Fall and/or Spring	Credits
Emergency Medical Technician - Basic (EMER-E 201)	6.0 cr

Last Updated: March 13, 2012

Histotechnology

An educational program in histotechnology through the IU School of Medicine Department of Pathology and Laboratory Medicine is located on the Indiana University–Purdue University Indianapolis campus. Courses are taught via distance education to students in qualifying histology laboratories around the United States.

Student Consumer Information About this Program - Indiana University is sharing this information about Certificate Program in compliance with Federal Regulations required by the US Department of Education.

Program Goals

The program's goals have been developed within the mission of the Health Professions Programs in the School of Medicine. In an effort to provide theoretical background and the development of a high degree of occupational competence, the program has established the following goals:

- To provide students with the educational experiences necessary to enter a career as a histologic technician, to include entry-level competence and eligibility for the ASCP Board of Registry Histotechnician examination.
- To provide the nationwide health care community with individuals competent to conduct high-quality histologic procedures.
- To provide a curriculum containing a balance between technical knowledge and clinical competence gained in the histology laboratory setting.
- To assist students in reaching their goals by providing academic and occupational advising.

- To instill in students a lifelong desire to achieve professional and academic excellence.

Program Objectives

Upon successful completion of all standard academic requirements established for this program, the graduate is entitled to receive a Certificate in Histotechnology from Indiana University. By virtue of the standards required by this program, the graduate is eligible to take the Histotechnician Certification Examination administered by the American Society for Clinical Pathology's Board of Registry. The didactic and practical experience provided by the course of instruction should enable the graduate to accomplish the following objectives:

A. Technical Skill

1. Perform procedures of basic histologic laboratory techniques, instrumentation, and problem solving at entry-level competency.
2. Demonstrate knowledge of general and specific histologic methodology.
3. Perform procedures with accuracy and precision.
4. Monitor internal and external quality assurance measures.
5. Demonstrate knowledge of operational principles of commonly used laboratory instruments, to include the ability to perform daily preventative maintenance and correct simple malfunctions.
6. Exercise independent judgment regarding choice of procedure and evaluation of results.
7. Organize tasks to cope with volume of work and unexpected demands.

B. Communication

1. Communicate effectively with the clinical education supervisor and program director regarding curriculum and training courses.
2. Effectively organize and present information both in written assignments and oral communication.
3. Communicate effectively with other laboratory and health care providers.

C. Professional Behavior

1. Display an attitude reflecting pride and professionalism in daily laboratory duties.
2. Demonstrate adaptability, integrity, initiative, neatness, maturity, stability, and a desire for excellence.

Scholarships The American Society for Clinical Pathology, the National Society for Histotechnology, and several states' histology professional organizations sponsor scholarships for students in histotechnology. Other scholarship and financial aid opportunities may be available through the IUPUI Office of Scholarships and Financial Aid.

For further information, contact: Debra Wood, M.S., Director
Phone: (317) 491-6311
E-mail: demwood@iupui.edu

Mailing Address: IU School of Medicine Histotechnology Program
IU Health Pathology Laboratory, Room 6002A
350 W 11th Street
Indianapolis, IN 46202-4108

Program Office Phone: (317) 491-6311

Last Updated: February 23, 2012

Certificate

Certificate in Histotechnology at IUPUI

- **Medical Director:** T. Ulbright
- **Program Director:** Clinical Assistant Professor D. Wood

EDUCATIONAL PROGRAM

Length of the Program Ten months of professional course work beginning with fall semester. The course of study consists of eight courses (24 credit hours), including four didactic courses and four practicum courses.

Structure of the Program Histotechnology didactic course lectures are recorded and available online. Weekly review sessions are held once per week during the day via web and tele- conferencing; practicum course work is performed at qualified clinical sites in the student's laboratory.

Design of Professional Curriculum Students who are employed in laboratories that qualify as clinical affiliate sites are accepted into the Histotechnology Program to begin the course of study in the fall semester. The curriculum consists of didactic and practicum courses delivered by distance learning to students pursuing on-the-job training in histology laboratories. Lectures are recorded using Adobe Presenter and are available weekly. The 60-minute interactive audio/video web-conference review sessions are held once per week using Adobe Connect and are accompanied by related assignments that require approximately 3.5 hours per week for completion. The practicum course modules are designed to be accomplished in approximately 16 hours per week; however, as part of on-the-job training, it is assumed that students in the program receive full-time technical training at their place of employment.

The Histotechnology Program is designed to

- Provide educational and clinical experiences in all area of histologic technology to prepare students for beginning a career as a histologic technician.
- Provide medical communities nationwide with individuals qualified to effectively carry out the functions of the histotechnology discipline.
- Assist affiliate sites' histology trainers in meeting the student's needs in accomplishing the course work.
- Assist students in reaching their goals by providing academic, occupational, and personal guidance.

Program Facilities The Histotechnology Program office is located in the IU Health Pathology Laboratory Building at Indiana University-Purdue University Indianapolis (IUPUI). "Classrooms" for delivery of teleconferences, as well as practical training sites, are located in institutions throughout the United States that qualify as clinical affiliates where students are located. Clinical affiliate sites may vary from year to year, as training needs change.

Additional Costs of the Program In addition to tuition and course fees, students are required to purchase books. Completion of course requirements may necessitate the

purchase of laboratory supplies not ordinarily used at the student's training facility laboratory. Clinical training laboratories may cover some expenses for laboratory supplies and mailing costs for submission of assignments to the program office. Additional training costs to student and/or laboratory are estimated at $400.00 per year.

Feasibility of Work for Students Since the program is designed with the on-the-job student in mind, full-time employment in a histology laboratory is assumed.

Accreditation The Histotechnology Program (certificate level) at Indiana University-Purdue University Indianapolis is fully accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Chicago, Illinois; (312) 714-8880.

Last Updated: March 13, 2012

Admission

Criteria Used for Selection of Class For admission, students need a high school diploma (or equivalent), completion of prerequisite courses, employment in or appropriate access to a qualified training laboratory, and completion of all application requirements.

The Histotechnology Program is designed to reach students in all parts of the nation. However, preference for admissions is ranked as follows: (1) students in laboratories with multiple noncertified students; (2) students in laboratories with one noncertified student. Other applicants will be admitted as class capacity allows.

Class Size Enrollment in the certificate program is not limited; therefore, most qualified applicants are admitted. In the event, however, that enrollment exceeds program resources, applicants who are residents of Indiana are given preference for admission before out-of-state applicants.

Affiliate sites may accommodate more than one student, depending on the laboratory's capacity for training, or the training facility may accommodate students from additional local sites for web-conferences. Average class size is 45 students.

Specific Requirements In addition to the Health Professions Programs admission policies and procedures found at the beginning of this section of the bulletin, the admission policies below apply to the Histotechnology Program.

Application Deadline May 1 of the year of anticipated entry.

Minimum Academic Requirements High school graduation or equivalent. A minimum of 2.00 on a 4.00 scale in prerequisite courses is required for admission and must be maintained in professional courses. See prerequisites.

Technical Standards See Health Professions Programs technical standards.

Volunteer Experience Although volunteer experience is not required of applicants, it is highly recommended that students with no histology laboratory experience spend time in a histology laboratory to assure serious interest before proceeding with application to the program.

Last Updated: March 12, 2012

Curriculum

Prerequisites Students are required to have completed college courses in chemistry, biology, and mathematics with a course specific grade point average of 2.0 on a 4.00 scale (C). High school chemistry, biology and mathematics courses with a course specific grade point average of 2.00 on a 4.00 scale (C) are acceptable if completed within 10 years before admission date. All prerequisite courses must be completed before admission into the program.

Professional Program Paired didactic and practicum courses must be taken concurrently. Courses are offered and must be completed in sequence. Students are registered for classes in each term as follows:

Fall	*Credits*
Histotechnology I (PATH-H 101)	3.0
Histotechnology Practicum I (PATH-H 181)	3.0
Histotechnology II (PATH-H 102)	3.0
Histotechnology Practicum II (PATH-H 182)	3.0
Total	12.0
Spring	*Credits*
Histotechnology III (PATH-H 103)	3.0
Histotechnology Practicum III (PATH-H 183)	3.0
Histotechnology IV (PATH-H 104)	3.0
Histotechnology Practicum IV (PATH-H 184)	3.0
Total	12.0

Program Completion Requirements Satisfactory completion of 24 credit hours of professional courses. All course work must be completed in compliance with the program's and school's academic and professional policies.

Last Updated: March 13, 2012

Associate of Science

Associate of Science in Histotechnology at IUPUI

- **Medical Director:** T. Ulbright
- **Program Director:** Clinical Assistant Professor D.Wood

EDUCATIONAL PROGRAM

Length of Program One year of full-time certificate-level course work, or prior certification by the Board of Registry of the American Society for Clinical Pathology, plus additional time for completion of degree requirements. Students should aim to complete the course work in no more than five years from the time they first enroll in the program.

Structure of Program Designed for the employed histologist, the professional course work is offered by distance education. General-education courses may be completed at Indiana University or at other accredited colleges or universities.

Design of Professional Curriculum Completion of the certificate-level course work (24 credit hours) is required before pursuit of the associate degree. Alternately, the previously certified HT(ASCP) may apply for special credit in lieu of completion of the certificate course work. Required general-education courses may be transferred from any accredited college or university, in accordance with university and school policy, or completed through the Indiana University School of Continuing Studies independent study courses. A minimum of 30 credit hours must be completed at Indiana University. The histotechnology capstone course, offered by distance education via Adobe Presenter and Adobe Connect web-conferencing, will be taken as the student nears degree completion.

Program Facilities The Histotechnology program office is in the IU Health Pathology Laboratory Building at Indiana University-Purdue University Indianapolis. Students access accredited course work by attendance at IUPUI or another college or university or through distance education offerings.

Opportunity to Work The program is designed with the employed histologist in mind; full- or part-time employment is assumed.

Last Updated: March 13, 2012

Admission

General Information Students accepted into the program must complete the following program admission requirements before the first day of classes. Enrollment in the associate degree program is not limited; therefore, most qualified applicants are admitted. In the event, however, that enrollment exceeds program resources, applicants who are residents of Indiana are given preference for admission before out-of-state applicants.

Criteria Used for Selection of Class Successful completion of the certificate-level course work. Alternately, prior certification by the American Society for Clinical Pathology Board of Registry as an HT or HTL and application for the program's special credit option.

Specific Requirements In addition to the Health Professions Programs admission policies and procedures found at the beginning of this bulletin, the admission policies below apply to the Associate of Science in Histotechnology degree.

Application Deadline Applications are accepted year round. Capstone course (PATH-H 201) is typically only offered in the spring term.

Minimum Academic Requirements High school diploma or equivalent. A minimum grade point average of 2.00 on a 4.00 scale (C) is required for admission and must be maintained in all courses throughout the program.

Minimum Cumulative Grade Point Average 2.00 on a 4.00 scale (C). This requirement is applied at admission and must be maintained. Grades earned in remedial courses are not used to calculate the cumulative grade point average.

Technical Standards See Health Professions Programs policy.

Last Updated: March 13, 2012

Curriculum

Prerequisites Completion of the Certificate in Histotechnology or prior certification by the American Society for Clinical Pathology as a histotechnician (HT) or histotechnologist (HTL).

Professional Program
Indiana University offers online courses through various campuses, as well as independent study courses, please contact Histotechnology Program Director for available options. Courses may be completed elsewhere and transferrred to IUPUI. Please see below minimum number of hours that must be completed within the IU system to meet graduation requirements. General-education courses may be completed, for the most part, in any sequence. The Histotechnology Program capstone course is designed to be taken near teh completion of the associate degree; the studnet must complete the technical writing course requirement before registering for the capstone courses.

Degree Completion Courses The following courses must be satisfactorily completed for the associate degree. The code "G" indicates a course that meets the school's general-education requirements.

Elementary Composition (G)	3 cr.
Professional (Technical) Writing Skills	3 cr.
Interpersonal Communication (G)	3 cr.
College Precalculus Math (G)	3 cr.
Introductory Psychology (G)	3 cr.
Introduction to Sociology	3 cr.
Contemporary Biology	3 cr.
Human Anatomy	3 cr.
Elementary Chemistry	3 cr.
Medical Terminology	2 cr.
Histotechnology Capstone (PATH-H 201)	6 cr.

Special Credit Policy Practicing histologists certified by ASCP (HT or HTL) may apply for special credit courses PATH-H 105 (*Histotechnology Credential Theory*) and PATH-H 185 (*Histotechnology Credential*), in lieu of taking certificate-level courses, when working toward the associate degree at IUPUI. Special credit courses PATH-H 105 and PATH-H 185 are normally not transferable to other colleges or universities.

Graduation Requirements Satisfactory completion of 30credit hours, to include 30credit hours of general-education courses and 30 credit hours of professional courses. If needed, elective hours can be used to bring the student's general-education courses to 30 credit hours as long as all content areas have been completed. All course work must be completed in compliance with the program's and school's academic and professional policies. Minimum of 30 credits hours must be completed at Indiana University; special credit (PATH-H 105 and 185) courses do not qualify.

Last Updated: March 13, 2012

Medical Imaging Technology

An educational program in medical imaging technology is located on the Indiana University-Purdue University Indianapolis campus and housed in the IU School of Medicine Department of Radiology and Imaging Sciences. This program is an advanced program for the registered radiographers, nuclear medicine or radiation therapy technologists.

Description of the Profession The medical imaging technologist in radiologic sciences is a skilled radiographer imaging professional qualified to provide patient service in interventional procedures (IR), computed tomography (CT), sonography (US), and magnetic resonance imaging (MRI). Medical imaging technologists use principles of radiation protection as they determine exposure factors and position patients for a variety of examinations. Many of the patient examinations are highly specific, using computers or computerized equipment. Medical imaging technologists are also capable of assessing the technical quality of the image, and providing basic patient care. The technologist must function as a member of the health care team.

Graduates of the Program Graduates receive a Bachelor of Science degree and are eligible to take specialty examinations depending on their major area of concentration.

Credentials Required to Practice RT(R) or RT (T) or RT (N) or RDMS or MMTCB (ARRT). Advanced qualification credentials are available and may be required by employers. Currently, depending on the clinical major completed, graduates may be eligible for one or more of the following credentials in addition to the RT(R) (ARRT) required for entry into the program: from the ARRT, cardiovascular-interventional technology (CV), computed tomography (CT), mammography (M), magnetic resonance imaging (MR), and ultrasound (U); from the ARDMS, medical sonography (RDMS) and vascular technology (RVT).

Indiana Requirements to Practice A State license is required to operate an X-ray machine. The State accepts ARRT credentials to satisfy educational requirements.

If you hold one of these creditial contact Linda Cox. If you do not hold one of these credentials, contact the Health Professions Programs office.

Linda Cox, Coordinator, Medical Imaging Technology Program
IU Radiologic and Imaging Sciences
541 N. Clinical Drive, CL 120
Indianapolis, IN 46202-5111

Phone: (317) 274-5188
E-mail: lcox1@iupui.edu

Last Updated: February 14, 2012

Educational Program

Bachelor of Science in Medical Imaging Technology at IUPUI

- **Medical Director:** Professor Jackson
- **Program Director:** Associate Professor Long
- **Coordinator:** Clinical Associate Professor Cox

Clinical Tracks for Magnetic Resonance Imaging (MRI), Computed Tomography (CT), Interventional Procedures (IR) and Songraphy (US) This program is designed to prepare qualified medical imaging technologists. The principal aim of the major is to provide students with educational experiences that will permit them to develop the competencies required to function effectively as advanced imaging technologists. Theory and clinical experiences are provided in interventional procedures, computed tomography and magnetic resonance imaging, and ultrasound. Students receive theory in all areas and select one major for clinical experiences.

Non-Clinical Track Students may also select a non-clinical curriculum receiving theory in all areas of Medical Imaging. (Students would not be eligible to sit for advanced certification examinations unless they received the clinical components through their employer.) Students who seek this track may be interested in a BS degree for personal fulfillment, initial employment (such as medical sales) or job advancement (such as a management or education position).

Non-Clinical Track Requirements The non-clinical track in Medical Imaging Technology (MIT) is directed toward professionals in the field of Medical Imaging who are seeking a Bachelor degree in their field, but do not require or desire clinical experience in one of the modality tracks offered (CT/MRI/IR/US) in MIT.

- Non-clinical track professional curriculum is 32 credit hours.
- Minimum of 30 credit hours in residence at Indiana University.
- Minimum of 122 credit hours total must be done to receive a Bachelor's degree in Medical Imaging Technology.
- 12 credit hours of the non-clinical track professional curriculum may be taken outside of the Radiologic and Imaging Sciences Programs, but the credit hours must be relevant (must meet with MIT Coordinator for approval of outside credit hours) to the field of Medical Imaging. All credit hours within the non-clinical track professional curriculum must be 300 or 400 level courses.
- The non-clinical track can be done part-time or full-time.
- Most of the professional curriculum for non-clinical track is independent study with only a small commitment of time needed on campus per semester.

Special Credit for Post-Primary Certification for those seeking the Non-clinical track BS

- Students may apply for sepcial credit (12 credit hours) for holding a **post-primary** certification related to Medical Imaging (ARDM, CT, MRI, Mammography, Nuclear Medicine, etc.)
- If special credit is awarded, all remaining courses must be taken within the non-clinical track professional curriculum in the Medical Imaging Technology Program.
- Special credit hours do not apply toward the minimum of 30 credit hours in residence at Indiana University.

Length of the Program MRI, CT, and IR (10.5 months) A new class begins with summer session II each year and continues through the end of the spring semester the next year.
US(16 months) A new class begins with summer session II and continues through the end of the fall semester the next year.
Non-clinical track (10.5 months) The Non-clinical track may be started during any semester after application has been made. A new class begins with summer session II each year and continues through the end of the spring semester the next year. However, students may choose to go part-time in this track, which would lengthen the program of study.

Structure of the Program Students have classes, labs, or clinical experiences from 8 a.m. to 4 p.m., Monday through Friday. Some evening hours may be required. For the non-clinical track, students are in classes on Tuesday or Thursday during the Summer semester and on Friday during the Fall and Spring semesters. Students will be able to complete a significant portion of the curriculum without attending traditional classes.

Opportunity for Students to Work Employment as a part-time radiographer may be available at one of the area hospitals.

Additional Cost In addition to regular university tuition and fees, students should expect to pay for program-related expenses such as books, uniforms, etc. Consult the HPP website advising section for a current cost sheet.

Program Facilities The Medical Imaging Technology Program is offered in Indianapolis at the Indiana University Medical Center. The offices, classrooms, and laboratory facilities are located on the first floor of the Gatch Hall (Clinical Building). Clinical education sites are in the Indianapolis metropolitan area. Students are responsible for their transportation to these sites.

Last Updated: February 14, 2012

Admission

General Information

Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Criteria Used for Selection of Class Previous academic record, evidence of registration in radiography by the American Registry of Radiologic Technologists (ARRT), and availability of major clinical concentration (clinical tracks only).

Class Size Varies yearly based on the availability of clinical education sites for each major area and number of students in the non-clinical track.

Specific Requirements In addition to the Health Professions Programs' admission policies and procedures found at the beginning of this section of the bulletin, the admission policies below apply to the Medical Imaging Technology Program.

Application Deadline November 15 of the year before anticipated entry. Non-clinical track applicants can apply year round.

Total Number of Prerequisite Credit Hours 73.

Minimum Cumulative Grade Point Average 2.80 on a 4.00 scale at the time of application. All college courses taken, including remedial courses and courses that do not meet prerequisite requirements, are considered when calculating the minimum cumulative grade point average.

Minimum Specific Grade Point Average* Cumulative 2.50 on a 4.00 scale for all math, biological, and physical science course work. All college math, biological, and physical sciences courses taken, including remedial courses and courses that do not meet prerequisite requirements, are considered when calculating the minimum life and physical science grade point average.

*Achievement of minimum grade point averages is a condition of application eligibility only and does not guarantee acceptance into the MIT program.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.00 on a 4.00 scale).

Interview An interview is not required.

Technical Standards See the Health Professions Programs' policy.

Indiana Residents Preference Policy See the Health Professions Programs' policy.

Experience While radiography experience beyond the initial radiography program is not required, it is helpful.

Last Update: March 13, 2012

Prerequisites

Before entering the program, students must complete the following minimum prerequisites. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Equivalent prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the school's general-education requirements.

NOTE: Students entering in summer 2013 or after must complete requirements by the end of the prior spring term.

General Education Areas	
Verbal communication (G) 2-3 cr.	2-3 cr.
Written communication (G)	2-3 cr.
Introductory psychology (G)	3 cr.
College algebra, trigonometry, or calculus (G)	3-5 cr.
Biological and Physical Sciences (The following courses must be included): -General Physics -Anatomy and Physiology I or Human Biology I (with lab)* -Anatomy and Physiology II or Human Biology II (with lab)*	15 cr.
Humanities elective (G)+	3 cr.
Social/behavioral science elective (G)+	3 cr.

+Courses are required for graduation and can be completed during the professional program (*if necessary*). Students can also request to substitute a second humanities course for the social-behavioral science elective.

Radiography This area is complete for applicants who have earned 40 college credit hours in radiography.

Students who received their radiography education without transferable university credit and who have full credentials in radiography (ARRT) may be awarded credit for their credentials and experience and/or may petition to test out of professional radiography courses. A copy of the Special Credit Policy is available upon request. Each applicant will be evaluated individually.

Students must select additional courses in radiography or in areas that support, complement, or extend their radiography background if they lack 40 semester hours of earned college credit in radiography.

Suggested Elective (If necessary) A total of 73.0 credit hours are needed before entering the Bachelor of Science in Medical Imaging Technology Program. It is unlikely that a student applying to this program will need any elective credits. Courses from a university based radiography program and special credit awarded by credential/ experience will be used to meet the minimum hour's requirement. Students need a total of 122-133.0 credit hours, depending on major track, for graduation.

Last Updated: March 13, 2012

Professional Program

Courses in the professional program are sequential and therefore must be taken in the order specified by the program faculty.

Students are admitted into three different tracks, MR/CT/ IR, Ultrasound, or Non-Clinical. There are differences in the total number of credit hour required for each track in addition to other curricular differences.

Senior (MR/CT/IR)

Summer II	*Credits*
Sectional Imaging Anatomy (RADI-R 404)	3.0 cr
Introduction to Medical Imaging Technology Projects (RADI-R 455)	2.0 cr
Medical Imaging Technology Clinical Observation (RADI-R 480)	1.0 cr
Total	6.0 cr
Fall	*Credits*
Essential Radiology for the Imaging Technologist I (RADI-R 415)	2.0 cr
Medical Imaging Theory (RADI-R 451)	3.0 cr
Medical Imaging Technology Project I (RADI-R 456)	2.0 cr
Clinical Practicum (Select from RADI-R 481, 482, 483)	6.0 cr
Total	13.0 cr
Spring	*Credits*
Essential Radiology for the Imaging Technologist II (RADI-R 416)	1.0 cr
Medical Imaging Technology Physics Review (RADI-R 428) **or** Magnetic Resonance Imaging Physics (RADI-R 429)	1.0 cr
Medical Imaging Applications (RADI-R 452)	3.0 cr
Medical Imaging Technology Project II (RADI-R 457)	2.0 cr
Clinical Practicum (Select from RADI-R 481, 482, 483)	6.0 cr
Total	13.0 cr
MR/CT/IR Program Total	**32.0 cr**

Senior (Ultrasound)

Year One	
Summer Session II	*Credits*
Sectional Imaging Anatomy (RADI-R 404)	3.0 cr
Introduction to Medical Imaging Technology Projects (RADI-R 455)	2.0 cr
Medical Imaging Technology Clinical Observation (RADI-R 480)	1.0 cr
Total	6.0 cr
Fall	*Credits*
Ultrasound Physics I (RADI-R 434)	3.0 cr
Medical Imaging Theory (RADI-R 451)	3.0 cr
Medical Imaging Technology Project I (RADI-R 456)	2.0 cr
Clinical Practicum (RADI-R 484)	6.0 cr
Total	14.0 cr
Spring	*Credits*
Ultrasound Physics II (RADI-R 435)	3.0 cr
Medical Imaging Applications (RADI-R 452)	3.0 cr
Medical Imaging Technology Project II (RADI-R 457)	2.0 cr
Clinical Practicum (RADI-R 484)	6.0 cr
Total	14.0 cr

Year Two	
Summer Session II	*Credits*
Clinical Practicum (RADI-R 484)	4.0 cr
Total	4.0 cr
Fall	*Credits*
Clinical Practicum (RADI-R 484)	8.0
Total	8.0
Ultrasound Program Total	**46.0 cr**

Senior (Non-Clinical)

Summer Session II	*Credits*
Sectional Imaging Anatomy (RADI-R 404)	3.0 cr
Introduction to Medical Imaging Technology Projects (RADI-R 455)	3.0 cr
Total	6.0 cr
Fall	*Credits*
Essential Radiology for the Imaging Technologist I (RADI-R 415)	2.0 cr
Medical Imaging Theory (RADI-R 451)	3.0 cr
Medical Imaging Technology Project I (RADI-R 456)	2.0 cr
Special Credit ***or*** Upper-Level Electives	6.0 cr
Total	13.0 cr
Spring	*Credits*
Essential Radiology for the Imaging Technologist II (RADI-R 416)	1.0 cr
Medical Imaging Technology Physics Review (RADI-R 428) **or** Magnetic Resonance Imaging Physics (RADI-R 429)	1.0 cr
Medical Imaging Applications (RADI-R 452)	3.0 cr
Medical Imaging Technology Project II (RADI-R 457)	2.0 cr
Special Credit ***or*** Upper-Level Electives	6.0 cr
Total	13.0 cr
Non-Clinical Program Total*	**32.0 cr**
***Alternate schedules available, please contact program coordinator.**	

Non-Clinical Track Special Credit Contact Program Coordinator to see program's special credit policy.

Non-Clinical Track Electives Contact Program Coordinator for a list of the approved upper-level electives that can be taken to fulfill this requirement.

Awards The program faculty recommend to the university graduating students with superior academic performance for degrees awarded with distinction. Also, students with outstanding academic and clinical achievement during their professional program may be recognized by the program at the time of graduation.

Graduation Requirements Satisfactory completion of 121-133 credit hours. All course work must be completed in compliance with the program's and school's academic and professional policies.

Last Updated: March 13, 2012

Nuclear Medicine Technology

An educational program in nuclear medicine technology is located on the Indiana University– Purdue University Indianapolis campus and housed in the IU School of Medicine Department of Radiology and Imaging Sciences, section on nuclear medicine.

Description of the Profession The graduate nuclear medicine technologist is qualified to provide patient diagnostic and therapeutic services using ionizing radiation in the form of gamma rays, X rays, and beta rays. These radiations emanate from radioactive materials. Nuclear medicine technologists perform patient organ imaging procedures, radioactive analysis of biological specimens (blood, urine), and some therapeutic applications of radioactive materials. Effective nuclear medicine technologists use principles of radiation protection as they prepare and administer radioactive materials for a variety of examinations. They are capable of performing quality control procedures on the instrumentation and radioactive materials. Nuclear medicine technologists also assist physicians in clinical procedures, give intravenous injections, draw blood, assess the technical quality of the studies, and provide basic patient care. The nuclear medicine technologist must function as a member of the health care team.

Graduates of the Program Graduates receive a Bachelor of Science degree from Indiana University and are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) and the Nuclear Medicine Technology Certification Board (NMTCB) to become certified as a nuclear medicine technologist, R.T.(N) or C.N.M.T.

Credentials Required to Practice R.T.(N) (ARRT), Registered Nuclear Medicine Technologist, or C.N.M.T. (NMTCB), Certified Nuclear Medicine Technologist.

For further information, contact: Judith E. Kosegi, Program Director, Nuclear Medicine Technology Program
IU Radiologic and Imaging Sciences
541 Clinical Drive, CL 120
Indianapolis, IN 46202

Phone: (317) 274-7431
E-mail: jkosegi@iupui.edu

Last Updated: March 13, 2012

Educational Program

Bachelor of Science in Nuclear Medicine Technology at IUPUI

- **Medical Advisor:** Professor Fletcher
- **Program Director:** Associate Professor Kosegi
- **Assistant Professors**: Richard
- **Lecturers:** Byrne, Clifft, Dick, Duncan-Weatherman, Giger, Hardesty, Lewis, Lomax, Spilker, Wade

Length of the Program A new class begins summer session II each year and continues for 22 months.

Structure of the Professional Program The curriculum is designed for persons with no previous experience in nuclear medicine, although experienced technologists may apply for admission. During the junior year, students have classes on Monday, Wednesday, and Friday, plus up to eight hours of clinical practicum on each Tuesday and Thursday and four hours on Friday mornings. Senior students have up to eight hours of clinical practicum on each Monday, Wednesday, and Friday, plus classes on Tuesday and Thursday.

Design of the Professional Curriculum This degree is designed to prepare qualified nuclear medicine technologists. The principal aim of the degree is to provide students with educational experiences that will permit them to develop the competencies required to function effectively as nuclear medicine technologists. The curriculum integrates theory and clinical experience.

Opportunity for Students to Work Some part-time employment may be available in the radiology departments at the Indiana University Medical Center. There are no restrictions on the number of hours a student may work during the program, as long as work does not interfere with program requirements. The student must, however, recognize that the professional curriculum requires approximately 25 to 35 hours per week of on-campus participation in classroom, laboratory, and clinical course work. Study time and completion of general education courses must also be considered. While most of the professional course activities are scheduled during daytime hours Monday through Friday, there are some clinical experiences that may require student participation during evenings or other off hours. Please contact the program for more information.

Additional Cost In addition to regular university tuition and fees, students should expect to pay program-related expenses such as books, uniforms, etc. Contact the program for a current cost sheet.

Program Facilities The nuclear medicine technology program is offered in Indianapolis at the Indiana University Medical Center. The offices, classrooms, and library are located on the first floor of the Gatch Hall (Clinical Building). Students obtain clinical experience in the nuclear medicine areas of radiology departments located in University, Riley, Wishard, and Veterans Administration hospitals, plus the PET/CT facilities on campus. Three other clinical education sites in the Indianapolis area are also used.

Accreditation The bachelor's degree in nuclear medicine technology is fully accredited by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology.

Last Updated: February 15, 2012

Admission

General Information Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program.

Class Size Seven students are admitted to begin the program in summer session II (late June) each year.

Specific Requirements In addition to the School of Medicine Health Professions Programs' admission policies and procedures found at the beginning of this section of the bulletin, the policies below apply to the Nuclear Medicine Technology Program.

Application Deadline November 15 of the year before anticipated entry.

Total Number of Prerequisite Credit Hours 60

Minimum Cumulative Grade Point Average 2.80 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained. The grades from all college courses taken, including remedial courses and courses that do not meet prerequisite requirements, are considered when calculating the minimum cumulative grade point average.

Minimum Specific Grade Point Average 2.50 on a 4.00 scale for all life and physical science course work. This requirement is applied at the time of program application and must be maintained. The grades from all college life and physical sciences courses taken, including remedial courses and courses that do not meet prerequisite requirements, are considered when calculating the minimum specific grade point average.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.00 on a 4.00 scale).

Interview Qualified applicants must participate in an interview. Interviews are conducted in early to mid February.

Technical Standards See School of Medicine Health Professions Programs' policy.

Indiana Residents Preference Policy See School of Medicine Health Professions Programs policy.

Volunteer Experience Volunteer experience is not required. Applicants are expected to observe in a nuclear medicine facility before the admission interview.

Last Updated: February 15, 2012

Prerequisites

Before entering the program, students must complete the minimum prerequisites listed below. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the School's general-education requirements.

NOTE: Students entering in summer 2013 or after must complete requirements by the end of the prior spring term.

General Education	
Written Communications, two courses (G) (*Prefer the second writing course focus on writing a research paper.*)	4-6 cr.
Verbal Communications (G)	2-3 cr.
Psychology (G)	3 cr.
Biological and Physical Sciences (G)	20-25 cr.
The following courses must be included: -Elementary Chemistry I (with lab) -Elementary Chemistry II (with lab) -General Physics -Anatomy and Physiology I or Human Biology I (with lab)* -Anatomy and Physiology II or Human Biology II (with lab)*	
College Algebra, Trigonometry, or Calculus (G)	5-6 cr.**
Statistics	3 cr.
Other Graduation Requirements and Electives* **	
Humanities Elective (G)+	3 cr.
Social/Behavioral Science Elective (G)+	3 cr.
Medical Terminology	1 cr.
General Electives - As needed to meet minimum hours requirements	
Total (minimum)	60 cr.
*Individual Anatomy and Physiology courses (with labs) may be used.	
**Or 4 credits of 200 level or higher college calculus.	
***Students must enter with a minimum of 60 credit hours at program entrance may take up to 9 credit hours of the other graduation requirements during the program.	
+Students can request to substitute a second humanities course for the social-behavioral science elective.	

A Suggested Plan of Study

Freshman	
Fall	*Credits*
English Composition I	3.0
Verbal Communication	3.0
College Algebra	3.0
Chemistry I (with lab)	5.0
Total	14.0
Spring	*Credits*
English Composition II	3.0
Psychology	3.0
Trigonometry or Calculus	3.0
Chemistry II (with lab)	5.0
Total	14.0
Sophomore	
Fall	*Credits*
Anatomy and Physiology I	4.0-5.0
General Physics	4.0-5.0
Humanities Elective	3.0
Medical Terminology	1.0
General Electives	2.0-4.0
Total	16.0
Spring	*Credits*
Anatomy and Physiology II	4.0-5.0
Statistics	3.0
Social/Behavioral Science Elective	3.0
General Electives	3.0
Total	16.0

Last Updated: March 13, 2012

Professional Program

Courses in the professional program are sequential and therefore must be taken in the order specified by the program faculty.

The 65 professional credits listed below are obtained within a 22-month period and fulfill eligibility requirements for the registry examination in nuclear medicine technology. Some electives may be taken (as shown below) during the 22-month program.

Junior	
Summer Session II	*Credits*
Introduction to Radiography (RADI-R 110)	3.0
Patient Care I (RADI-R112)	3.0
Total	6.0
Fall Semester	*Credits*
Projects in Nuclear Medicine Technology I (RADI-R 410)	1.0
Physics and Instrumentation of Nuc Med I (RADI-R 412)	2.0
Applications of Radionuclides I (RADI-R 432)	3.0
Radiation Protection in Nuclear Medicine (RADI-R 437)	1.0
Clinical Nuclear Medicine Practicum I (RADI-R 445)	6.0

Elective if needed for Graduation	3.0
Total	13.0-16.0
Spring Semester	*Credits*
Projects in Nuclear Medicine Technology II (RADI-R 411)	2.0
Physics and Instrumentation of Nuc Med II (RADI-R 417)	2.0
Radionuclide Measurement (RADI-R 422)	2.0
Nuclear Medicine In-Service I (RADI-R 423)	1.0
Clinical Nuclear Medicine Practicum I (RADI-R 445)	5.0
Elective if needed for Graduation	3.0
Total	12.0-15.0

Senior

Summer Session I & II	*Credits*
Patient Care II (RADI-R 212) 12 wks/SS I & II	1.0
Sectional Imaging Anatomy (RADI-R 404) 6 wks/SS II	3.0
Clinical Nuclear Medicine Practicum II (RADI-R 446) 12 wks SS I & II	5.0
Elective if needed for Graduation	3.0
Total	9.0-12.0
Fall Semester	*Credits*
Nuclear Medicine In-Service II (RADI-R 424)	1.0
Radiopharmaceuticals (RADI-R 427)	2.0
Essential Radiology I (RADI-R 438)	1.0
Nuclear Medicine Management (RADI-R 441)	1.0
Clinical Nuclear Medicine Practicum III (RADI-R 447)	6.0
Medical Imaging Theory for NMTs (RADI-R 449)	2.0
Elective if needed for Graduation	3.0
Total	13.0-16.0
Spring Semester	*Credits*
Projects in Nuclear Medicine Technology III(RADI-R 413)	2.0
Nuclear Medicine In-Service III (RADI-R 425)	1.0
Applications of Radionuclides II (RADI-R 433)	2.0
Essential Radiology II (RADI-R 439)	2.0
Clinical Nuclear Medicine Practicum III (RADI-R 447)	5.0
Elective if needed for Graduation	3.0
Total	12.0-15.0

Awards The faculty will recommend to the university, graduating students with superior academic performance for degrees awarded with distinction according to the university's policy. Also, students with outstanding academic and clinical achievement during their professional program may be recognized by the program at the time of graduation.

Graduation Requirements Satisfactory completion of a minimum of 125 credit hours. All course work must be completed in compliance with the program's and school's academic and professional policies.

Last Updated: February 15, 2012

Radiation Therapy

The educational program in Radiation Therapy through the IU Department of Radiation Oncology is located on the Indiana University–Purdue University Indianapolis campus, Indiana University Medical Center.

Mission Statement The Radiation Therapy Program, sponsored by the School of Medicine on the Indiana University-Purdue University Indianapolis campus, is designed to provide academic and clinical education to prepare qualified radiation therapists. The major purpose of the program is to provide a quality baccalaureate degree program in radiation therapy dedicated to the health and welfare of the patient through treatment of disease.

Program Goals

1. Students will be clinically competent.
Student Learning Outcomes:
- Students will demonstrate the appropriate knowledge of radiation therapy procedures.
- Students will apply principles of radiation protection for patient, self, and others.
- Students will perform basic radiation therapy dose calculations and access treatment plans.
- Students will be able to perform radiation therapy treatments as prescribed by a radiation oncologist.
- Students will be able to perform radiation therapy simulation competencies.
- Students will evaluate pptients for effects, reactions, and therapeutic responses.

2. Students will communicate effectively.
Student Learning Outcomes:
- Students will demonstrate effective oral communication skills.
- Students will demonstrate effective written communication skills.

3. Students will think critically and apply problem solving skills in the healthcare environment.
Student Learning Outcomes:
- Students will develop a solution to a scenario.
- *Students will perform challenge exams.*
- Students will apply research methods to the senior research project.

4. Students will have knowledge of the value of professional development and growth.
Student Learning Outcomes:

- Students will attend professional meetings.
- Students will be knowledgeable of the importance of professional development and life-long learning.
- Students will formulate methods for pursuit of life-long learning
- Students will participate in one service learning activity.

5. Graduates/Students will graduate and will be qualified to work as entry level radiation therapists.
Program Outcomes:

- Employers will be satisfied with the graduate's performance.
- Graduates will achieve a 90% or greater first attempt credentialing pass rate over the past five years.
- Graduates job placement rate will be 90% or greater within 6 ;months of gratuation during the past five years.
- Graduates will pass the AART national exam on the first attempt.
- Students will complete the program within 20 months for radiographers and 22 months for non-radiographers.
- Students will be satisfied with their education.
- Of those pursuing employment, graduates will be employed within 6 months of graduation.

Description of the Profession Radiation therapy involves the use of different forms of ionizing radiation for the treatment of benign and malignant tumors. Radiation therapists administer the prescribed dose of ionizing radiation to specific sites of the patient's body as directed by the physician. They operate varied types of equipment, including high-energy linear accelerators, and work with radioactive materials. In addition, radiation therapists observe the clinical progress of the patient undergoing radiation therapy, observe the first signs of any complication, and determine when treatment should be withheld until a physician may be consulted.

Graduates of the Program The Radiation Therapy Program is designed to prepare graduates to meet the scope of practice standards for radiation therapy. Upon completion of the program, graduates are eligible to take the radiation therapy certification examination given by the American Registry of Radiologic Technologists (ARRT). Having passed this exam, certificate holders are classified as registered radiation therapists, R.T.(T)(ARRT).

Licensure Required to Practice Licensure of radiation therapists is required in Indiana.

Scholarships Some hospitals and employers offer financial assistance for students pursuing radiation therapy.

For further information, contact: Judith Schneider, Director
Radiation Therapy Program
Indiana Cancer Care Pavilion
535 Barnhill Drive, RT 107B
Indianapolis, IN 46202-5289

Phone: (317) 948-7945
E-mail: jmschnei@iupui.edu

Last Updated: February 8, 2012

Educational Program

Bachelor of Science in Radiation Therapy at IUPUI

- **Program Director:** Assistant Professor Schneider
- **Clinical Coordinator:** Assistant Professor Schneider

Length of the Program The radiation therapy program is a four-year baccalaureate degree program and has two tracks: one for the nonradiographer and one for the radiographer. For the nonradiographer, the program is composed of 51 credit hours of prerequisite and general-education requirements and a 22-month professional core in the junior and senior years. For the radiographer, the program includes general-education requirements and a 20-month professional core.

Structure of the Program The classroom and clinical experiences are Monday through Friday from 8 a.m. to 4:30 p.m., with continuous enrollment during the professional core.

Opportunity for Students to Work Students often seek employment in part-time positions outside the program, which must be balanced with evening study.

Additional Cost In addition to regular university tuition and fees, students should expect to pay program-related expenses. Contact the program for a current cost sheet.

Program Facilities The Radiation Therapy Program offices are located on the IU Medical Center campus. Classrooms and laboratories are located in radiation oncology departments of area hospitals and in other buildings on the Indiana University-Purdue University Indianapolis campus.

Location of Clinicals The clinical practicums are provided at a variety of clinical sites located within a 75-mile radius of Indianapolis.

Accreditation The program is accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182.

Last Updated: February 8, 2012

Admission

NONRADIOGRAPHER - [RADIOGRAPHER]

General Information
Admission into the School of Medicine Health Professions Programs radiation therapy program is based on an admission index that is composed of a cumulative grade point average, the mathematics and science grade point average, prerequisite courses grade point average, and an interview.

Specific Requirements
In addition to the School of Medicine Health Professions Programs admission policies and procedures found at the beginning of this bulletin, the following admission policies apply to the radiation therapy program.

Application Deadline December 1 of the year before desired entry into the program.

Minimum Number of Prerequisite Credit Hours 51.

Minimum Cumulative Grade Point Average 2.50 on a 4.00 scale. This requirement is applied at the time of program application. Grades from remedial courses are not calculated in the grade point average of the prerequisite courses to determine the admission index.

Minimum Specific Grade Point Average Science and math grade point average of 2.30 and a 2.50 grade point average in stated prerequisite courses (on a 4.00 scale). This requirement is applied at the time of program application and must be maintained. Grades from remedial courses are not calculated in the mathematics and science grade point average to determine the admission index.

Minimum Grade Requirement in a Prerequisite Course C (2.00 on a 4.00 scale).

Interview A personal interview is required. If, however, the number of applications to the program far exceeds the number of positions available, the program's admissions committee reserves the right to limit the number of applicants to be interviewed to twice the number of positions available in the class. Interviews are conducted in February.

Technical Standards See School of Medicine Health Professions Programs policy.

Medical Requirements All required immunizations must be completed before the start of the program. Verification of immunizations and the health form must be submitted during orientation.

Indiana Residents Preference Policy See School of Medicine Health Professions Programs policy.

Volunteer Experience The student must observe in a radiation oncology facility before applying to the program.

RADIOGRAPHER

Specific Requirements
In addition to the School of Medicine Health Professions Programs admission policies and procedures found at the beginning of this section of the bulletin, the following admission policies apply to the radiation therapy program.

Application Deadline December 1 of the year before desired entry into the program.

Minimum Number of Prerequisite Credit Hours Satisfactory completion of general-education and technical-specialty requirements.

Minimum Cumulative Grade Point Average 2.50 on a 4.00 scale; this requirement is applied at the time of program application. Grades from remedial courses are not calculated into the grade point average of the prerequisite courses to determine the admission index.

Minimum Specific Grade Point Average Science or mathematics grade point average of 2.30 and a 2.50 grade point average in stated prerequisite courses (on a 4.00 scale); this requirement is applied at the time of program application and must be maintained. Students must attain a cumulative grade point average of 2.30 for all radiography courses. Grades from remedial courses are not calculated into the mathematics and science grade point average to determine the admission index.

Minimum Grade Requirement in a Stated Prerequisite Course C (2.00 on a 4.00 scale).

Interview A personal interview is required. However, if the number of applications to the program far exceeds the number of positions available, the program's admissions committee reserves the right to limit the number of applicants to be interviewed to two times the number of positions available in the class. Interviews are conducted in February.

Technical Standards See School of Medicine Health Professions Programs policy.

Medical Requirements All required immunizations must be completed before the start of the program. Verification of immunizations and the health form must be submitted during orientation.

Indiana Residents Preference Policy See School of Medicine Health Professions Programs policy.

Volunteer Experience Students must observe in a radiation oncology facility before applying to the program.

Last Updated: February 8, 2012

Prerequisites

NON-RADIOGRAPHER - [RADIOGRAPHER]

Prerequisites
The following prerequisite course of study must be completed to be eligible for admission into the professional program. Students should consult with their academic advisors for appropriate courses and semester sequence.

Prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the school's general-education requirements.

General Education	
Verbal Communication (G)	2-3 cr.
Written communication (two courses) (G) (*Second writing course must focus on research and professional writing skills*)	6 cr.
Humanities elective (G)	3 cr.
Social/behavioral science elective (G)	3 cr.
Introductory Psychology (G)	3 cr.
College Algebra and Trigonometry (G)	5-6 cr.
Statistics	3 cr.
General Physics (with lab) (G)	4-5 cr.
Human Anatomy (with lab)	4-5 cr.
Human Physiology	4-5 cr.
Medical Terminology	1 cr.
Introduction to Computers	2-3 cr.
Business electives	6 cr.

Suggested Electives (To bring total credits up to 51.) The number of elective courses differs among students but must bring the student's total prerequisite course work to at least 51 credit hours. Additional electives may be required, before or during the professional program, to

complete a minimum of 122 credit hours of academic course work for graduation.

Suggested Plan of Study - Based on IUPUI Course Offerings

Freshman	
Fall	*Credits*
Elementary Composition	3.0
Humanities	3.0
Algebra and Trigonometry	3.0
Human Anatomy	4.0-5.0
Total	13.0-14.0
Spring	*Credits*
Speech Communications or Interpersonal Communication	3.0
Algebra and Trigonometry	3.0
Introductory Psychology	3.0
Human Physiology	4.0-5.0
Total	13.0-14.0
Sophomore	
Fall	*Credits*
Elementary Composition II or Professional Writing Skills	3.0
General Physics (with lab)	4.0-5.0
Introduction to Computers	3.0
Statistics	3.0
Total	13.0-14.0
Spring	*Credits*
Social/Behavioral Science Elective	3.0
Business Electives	3.0
Medical Terminology	1.0-2.0
Elective (*If Necessary*)	1.0
Total	8.0-12.0

RADIOGRAPHER

Prerequisites
The following prerequisite course of study must be completed for students to be eligible for admission into the professional program. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university.
The code “G” indicates a course that meets the school’s general-education requirements.

General Education	
Verbal Communication (G)	2-3 cr.
Written communication (two courses) (G) (*Second writing course must focus on research and professional writing skills*)	6 cr.
Humanities elective (G)	3 cr.
Social/behavioral science elective (G)	3 cr.
Introductory Psychology (G)	3 cr.
College Algebra and Trigonometry (G)	5-6 cr.
Statistics	3 cr.
General Physics (with lab) (G)	4-5 cr.
Human Anatomy (with lab)	4-5 cr.
Human Physiology	4-5 cr.
Medical Terminology	1 cr.
Introduction to Computers	2-3 cr.
Business electives (*Second course can be taken during fall semester in professional program if necessary*)	6 cr.

Technology Specialty Applicants must supply evidence of registration in radiography by the ARRT or completion of a radiography program accredited by the Joint Review Committee on Education in Radiologic Technology.

The technical-specialty area is complete for applicants who have completed an associate or baccalaureate bachelor’s degree in radiography.

Students who received their technical training in non-credit-awarding programs and who have full credentials in radiography (ARRT) may be awarded credit for their credentials and experiences and/or petition to test out of technical-specialty courses.

Last Updated: February 8, 2012

Professional Program

NON-RADIOGRAPHER - [RADIOGRAPHER]

Courses in the professional program are sequential and must be taken in the order specified by the program faculty.

Junior	
Summer Session II	*Credits*
Introduction to Radiography (RADI-R 110)	3.0
Patient Care I (RADI-R 112)	3.0
Total	6.0
Fall	*Credits*
Principles of Radiography I (RADI-R 118)	3.0
Simulation/Treatment Procedures (RAON-J 300)	6.0
Clinical Dosimetry I (RAON-J 305)	2.0
Medical Imaging and Processing in Radiation Oncology (RAON-J 307)	2.0
Clinical Experience: Basic (RAON-J 350)	3.0
Total	16.0
Spring	*Credits*
Radiation Oncology Techniques I (RAON-J 302)	3.0
Radiation Oncology Patient Care (RAON-J 304)	2.0

Clinical Dosimetry II (RAON-J 306)	2.0
Clinical Practicum I (RAON-J 351)	3.0
Quality Management in Radiation Oncology (RAON-J 404)	3.0
Total	13.0
Summer Session I	*Credits*
Clinical Practicum II (RAON-J 450)	3.0
Total	3.0
Senior	
Summer Session II	*Credits*
Sectional Anatomy (RADI-R 404)	3.0
Radiation Oncology Techniques II (RAON-J 402)	3.0
Clinical Practicum III (RAON-J 451)	2.0
Total	8.0
Fall	*Credits*
Clinical Oncology I (RAON-J 303)	3.0
Physics of Radiation Oncology I (RAON-J 400)	2.0
Senior Project in Radiation Oncology (RAON-J 409)	3.0
Clinical Practicum IV (RAON-J 452)	5.0
Total	13.0
Spring	*Credits*
Physics of Radiation Oncology II (RAON-J 401)	2.0
Clinical Oncology II (RAON-J 403)	3.0
Radiation and Cancer Biology (RAON-J 406)	2.0
Clinical Practicum V (RAON-J 453)	5.0
Total	12.0

Graduation Requirements for Baccalaureate Degree
To be eligible for graduation with a baccalaureate degree, students must successfully complete the general-education requirements (51 cr hrs minimum) and professional core in radiation therapy (71 cr hrs minimum). They must also achieve clinical competency in each area identified in the clinical manual requirements.

RADIOGRAPHER

Courses in the professional program are sequential and must be taken in the order specified by the program faculty.

Junior	
Fall	*Credits*
Orientation to Radiation Oncology (RAON-J 301)	4.0
Clinical Dosimetry I (RAON-J 305)	2.0
Clinical Experience: Basic (RAON-J 350)	3.0
Business elective (*If Necessary*)	3.0
Total	9.0-12.0
Spring	*Credits*
Radiation Oncology Techniques I (RAON-J 302)	3.0
Radiation Oncology Patient Care (RAON-J 304)	2.0
Clinical Dosimetry II (RAON-J 306)	2.0
Clinical Practicum I (RAON-J 351)	3.0
Quality Management in Radiation Oncology (RAON-J 404)	3.0
Total	13.0
Summer Session I	*Credits*
Clinical Practicum II (RAON-J 450)	3.0
Total	3.0
Senior	
Summer Session II	*Credits*
Sectional Anatomy (RADI-R 404)	3.0
Radiation Oncology Techniques II (RAON-J 402)	3.0
Clinical Practicum III (RAON-J 451)	2.0
Total	8.0
Fall	*Credits*
Clinical Oncology I (RAON-J 303)	3.0
Physics of Radiation Oncology I (RAON-J 400)	2.0
Senior Project in Radiation Oncology (RAON-J 409)	3.0
Clinical Practicum IV (RAON-J 452)	5.0
Total	13.0
Spring	*Credits*
Physics of Radiation Oncology II (RAON J401)	2.0
Clinical Oncology II (RAON J403)	3.0
Radiation and Cancer Biology (RAON-J 406)	2.0
Clinical Practicum V (RAON J453)	5.0
Total	12.0

Graduation Requirements for Baccalaureate Degree To be eligible for graduation with a baccalaureate degree, students must successfully complete the general-education requirements (51 cr hrs minimum), technical specialty (radiographers), and professional core in radiation therapy (62 cr hrs minimum). They must also achieve clinical competency in each area identified in the clinical manual requirements.

Last Updated: February 8, 2012

Radiography

An educational program in radiography is located on the Indiana University- Purdue University Indianapolis campus and housed in the IU School of Medicine Department of Radiology and Imaging Sciences.

Description of the Profession Radiology is a science involving the medical use of X rays in the diagnosis of disease. A radiologist is a physician specializing in this science, and a radiographer (or radiologic technologist) produces radiographic images under the direction of the radiologist. Radiographers make up the largest group of imaging professionals. Their principal duties consist of performing diagnostic x-ray procedures of patients, with the lowest amount of radiation exposure possible. They also assist in fluoroscopic examinations and in special radiographic procedures. Other tasks performed by radiographers vary. Radiographers must be able to handle seriously ill and injured patients to obtain the maximum amount of information without injury to the patient and with the least amount of pain and discomfort from the examination. They may assist the radiologist in some complex procedures, often involving the injection of opaque media through needles or catheters. Radiographers must be well educated and experienced in aseptic techniques, requiring skills comparable to those of nurses in some specialties. Most technologists are employed in hospitals, clinics, and physicians' offices.

Graduates of the Program Graduates receive an associate of science degree from Indiana University and are eligible to take the certification examination of the American Registry of Radiologic Technologists (ARRT) to become certified as a registered technologist (radiography), R.T.(R).

Credential Required to Practice R.T.(R) Registered Technologist (Radiography).

Indiana Requirements to Practice A State license is required to operate an X-ray machine. The state accepts the ARRT registry credential to satisfy educational requirements for licensure.

For further information, contact: Donna Clark,
Academic Support Specialist
IU Radiologic and Imaging Sciences Programs
541 Clinical Drive, Rm 120
Indianapolis, IN 46202

Phone: (317) 274-3802
Fax: (317) 274-4074
E-mail: dvclark@iupui.edu

Last Updated: February 14, 2012

Educational Program

Associate of Science in Radiography at IUPUI

- **Program Director:** Associate Professor Long
- **Medical Advisor:** Professor Jackson
- **Associate Professors:** Baker, Kosegi
- **Associate Clinical Professors:** Cox, Robinson
- **Assistant Clinical Professors:** DeVore, Cranfill
- **Adjunct Lecturer:** Mussa, Ripperger, Dempsey, Herron, Jones
- **Lecturer:** Markanday, Echeverria

Length of the Program A new class begins in summer session II each year and continues for 22 months, including all summer sessions.

Structure of the Program The 22-month curriculum for radiography is based on a combination of professional courses, general-education courses, and clinical experience. Professional classes and clinical experience are scheduled from 8 a.m. to 4 p.m., Monday through Friday. While in the program, students are also required to participate in clinical experience on two Saturdays and in four weeks of evening rotations. Indiana University holidays are observed. The schedule of classes and clinical experiences closely follows the IUPUI academic calendar. Vacations do not constitute excused absences and, if taken, must occur during the breaks between academic sessions of the university.

Design of the Professional Curriculum The general-education courses, professional lecture/laboratory course material, and clinical experiences are integrated throughout the program.

Additional Cost In addition to regular university tuition and fees, students should expect to pay for program-related expenses such as books, uniforms, and other supplies.

Opportunity for Students to Work There are no restrictions on the number of hours a student may work during the program. The radiology departments of many hospitals have part-time evening and weekend positions that are suitable for radiography students. The student must recognize, however, that the professional curriculum requires approximately 25–32 hours per week of on-campus participation in classroom, laboratory, and clinical course work. Study time and completion of general education courses must also be considered. While most of the professional course activities are scheduled during daytime hours on Monday through Friday, there are several clinical experiences that require student participation on weekends and evenings.

Program Facilities The Radiography Program is offered in Indianapolis at the Indiana University Medical Center. The program offices, classrooms, and laboratory facilities are located on the first floor of the Gatch Hall (Clinical Building). Students obtain clinical experience in the radiology departments located in IU Health (University, Riley, IU-West hospitals), Wishard, the Veterans Administration hospitals, and Franciscan St. Francis Health (Indianapolis and Mooresville). Students should expect to rotate to at least four clinical sites during the program.

Accreditation The associate degree program in radiography is fully accredited by the Joint Review Committee on Education in Radiologic Technology, 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606-3182, (312) 704-5300, www.jrcert.org.

Last Updated: February 14, 2012

Admission

General Information Students accepted into the program must complete the Health Professions Programs (HPP) and the program admission requirements before the

first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. ***NOTE:Students entering in summer 2013 or after must complete all requirements by the end of the prior spring term.***

Criteria Used for Selection of Class For the selection of applicants for admission, the Radiologic Science Admission Committee considers academic background, including total and science/mathematics GPA, and significant volunteer or work experience in a direct patient care area, previous application for admission to the program, and the results of a personal interview.

Class Size Each year, thirty-seven (37) new students are admitted to start the professional program at the beginning of summer session II

Specific Requirements In addition to the HPP' admission policies and procedures found at the beginning of this section of the bulletin, the following apply to the Radiography Program.

Application Deadline November 15 of the year before anticipated entry in the program.

Total Number of Prerequisite Credit Hours 15, to include English composition, college algebra, medical terminology, and either a two semester human biology sequence or human anatomy and human physiology. Either sequence must include the laboratory component.

Minimum Qualifications Meeting minimum criteria listed below will qualify applicants for continuation of the admission process. It does not guarantee admission to the program. Applicants for admission to the Associate of Science in Radiography degree may qualify for admission consideration in one of two ways:

A. Applicants with fewer than 12 college credit hours by the end of the fall semester Completion of fewer than 12 credit hours of GPA-earning courses including the prerequisite courses.

Qualifying Criteria:

1. High school cumulative academic GPA of at least 3.00 on a 4.00 scale. The high school GPA is calculated using college preparatory academic courses only. Other courses, such as band, chorus, physical education, etc., are removed from the GPA when it is calculated.
2. High school mathematics/science GPA of at least 3.00 on a 4.00 scale.
3. Qualifications for regular admission to IUPUI if not already admitted.
4. College GPA of at least 2.80 on a 4.00 scale.
5. No less than a C in any of the prerequisite courses.

B. Completion of a minimum of 12 credit hours of GPA-earning courses including the prerequisite courses.

Qualifying Criteria:

1. College GPA of at least 2.80 on a 4.00 scale for all college work completed. (Course grades from all institutions attended will be used.)
2. No less than a C in any of the prerequisite courses.
3. College mathematics/science GPA of at least 2.50 on a 4.00 scale.
4. All college courses taken, including remedial courses, are considered when calculating the minimum total GPA and mathematics/science GPA.

The criteria listed above represent the minimum criteria. The required grade point averages will be applied after the fall semester of the year of application and must be maintained at the completion of each enrollment period.

High School Applicants Check with your school to see if you can earn college credit while in high school to complete the prerequisite courses.

GED Applicants Those who have completed the GED certificate must qualify under section B above.

College Applicants All applicants with more than 12 credit hours of GPA-earning courses must qualify under Section B regardless of high school background.

Interview An interview is required for admission. If, however, the number of applications to the program far exceeds the number of positions available, the program admissions committee reserves the right to limit the number of applicants interviewed to two times the number of positions available in the class. Interviews are scheduled in early February.

Technical Requirements See the Health Professions Programs' policy.

Indiana Residents Preference Policy See the Health Professions Programs' policy.

Volunteer Experience The admissions committee urges all interested applicants to spend time observing or volunteering in a radiology department. If you cannot arrange to do so at a local hospital, the radiologic and imaging sciences office can provide an observation experience in one of the hospital departments affiliated with the radiography program.

Last Updated: February 14, 2012

Curriculum

Prerequisites*	
English Composition (ENG-W 131)	3 cr.
College Algebra (MATH 153, MATH-M 118, or MATH-M 119)	3 cr.
Medical Terminology (RADI R108 or equivalent)**	1 cr.
Human Biology (BIOL-N 212/213) or Human Anatomy (BIOL-N 261)	4-5 cr.
Human Biology (BIOL-N 214/215) or Human Physiology (BIOL-N 217)	4-5 cr.

***Students entering in summer 2013 or after will be required to complete all prerequsite requirements by the end of the prior spring term.**

Professional Program	
First Year	
Summer Session II	*Credits*
Introduction to Radiography (RADI-R 110)	3.0
Patient Care I (RADI-R 112)	3.0
Total	**6.0**
Fall	*Credits*
Radiographic Procedures I (RADI-R 114)	4.0
Radiographic Procedures I lab (RADI-R 115)	1.0
Principles of Radiography I (RADI-R 118)	3.0
Radiography Clinical Lab I (RADI-R 150)	1.0
Basic Clinical Experience Course (RADI-R151 or 152 & 153)	3.0
Total	**12.0**
Spring	*Credits*
Radiographic Procedures II (RADI-R 124)	3.0
Principles of Radiography II (RADI-R 128)	3.0
Physical Basis for Radiography (RADI-R 140)	2.0
Radiography Clinical Lab II (RADI-R 170)	1.0
Basic Clinical Experience Course (RADI-R171 or 172 & 153)	3.0
Total	**12.0**
Second Year	
Summer	*Credits*
Patient Care II (RADI-R 212)	1.0
Processing Theory (RADI-R 218)	1.0
Clinical Experience Course (RADI-R 271 or 274 & 275)	4.0
Total	**6.0**
Fall	*Credits*
Radiographic Pathology (RADI-R 210)	2.0
Radiographic Procedures III (RADI-R 214)	2.0
Principles of Radiography III (RADI-R 228)	3.0
Radiographic/Fluoroscopic Equipment (RADI-R 241)	2.0
Clinical Experience Course (RADI-R 271 or 272 or 274 & 275)	4.0
Oral Communications (COMM-R 110 or COMM-C 180) - *If not completed*	3.0
Total	**13.0-16.0**
Spring	*Credits*
Advanced Non-Contrast Imaging (RADI-R 216)	2.0
Advanced Contrast Imaging (RADI-R 224)	1.0
Imaging a Diverse Population (RADI-R 226)	3.0
Quality Control in Radiography (RADI-R 243)	2.0
Radiation Biology and Protection in Diagnostic Radiology (RADI-R 262)	1.0
Clinical Experience Course (RADI-R 272 or 274 & 275)	4.0
Total	**13.0**

Awards The faculty will recommend to the university graduating students with superior academic performance for degrees awarded with distinction according to the Indiana University policy. Students with outstanding academic and clinical achievement during the professional program may be recognized by the program at the time of graduation.

Graduation Requirements Satisfactory completion of 80 credit hours to include 18 credit hours of prerequisites/ graduation requirements and 62 credit hours of professional courses. All course work must be completed in compliance with the program's and Health Professions Programs' academic and professional policies.

Last Updated: February 14, 2012

Respiratory Therapy

The educational program in respiratory therapy is part of a consortium that also includes Indiana University, Ball State University, the University of Indianapolis, and IUHealth. Classroom and laboratory courses are held at Methodist Hospital (Indianapolis), which is connected to the Indiana University–Purdue University Indianapolis (IUPUI) campus via a free monorail system. Students remain enrolled at IUPUI for all their respiratory therapy courses and receive their degree from the IU School of Medicine.

Scholarships Once accepted to the program, students are eligible to compete for scholarships offered by the Indiana Society for Respiratory Care and the American Association for Respiratory Care.

For further information contact: Linda Van Scoder, Program Director
Respiratory Therapy Program
Wile Hall 652
1701 N. Senate Boulevard
Indianapolis, IN 46202

Phone: (317) 962-8475
E-mail: lvanscoder@iuhealth.org

Last Updated: February 8, 2012

Educational Program

Bachelor of Science in Respiratory Therapy at IUPUI

- **Program Director:** Adjunct Associate Professor Van Scoder
- **Medical Director:** Adjunct Assistant Professor Naum

- **Associate Medical Director:** Associate Professor of Clinical Medicine Ober
- **Clinical Director:** Adjunct Assistant Professor Johnson
- **Instructor:** Adjunct Lecturer Hunt-Dimirsky, Adjunct Lecturer Bischoff

Description of the Profession Respiratory therapists evaluate and treat patients with cardiopulmonary disorders and are actively involved in health promotion and disease prevention. They care for all types of patients, from the premature infant to the extremely old, and practice in a variety of settings, ranging from patients' homes to the highest level of critical care units. Students in the respiratory therapy major will learn diagnostic procedures ranging from physical examination to the use of highly sophisticated computerized equipment. Patient treatment skills will include everything from the administration of inhaled medications to maintaining critically ill patients on ventilators. The Bachelor of Science in respiratory therapy will provide graduates with the critical-thinking and problem-solving skills that they will need to be successful in their careers.

Graduates of the Program The graduates of the Respiratory Therapy Program are eligible for state licensure examinations as well as examinations offered by the National Board for Respiratory Care. Completion of the program will allow a graduate to sit for the Registered Respiratory Therapist (R.R.T.) examination.

Credential Required to Practice C.R.T., Certified Respiratory Therapist; R.R.T., Registered Respiratory Therapist

Licensure Requirements to Practice Graduates of the Respiratory Therapy Program will file an application for a license as a respiratory care practitioner in the state of Indiana. 49 states require respiratory therapists to be licensed in order to practice.

Educational Program

Structure of the Program The professional phase of the program consists of a carefully planned sequence of classroom and laboratory instruction, as well as more than 1,000 hours of supervised clinical instruction. Clinical instruction is provided in a variety of hospitals and health care facilities throughout central Indiana. The prerequisites may be taken on a part-time basis; the professional program is full time and is conducted primarily during the day.

Length of the Program Four years; two years of prerequisite course work (55 credit hours) plus two years (70 credit hours) of professional course work.

Design of the Professional Curriculum The program is designed to cover all aspects of respiratory therapy, with an emphasis on general and critical care.

Program Facilities The program offices are located in Wile Hall on the Methodist Hospital campus.

Location of Clinical Sites Clinical education experiences occur in a variety of settings, including hospitals, rehabilitation centers, nursing homes, physician offices, and other health care facilities in Indiana. Most of the clinical sites are located within a 60-minute drive from downtown Indianapolis, and many are in Indianapolis. Students are expected to provide their own transportation to all clinical sites.

Additional Cost In addition to standard university fees, students are responsible for travel to clinics, laboratory fees, clinical fees, uniforms, vaccination costs, and CPR course. Students may be required to attend professional meetings or seminars, and fees for attending these events may be necessary. Membership in the professional organization is required.

Opportunity for Students to Work Most students work part time while completing the program. Students may be eligible to apply for a limited student permit as a respiratory care practitioner following successful completion of the first year of the professional course work.

Accreditation The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care, 1248 Harwood Rd., Bedford, TX 76021-4244, (817) 283-2835, www.coarc.com.

Last Updated: February 8, 2012

Admission

General Information Students accepted into the program must complete the school's and the program's admission requirements before the first day of classes. Admission to the professional program is competitive; therefore, completion of the prerequisites does not guarantee admission to the program. At the time of application, students may request any of the following options: repeated courses, academic bankruptcy, or fresh start. For more information about these options, please see an advisor.

Criteria Used for Selection of Class Grade point average.

Class Size Approximately 30 students.

Specific Requirements In addition to School of Medicine Health Professions Programs admission policies and procedures found at the beginning of this section of the bulletin, the admission policies below apply to the respiratory therapy baccalaureate degree program.

Application Deadline January 1. Late applications will be considered on a space-available basis.

Total Number of Prerequisite Hours 55. Graduates from accredited associate degree respiratory therapy programs are eligible to apply for advanced standing; however, all applicants must complete the prerequisites.

Minimum Cumulative Grade Point Average 2.50 on a 4.00 scale. This requirement is applied at the time of program application and must be maintained.

Minimum Grade Requirement in a Stated Math or Sciences Prerequisite Course C (2.00 on a 4.00 scale).

Interview All qualified applicants must be interviewed.

Technical Standards All accepted students will be required to sign a statement certifying that they can meet the program's technical standards.

Medical Requirements All students are required to document a complete vaccination program once accepted

into the Respiratory Therapy Program. Drug screening may also be required.

Indiana Resident Preference Policy See the School of Medicine Health Professions Programs policy.

Clinical Observation All applicants are required to complete and document at least three hours of clinical observation with a respiratory therapist. The documentation must be submitted with the program application.

Last Updated: February 8, 2012

Academic Requirements

Students must comply with the academic regulations and policies of Indiana University and the School of Medicine Health Professions Programs. Additionally, the following regulations and policies govern the professional portion of the Respiratory Therapy Program.

General Policies and Regulations

1. Students are required to obtain a grade of C or higher in all professional course work.
2. Students who receive a grade of C- or lower in a professional course may be dismissed from the program. Students who are dismissed may reapply for admission the following year with approval of the program faculty and the HPP Advisory Committee.
3. Students must maintain American Heart Association Healthcare Provider Basic Life Support (BLS) status throughout their term in the Respiratory Therapy Program.

Probation

1. A student will be placed on probation if the semester and/or cumulative GPA falls below 2.30.
2. A student will be placed on probation if there is a failure to progress either academically or professionally. ***Probation resulting from a failure to progress is not limited to these examples:***
   - failure to maintain BLS status;
   - poor attendance in classroom, clinical, or laboratory classes resulting in poor academic progress and performance;
   - failure to meet academic standards as set forth in the course syllabus, such as failure to turn in papers and assignments, resulting in poor academic progress and performance;
   - failure to conform to the American Association for Respiratory Care Code of Ethics and/or clinical performance characteristics as set forth in the Program Handbook and Clinical Syllabus;
   - lack of clinical progress, failure to demonstrate clinical patient safety, or failure to advance through the clinical skills progression; or
   - any critical incidence documentation for unsafe or poor clinical performance.
3. As a condition of probation, the student will be notified of conditions and requirements necessary for remediation for continuation in the program. When the student satisfactorily completes all program requirements, as well as those stipulated by the school and university, and when the reason for the administrative action has been corrected or the deficiency remediated, the student will be returned to good standing. All probationary actions are reviewed at the end of each semester.

Dismissal

Upon the recommendation of the faculty in the student's program, a student may be dismissed from the school. Dismissal is based on the failure to meet academic or professional standards. The student will be informed of the dismissal in writing by the dean.

1. A student may be dismissed from the program if a grade of C- or lower is recorded for any professional course.
2. A student will be dismissed from the program if probationary status is continued for two consecutive semesters. In addition, once placed on probation, a student will be dismissed from the program if continued poor academic performance, unsafe or poor clinical performance, or unprofessional behavior is documented (including documentation of a critical incident).
3. A student will be dismissed from the program if there is failure to complete the bachelor's degree within three years of the initial admission to the professional program.

Appeals Procedure

On occasion, students and faculty will have differing perceptions or accounts of situations or events. It is important for the parties directly involved to discuss their differences honestly in order to reach a solution. However, if no mutually satisfactory resolution can be reached in these discussions, the matter may be appealed in accordance with the school's appeals policy.

Last Updated: February 8, 2012

Prerequisites

Before entering the program, the student must complete the following minimum prerequisites. Students should consult with their academic advisors for appropriate courses and semester sequence in order to complete prerequisites. Prerequisites may be taken at any accredited college or university. The code "G" indicates a course that meets the school's general-education requirements.

General Education	
Written Communication (G) (*Second course should focus on professional and technical writing*	6 cr.
Verbal Communication (G)	3 cr.
College Algebra or Higher (G)	5-6 cr.
Social/Behavioral Sciences (G)	3 cr.
Life Span or Developmental Psychology (G)	3 cr.
Statistics	3 cr.
Human Anatomy (with lab) (G)	3-5 cr.

Human Physiology (with lab) (G)	3-5 cr.
Chemistry (with lab)	3-5 cr.
Microbiology	3-4 cr.
Physics	4-5 cr.
Ethics	3 cr.
Introduction to Computers	3 cr.

Suggested Electives
The following course subjects, while not inclusive or mandatory, are suggested: science, cellular biology, nutrition, health care administration, exercise physiology, medical terminology, epidemiology, public health, computer literacy, and psychology.

Cardiopulmonary Resuscitation In addition to the above courses, all students are required to complete instruction for adult, child, and infant CPR before entry into the program. This must be the Healthcare Provider CPR or CPR for the Professional Rescuer. These courses are offered for a fee through the American Heart Association and the American Red Cross.

A Suggested Plan of Study

Freshman	
Fall	*Credits*
Elementary Composition I	3.0
Human Anatomy (with lab)	4.0-5.0
Social/Behavioral Science	3.0
College Math I	3.0
Total	13.0-14.0
Spring	*Credits*
Speech Communication	3.0
Chemistry (with lab)	5.0
Human Physiology (with lab)	4.0-5.0
College Mathematics II	3.0
Total	15.0-16.0
Sophomore	
Fall	*Credits*
Professional Writing	3.0
Physics	4.0-5.0
Ethics	3.0
Introduction to Computers	3.0
Total	13.0-14.0
Spring	*Credits*
Statistics	3.0
Introduction to Microbiology	3.0-4.0
Lifespan or Human Development	3.0
Electives	3.0+
Total	12.0-13.0+

Last Updated: March 26, 2010

Professional Program

Courses in the professional program are sequential and must be taken in the order specified by the program faculty.

Junior	
Fall	*Credits*
Introduction to Human Disease for Respiratory Therapists (PULM-F 303)	2.0
Cardiorespiratory Physiology (PULM-F 311)	3.0
Cardiorespiratory Assessment and Patient Care (PULM-F 315)	3.0
General Respiratory Care (PULM-F 325)	4.0
Respiratory Care Techniques I (PULM-F 326)	2.0
Cardiorespiratory Pharmacology I (PULM-F 333)	2.0
Total	16.0
Spring	*Credits*
Cardiorespiratory Diseases (PULM-F 350)	3.0
Life Support (PULM-F 355)	3.0
Respiratory Care Techniques II (PULM-F 356)	2.0
Respiratory Care Practicum I (PULM-F 385)	3.0
Neonatal-Pediatric Respiratory Care (PULM-F 405)	2.0
Cardiorespiratory Pharmacology II (PULM-F 444)	2.0
Total	16.0
Summer Session I	*Credits*
Respiratory Care Practicum II (PULM-F 395)	4.0
Total	4.0
Senior	
Fall	*Credits*
Pulmonary Diagnostics (PULM-F 371)	3.0
Introduction to Research in Respiratory Care (PULM-F 420)	2.0
Cardiorespiratory Monitoring and Special Techniques (PULM-F 451)	3.0
Respiratory Care Practicum III (PULM-F 456)	6.0
Pulmonary Rehabilitation and Geriatrics (PULM-F 461	3.0
Total	17.0
Spring	*Credits*
Management and Leadership for Respiratory Care (PULM-F 430)	3.0
Advanced Cardiac Life Support (PULM-F 440)	2.0
Seminar in Cardiorespiratory Care (PULM-F 445)	3.0

Patient Education Techniques (PULM-F 480)	3.0
Respiratory Care Practicum IV (PULM-F 485)	6.0
Total	17.0

Graduation Requirements Satisfactory completion of 125 credit hours to include 55 credit hours of prerequisite course work and 70 credit hours of professional course work. All course work must be completed in compliance with the program's and school's academic and professional policies.

Last Updated: March 26, 2010

Advanced Standing

Graduates of CoARC accredited, advanced practitioner-level associate degree programs in respiratory therapy at a regionally accredited college or university are eligible to apply for advanced standing in the respiratory therapy baccalaureate degree program. These applicants must meet all program admissions requirements and standards. If admitted, they would be enrolled in the fourth year of the program's professional program curriculum. Students who wish to apply for advanced standing must contact the program director for available options.

Last Updated: April 15, 2010

Student Learning Outcomes

- Clinical Laboratory Science, B.S.
- Cytotechnology, B.S.
- Histotechnology, Certificate and A.S.
- Medical Imaging Technology, B.S.
- Nuclear Medicine Technology, B.S.
- Paramedic Science, A.S.
- Radiation Therapy, B.S.
- Radiography, A.S.
- Respiratory Therapy, B.S.

March 13, 2012

Clinical Laboratory Science, B.S.

The mission of the CLS program at Indiana University is to provide a high quality education in knowledge, skills, and professional attitudes in CLS in order to prepare graduates who have entry-level competencies to practice in the clinical laboratory.

The goal of the CLS program is to prepare graduates who:

1. Have the knowledge and skills needed to provide health care professionals with accurate and timely diagnostic and therapeutic laboratory data and participate as effective members of the health care team.
2. Demonstrate professionalism through honesty and integrity in reporting results, respect for patient confidentiality, and a desire for life-long learning through continuing education, scholarship, service, and participation in professional organizations.
3. Successfully complete the national certification examination.

Clinical Laboratory Science Program Competencies

Upon successful completion of the CLS Program, the clinical laboratory scientist should be able to demonstrate the behaviors described in the entry-level competencies:*

- Perform proficiently the full range of clinical laboratory tests in areas such as hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, and molecular and other emerging diagnostics.
- Play a role in the development and evaluation of test systems and interpretive algorithms.
- Participate effectively in clinical decision making, regulatory compliance with applicable regulations, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed.
- Communicate effectively to enable consultative interactions with members of the healthcare team, external relations, customer service, and patient education.
- Apply knowledge of financial operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services.
- Support information management to enable effective, timely, accurate, and cost-effective reporting of laboratory-generated information.
- Demonstrate sufficient knowledge of the research process to evaluate published studies as an informed consumer.
- Participate in safety programs.
- Have requisite knowledge and skills to educate laboratory professionals, other healthcare professionals, and the public with regards to in laboratory practice.

* The CLS Program has multiple objectives associated with each competency. These are available upon request.

March 13, 2012

Cytotechnology, B.S.

To provide education of the highest quality in accordance with the guidelines established by the Commission on Accreditation of Allied Health Education Programs, the American Society of Cytopathology and the Board of Certification of the American Society of Clinical Pathologists, the Cytotechnology Program Advisory Committee adopted the following "Program Goals and Objectives" and "Outcomes."

Program Goals

The Indiana University Cytotechnology Program adopts the following goals and minimum expectations for its graduates:

"To prepare competent entry-level Cytotechnologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains."

Outcomes Assessment

- Student Retention of at least 80%.
- Job Placement of at least 75%.
- Board of Registry Pass Rate of at least 80%.
- Graduate Survey with at least 50% return rate and 80% student satisfaction.

- Employer Survey with at least 50% return rate and 80% student satisfaction.

March 13, 2012

Histotechnology, Certificate and A.S.

The Program's goals have been developed within the mission of the Health Professions Programs in the School of Medicine. In an effort to provide theoretical background and the development of a high degree of occupational competence, the Program has established the following goals:

1. To provide students with the education experiences necessary to enter a career as a Histologic Technician, to include entry-level competence and eligibility for the ASCP Board of Registry Histotechnician exam.
2. To provide the nation-wide health care community with individuals competent to conduct high quality histologic procedures.
3. To provide a curriculum containing a balance between technical knowledge and clinical competence gained in the histology laboratory setting.
4. To assist the students in reaching their goals by providing academic and occupational advisement.
5. To instill in students a lifelong desire to achieve professional and academic excellence.

Histotechnology Program Objectives

Upon successful completion of all standard academic requirements established for this program, the graduate is entitled to receive a Certificate in Histotechnology from Indiana University. By virtue of the standards required by this program, the graduate is eligible to take the Histotechnician (HT) certification examination administered by the American Society of Clinical Pathologists' Board of Registry. The didactic and practical experience provided by the course of instruction should enable the graduate to accomplish the following objectives:

Technical Skill

1. Perform procedures of basic histologic laboratory techniques, instrumentation and problem solving at the HT entry-level competency.
2. Demonstrate knowledge of general and specific histologic methodology.
3. Perform procedures with accuracy and precision.
4. Monitor internal and external quality assurance measures.
5. Demonstrate knowledge of operational principles of commonly used laboratory instruments to include the ability to perform daily preventative maintenance and correct simple malfunctions.
6. Exercise independent judgment regarding choice of procedure and evaluation of results.
7. Organize tasks to cope with volume of work and unexpected demands.

Communication

1. Communicate effectively with Clinical Education Supervisor and Program Director regarding curriculum and training courses.
2. Effectively organize and present information both in written assignments and oral communication.
3. Communicate effectively with other laboratory and health care providers.

Professional Behavior

1. Display an attitude reflecting pride and professionalism in daily laboratory duties.
2. Demonstrate adaptability, integrity, initiative, neatness, maturity, stability and a desire for excellence.

March 13, 2012

Medical Imaging Technology, B.S.

The Medical Imaging Technology program has established the following goals:

1. Graduates will be clinically competent.
2. Graduates will communicate effectively in the healthcare environment.
3. Graduates will think critically and apply problem-solving skills in the healthcare environment.
4. Graduates will have knowledge of the value of professional development and growth.
5. Students will graduate and will be qualified to work as advance-practice radiologic technologists.

March 13, 2012

Nuclear Medicine Technology, B.S.

GOAL AND OUTCOMES OF THE NUCLEAR MEDICINE TECHNOLOGY PROGRAM

Goal I

Prepare students to function as competent Nuclear Medicine Technologists.

Outcomes

Upon completion of the Nuclear Medicine Technology Program in the Department of Radiologic and Imaging Sciences the graduate will:

1. Demonstrate the ability to acquire, comprehend, apply and evaluate patient information sufficiently well to offer appropriate patient care.
2. Demonstate technical profienciency in all skills necessary to fulfill the role as a Nuclear Medicine Technologist.
3. Demonstate appropriate administrative functions within the scope of the profession.

Goal II

Prepare students in Nuclear Medicine Technology who will continue to learn and grow professionally.

Outcomes

Upon completion of the Nuclear Medicine Technology Program in the Department of Radiologic Sciences the graduate will:

1. Demonstrate and sustain appropriate ethical and interpersonal working relationships with patients, physicians, and co-workers.
2. Demonstrate participation in continuing education and professional activities.
3. Aspire toward professional growth in areas of advanced technical postions, administration,

teaching, health care industry or higher educational degree levels.

Last Updated: February 15, 2012

Paramedic Science, A.S.

The Paramedic Science program has established the following goals:

To prepare competent entry-level Emergency Medical Technician-Paramedics in the cognitive (knowledge), pyschomotor (skills), and affective (behavior) learning domains, with or without exit points at the Emergency Medical Technician-Intermediate, and/or Emergency Medical Technician-Basic, and/or First Responder levels.

1. Upon commencement, the Paramedic Science graduate will perform as a Paramedic.
2. Upon graduation, the Paramedic student will have developed knowledge, competency, and awareness of one's abilities and limitations, the ability to relate to people, and a capacity for calm and reasoned judgement under stress.
3. Upon graduation, the Paramedic Science Student, has Developed values to independently process information to make critical decisions while being sensitive to the cultural competency of patients of all ages.

March 13, 2012

Radiation Therapy, B.S.

During the radiation therapy program, the student will be able:

1. Demonstrate the appropriate knowledge of radiation therapy procedures.
2. Apply principles of radiation protection for patient, self, and others.
3. Perform radiation therapy simulation procedure.
4. Perform basic radiation therapy dose calculations and access treatment plans.
5. Deliver radiation therapy treatments as prescribed by a radiation oncologist.
6. Evaluate patient for effects, reactions and therapeutic responses.
7. Demonstrate effective oral and written communication skills.
8. Apply basic research methods.
9. Formulate methods for the pursuit of lifelong learning.

At the completion of the radiation therapy program, the graduate will:

1. Pass the ARRT national certification exam on the first attempt.
2. Be employed within six months post-graduation, if pursuing employment.
3. Complete the professional program within 22 months.
4. Be satisfied with their education.

March 13, 2012

Radiography, A.S.

Goals for the Associate Degree in Radiography Program

1. Graduates will be clinically competent.
2. Graduates will communicate effectively in the healthcare environment.
3. Graduates will think critically and apply problem-solving skills in the healthcare environment.
4. Graduates will have knowledge of the value of professional development and growth.
5. Students will graduate and will be qualified to work as entry-level radiologic technologists.

Outcomes for the Associate Degree in Radiography Program

At appropriate points during the radiography program, the student will be able to:

1. Demonstrate appropriate knowledge of radiographic procedures [goal 1].
2. Apply radiographic positioning skills effectively [goal 1].
3. Determine appropriate technical factors [goal 1].
4. Apply principles of radiation protection for patient, self, and others [goal 1].
5. Demonstrate overall competence in performance of radiographic procedures [goal 1].
6. Use effective oral communication skills with clinical staff and patients [goal 2].
7. Demonstrate effective written communication skills. [goal 2].
8. Evaluate images and make appropriate adjustments to technical factors or procedure [goal 3].
9. Adapt positioning for trauma patients [goal 3].
10. Determine the importance of continued professional development [goal 4].
11. Attend professional meetings [goal 4].

At the completion of the radiography program, the graduate will:

1. Pass the ARRT national certification on the 1^{S} attempt [goal 5].
2. Be gainfully employed within 6 months post-graduation, if pursuing employment [goal 5].
3. Complete the program within 22 months [goal 5].
4. Be satisfied with their education [goal 5].

March 13, 2012

Respiratory Therapy, B.S.

Program Goal

Upon completion of the program, the graduate will be a competent advanced-level respiratory therapist.

Program Objectives

1. Upon completion of the program, students will demonstrate professional behavior consistent with employer expectations as advanced-level respiratory therapists.
2. Upon completion of the program, students will demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to their roles as advanced-level respiratory therapists.

3. Upon completion of the program, students will demonstrate technical proficiency in all the skills necessary to fulfill their roles as advanced-level respiratory therapists.

March 13, 2012

Application Procedures

The Indiana University School of Medicine participates in the American Medical College Application Service (AMCAS). Application information is available on the Web site of the Association of American Medical Colleges (AAMC) at www.aamc.org. The deadline for AMCAS's receipt of application and transcripts is December 15 for the following year's entering class.

The School of Medicine participates in the national Early Decision Program (EDP). The deadline for EDP applicants is August 1. Additional information is available from AMCAS and from the Admissions Office.

Interviews

Beginning in September, members of the Admissions Committee will interview students by appointment only. In general, appointments for interviews are scheduled in the order in which applications are received unless the applicant has not taken the Medical College Admission Test.

Transcript

It is the applicants' responsibility to send an updated transcript to the Admissions Office at the conclusion of each grading period during the application process.

Medical College Admission Test

All applicants must take the Medical College Admission Test (MCAT) in order to be considered for admission. Registration information may be obtained from www.aamc.org. Students are urged to take this test in the spring of the year preceding the application. Ordinarily, acceptance will not be granted in the absence of an MCAT score.

Fees

Annual tuition for students in the M.D. program in the School of Medicine for 2008-2009 is $27,151.20 for residents of the state of Indiana and $42,130.00 for nonresidents. University assessed technology fees total $373.80 for the academic year. Specific assessments associated with class year and center of instruction are also levied. All students are required to carry personal health insurance. Students not covered under an insurance policy meeting certain minimal criteria as determined by the school must enroll in the school-sponsored health insurance plan at an annual cost of $2,421.00 for 2008-2009. Tuition and fees are subject to change by action of the Board of Trustees. All fees may be confirmed by contacting the school.

An application fee of $50 is required of all new applicants for admission to Indiana University.

Students taking Graduate School courses should consult the appropriate graduate office for relevant fee information.

The School of Medicine possesses a sufficient number of excellent binocular microscopes to meet the needs of all of its students. These are available on a use-charge basis. If a student wishes to provide his or her own microscope, it must meet rigid specifications and be approved by the microscope committee of the School of Medicine. Storage space for personal microscopes is not available in the teaching laboratories.

Financial Assistance

It is important to recognize that it costs considerably more to provide a quality medical education than what the student actually pays in tuition and fees. Every student attending the Indiana University School of Medicine benefits from the subsidies provided by the state of Indiana through state-legislated appropriations. These funds enable Indiana University to keep tuition and fees at the lowest reasonable amount possible. In addition, Indiana University benefits through its many generous friends and supportive organizations that assist in making a medical education affordable to all School of Medicine students.

The purpose of the School of Medicine's scholarship and financial aid programs is to assist students whose personal and family resources are not sufficient to meet the total cost of their medical education. To meet the financial needs of our students in a fair and equitable manner through the most desirable aid programs possible, most financial aid programs are made available to students with documented financial need. The school cannot assure that it will be able to fully meet each student's financial need, and therefore, some students will need to investigate other options in meeting their educational expenses.

Student eligibility for financial aid programs is determined by evaluating both the student's and the parents' ability to defray the cost of a medical education. To apply for most desirable financial aid programs, regardless of the independent status of the student, students must complete the Free Application for Federal Student Aid (FAFSA) http://www.fafsa.ed.gov. The FAFSA results will be made available electronically to IUPUI. Beginning in April, students will be notified of their eligibility for all federal aid programs for the academic year. Keep in mind that all financial information received is held in strict confidence and is used only to determine the student's eligibility for financial assistance.

The Dean's Medical Student Affairs–Student Financial Services (MSA–SFS) makes available via the MSA Web page, the IUSM Financial Aid Guide, the financial aid application materials, and other information about specific programs. Students are encouraged to investigate outside sources of aid that may be available through bank trusts, churches, and fraternal and professional organizations.

Financial Assistance Programs

The following financial assistance programs are available to medical students attending the Indiana University School of Medicine (IUSM). Any questions you may have about these programs can be answered by contacting our office:

Medical Student Affairs
Student Financial Services
Medical Sciences Building 119
635 Barnhill Drive
IU School of Medicine
Indianapolis, IN 46202-5120
Phone: (317) 274-1967
E-mail: jespada@iupui.edu
E-mail: tnfox@iupui.edu

E-mail: mtitus@iupui.edu

These programs are described in further detail in the IU Financial Aid Guide for Medical Students at http://msa.iusm.iu.edu.

- Federal Perkins Student Loan
- Federal Primary Care Loan
- Federal Subsidized Stafford Student Loan
- Federal Unsubsidized Stafford Student Loan
- Federal Graduate Plus Loan
- Federal College Work-Study Program (CWSP)
- Child-of-Disabled-Veteran Award (CVO) (available to Indiana residents only)
- Scholarships to Disadvantaged Students (SDS)
- Loans to Disadvantaged Students (LDS)
- Indiana Primary Care Scholarship

Scholarships, Fellowships, and Loans

The School of Medicine Scholarship Committee awards students more than $3 million in scholarships and fellowships from annual gifts and scholarship endowments. The scholarship awards range from $1,000 to full tuition. While some programs have donor restrictions, the School of Medicine maintains a philosophy of equal opportunity. All students who complete the school's Application for Financial Assistance will be considered for all of the IU School of Medicine scholarships and fellowships listed at msa.iusm.iu.edu in the IU School of Medicine Financial Aid Guide.

While most scholarships are awarded for a combination of financial need and academic achievement, some scholarships are based strictly on academic achievement and a small portion based strictly on financial need. To receive need-based awards, students must first apply for federal aid and submit parental information (regardless of independent status) on the Free Application for Federal Student Aid (FAFSA). Parental information is a factor in granting scholarships based on need or a combination of need and academics. Academic awards honor outstanding medical school achievement.

Medical students receiving the Armed Forces Health Professions Scholarships (AFHPSP) or the National Health Service Corps (NHSC) will not be considered for scholarships based on financial need or a combination of need and academics.

Eligibility for and renewability of scholarship assistance has been outlined by the IUSM Scholarship Committee in the following policy statement:

The receipt of any academic or combined need and academic scholarship by a student is contingent upon: (1) the student applying when required, (2) the criteria of the scholarship award, and (3) the student maintaining good academic standing. A student is in good academic standing, as seen by the Scholarship Committee, when the student is not on academic probation for any reason during the entire preceding academic year. The Indiana University School of Medicine Student Manual defines what constitutes good academic standing.

In addition, renewability will be contingent upon the student having demonstrated financial need and the availability of funds.

Admissions

The modern world is complex, and physicians care for people from a wide range of social, economic, and cultural backgrounds. The Indiana University School of Medicine requires applicants to include in their undergraduate study a minimal number of required science courses (see below). It is also expected that successful applicants will have included in their undergraduate experience a significant number of courses in the humanities and social and behavioral sciences. In this fashion, students gain a better understanding of contemporary society and human experience, and greater insight into their patients' backgrounds, problems, and illnesses. Applicants are expected to be competent in speaking and writing the English language.

Selection of the Class

Students are offered places in the class on the basis of scholarship, character, personality, references, performance on the Medical College Admission Test, and personal interview. The medical school faculty has specified nonacademic criteria (''Technical Standards for Admission and Retention in Medical School''), which all applicants are expected to meet in order to participate in the medical education program and the study of medicine.

The successful applicant will usually have a record of 1) extracurricular experience in a clinical setting and/or shadowing of physicians and 2) volunteer work/community service.

Except for Early Decision Program candidates, accepted applicants will normally be notified on October 15, November 15, December 15, January 15, February 15, March 15, and at intervals thereafter until the class is filled.

The successful applicant should keep in mind that acceptance is granted subject to the satisfactory completion of all School of Medicine requirements. If the student does not maintain the scholastic average and course load that were evident at the time of acceptance, the committee reserves the right to withdraw acceptance.

Indiana University School of Medicine does not discriminate on the basis of age, color, disability, ethnicity, gender, marital status, national origin, race, religion, sexual orientation, or veteran status.

Requirements

It is strongly recommended that the applicant complete a B.A. or B.S. degree in a school accredited by one of the regional accrediting agencies. The minimum amount of college course work required is three academic years (90 credit hours, excluding physical education and ROTC courses). Any major from the traditional arts and sciences curriculum is acceptable. Students with educational backgrounds in areas outside the usual liberal arts and sciences curriculum (education, business, engineering, pharmacy, etc.) will be evaluated based on a minimum of 90 credit hours (three academic years) of college course work of arts and sciences equivalence. Such students are invited to consult with the Admissions Office about School of Medicine policy regarding academic course work outside the arts and sciences area. The Admissions Committee encourages highly qualified students to enroll in undergraduate honors courses.

The following science course work is required for admission; each course must have a lecture and laboratory component:

- General chemistry, 8-10 credit hours (one academic year)
- Organic chemistry, 8-10 credit hours (one academic year)
- Physics, 8-10 credit hours (one academic year)
- Biological sciences, 8-10 credit hours (one academic year)

Neither grades nor credit hours from subjects offered in the medical curriculum will be accepted toward fulfilling the required 90 credit hours of undergraduate course work or the above specific science requirements.

The Admissions Committee reserves the right to determine which courses will fulfill its requirements.

Scholastic Record

Every grade becomes a part of the permanent record and is calculated in the overall scholastic average. A student who is an Indiana resident cannot usually expect to gain entrance to the class if his or her average of credit points is below 3.2 on a 4.0 scale. The applications of nonresidents will be considered on an individual basis (see below at ‘‘Residence’’).

Greater weight is given to the quality of work than to an excess of credit hours over the minimum required. A scholastic record that shows a large number of withdrawals and/or a repetition of subjects in order to remove grades of F or to raise low grades will obviously be less impressive than a record showing work of uniformly good quality.

A student who has withdrawn or been dismissed from another medical school is usually not eligible for admission to the first-year class at Indiana University.

Residence

Preference will be given to applicants who are residents of the state of Indiana. Nevertheless, a number of nonresidents are accepted each year, and well-qualified nonresidents with an interest in obtaining a medical education at Indiana University are encouraged to apply. The applications of nonresidents who have significant ties to the state of Indiana may be given greater consideration. The Admissions Committee uses the Indiana University System Residency Policy to determine the residency of applicants for IU fee purposes http:///www.iue.edu/registrar/policies/residency_rules.php.

Technical Standards

The medical school faculty has specified the following nonacademic criteria ("technical standards") that all applicants/medical students are expected to meet in order to participate in the medical education program and the practice of medicine.

Observation

The applicant/medical student must be able to participate actively in all demonstrations and laboratory exercises in the basic medical sciences and to assess and comprehend the condition of all patients assigned to him or her for examination, diagnosis, and treatment. Such observation and information acquisition usually requires the functional use of visual, auditory, and somatic sensation.

Communication

The applicant/medical student must be able to communicate effectively and sensitively with patients in order to elicit information; describe changes in mood, activity, and posture; assess nonverbal communications; and effectively and efficiently transmit information to patients, fellow students, faculty, staff, and all members of the health care team. Communication skills include speaking, reading, and writing, as well as the observation skills described above.

Motor

The applicant/medical student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers; be able to perform basic laboratory tests; possess all skills necessary to carry out diagnostic procedures; and be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

The applicant/medical student must be able to measure, calculate, reason, analyze, and synthesize. Problem solving, the critical skill demanded of physicians, requires all of these intellectual abilities. In addition, the applicant/medical student must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures. The applicant/medical student must have the capacity to perform these problem-solving skills in a timely fashion.

Behavorial and Social Attributes

The applicant/medical student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and others. Applicants/medical students must also be able to tolerate taxing workloads, function effectively under stress, adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, commitment, and motivation are personal qualities that each applicant/medical student should possess.

Transfer Admissions

The Indiana University School of Medicine accepts applications for transfer from Indiana residents who are enrolled in another U.S. or foreign medical school, and from nonresidents who are enrolled in U.S. medical schools. Nonresidents enrolled in foreign medical schools and students in other professional or graduate schools cannot be considered for transfer because the School of Medicine’s facilities are usually almost totally committed.

Applications for transfer are considered for the second and third years only. If an applicant is accepted to the third year, the acceptance will be contingent on a passing score on the United States Medical Licensure Examination (USMLE) Step 1.

Transfer admission will be granted on the basis of available space and facilities, undergraduate record, MCAT scores, performance in the current medical school curriculum, and, if requested by the Admissions Committee, a personal interview. Nonresidents will be considered only if they have a compelling and legitimate need to transfer to Indiana University.

Contact Information

School of Medicine
1120 South Drive
Fesler Hall 302
Indianapolis, IN 46202-5114
317.274.8157
inmedadm@iupui.edu

Graduate Programs

The IU School of Medicine offers graduate degrees in the following disciplines:

Doctor of Medicine (M.D.)

Dual Degrees

- Doctor of Medicine/Master of Philosophy
- Doctor of Medicine/Master of Business Administration
- Doctor of Medicine/Master of Public Health
- M.D./Ph.D. (Medical Scientist Training Program)

Doctor of Philosophy (Ph.D.)

- Anatomy and Cell Biology
- Biochemistry and Molecular Biology
- Epidemiology (Public Health)
- Health Policy and Management (Public Health)
- Medical and Molecular Genetics
- Medical Biophysics and Biomolecular Imaging
- Medical Neuroscience
- Microbiology and Immunology
- Pathology
- Pharmacology and Toxicology
- Physiology

Master of Science (M.S.)

- Anatomy and Cell Biology
- Biochemistry and Molecular Biology
- Biotechnology
- Clinical Research
- Medical and Molecular Genetics
- Medical and Molecular Genetics - Genetic Counseling
- Medical Biophysics and Biomolecular Imaging
- Medical Science
- Pathology
- Pharmacology and Toxicology
- Physiology

For more information regarding the Ph.D. and M.S. programs please review this website: http://grad.medicine.iu.edu/degree-programs/

Student Learning Outcomes

Graduates from the Indiana University School of Medicine graduate programs will be able to:

1. Demonstrate the ability to identify and conduct original research, scholarship, and creative endeavors.
2. Think critically and creatively, and to solve problems in their area of specialization.
3. Write clearly, articulate ideas to peer scientists and lay public, and constructively defend research outcomes by developing cogent arguments.
4. Understand and adhere to ethical standards relating to the conduct of scientific research, confidentiality, attribution, and ownership of data.

Visit the following pages to view degree specific Student Learning Outcomes.

Doctor of Medicine (M.D.)

Doctor of Philosophy (Ph.D.)

- Anatomy
- Biochemistry and Molecular Biology
- Medical and Molecular Genetics
- Medical Biophysics and Biomolecular Imaging
- Medical Neuroscience
- Microbiology and Immunology
- Pathology
- Pharmacology and Toxicology
- Physiology

Master of Science (M.S.)

- Anatomy
- Biochemistry and Molecular Biology
- Biotechnology
- Clinical Research
- Medical and Molecular Genetics
- Medical and Molecular Genetics - Genetic Counseling
- Medical Biophysics and Biomolecular Imaging
- Medical Science
- Pathology
- Pharmacology and Toxicology
- Physiology

For more information regarding the Ph.D. and M.S. programs please review this website: http://grad.medicine.iu.edu/degree-programs/

For more information regaring the M.D. program please review this website: http://admissions.medicine.iu.edu/applying-to-the-iu-school-of-medicine/

Doctor of Medicine (M.D.)

The competent graduate in the Doctor of Medicine (M.D.) program of the Indiana University School of Medicine will demonstrate competence in the following areas:

1. Effective Communication

- Listen attentively and communicates clearly with patients, families, and health care team members.
- Establish the rapport necessary to form and maintain a therapeutic relationship with the patient.

2. Basic Clinical Skills

- Elicit and record a complete and accurate history and performs a skillful examination appropriate to a variety of patient encounters.

- Correctly determine whether to perform a comprehensively or suitably focused history and physical examination.
- Correctly select, proficiently perform, and accurately interpret selected clinical procedures and laboratory tests.

3. Using Science to Guide Diagnosis, Management, Therapeutics and Prevention

- Know and explain the scientific underpinnings at the molecular, cellular, organ, whole body, and environmental levels for states of health and disease based upon current understandings and cutting-edge advances in contemporary basic science.
- Use this information to diagnose, manage, and prevent the common health problems of individuals, families, and communities in collaboration with them.
- Develop a problem list and differential diagnosis.
- Carry out additional investigations.
- Choose and implement interventions with consultation and referral as needed.
- Determine outcome goals.
- Recognize and utilize opportunities for prevention.
- Monitor progress.
- Share information and educate.
- Adjust therapy and diagnosis according to results.

4. Lifelong Learning

- Aware of the limits of his/her personal knowledge and experience.
- Actively set and pursue clear learning goals.
- Exploit new opportunities for intellectual growth and professional enlightenment.
- Capable of critical, reliable, and valid self-assessment, and can apply the knowledge gained to the practice of his/her profession.

5. Self-Awareness, Self-Care and Personal Growth

- Approache the practice of medicine with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities.
- Assess personal values and priorities in order to develop and maintain and appropriate balance of personal and professional commitments.
- Seek help and advice when needed for his/her own difficulties and develop personally appropriate coping strategies.
- Recognize his/her effect on others in professional contacts.
- Seek, accurately receive, and appropriately respond to performance feedback.

6. The Social and Community Context of Health Care

- Recognize the diverse factors that influence the health of the individual and the community.
- Identify the sociocultural, familial, psychological, economic, legal, political, and spiritual factors impacting health care and health care delivery.
- Respond to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

7. Moral Reasoning and Ethical Judgment

- Have a comprehensive understanding of the foundations and components of medical ethics and moral reasoning and is able to use that knowledge in addressing ethical issues in his/her practice of medicine.
- Recognize the ethical issues of medical practice and health policy.
- Identify alternatives in difficult ethical choices.
- Systematically analyze the conflicting considerations supporting different alternatives.
- Formulate, defend, and effectively carry out a course of action that takes account of this ethical complexity.
- Combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

8. Problem Solving

- Recognize and thoroughly characterize a problem.
- Develop an informed plan of action, act to resolve the problem, and subsequently assess the results of his/her action.
- Display competence in basic problem solving skills as applied to medical problems.
- Know how to interpret and apply information and knowledge to understand and solve straightforward problems.

9. Professionalism and Role Recognition

- Recognize the powerful impact of his/her professional attitudes and behaviors on others.
- Consistently demonstrate the highest standards of excellence, duty, and accountability to the patient.
- Value the humanity of all patients and does not exploit the patient for personal gain.
- Recognize his/her role in working collaboratively with others to meet the health care needs of the individual and the community.

Microbiology and Immunology, Ph.D.

The goal of the Graduate Program is to prepare research scientists for productive careers at the most competitive level. The supporting facility is equipped with all requisite tools for conducting contemporary molecular science and the expertise to implement them. However, our greatest resource is the quality of the research faculty and its commitment to productivity. Thus, the Department

1. offers didactic coursework sufficient for rapid mastery of concepts central to the discipline, while emphasizing active student involvement in the laboratory as quickly as possible,
2. provides varied forums to enhance communication/ teaching skills,
3. actively encourages ongoing education beyond formal coursework throughout predoctoral training, and
4. expects training to be completed in 4-5 years with graduates poised to compete successfully for their next position.

To view the Program Goal for Microbiology and Immunology visit http://micro.medicine.iu.edu/graduate-programs/program-goal/.

Pharmacology and Toxicology

Pharmacology, Ph.D. or Toxicology, Ph.D.

The aim of the doctoral programs of the Department of Pharmacology and Toxicology is to develop independent investigators in pharmacology and toxicology. To earn a Ph.D. in Pharmacology or Toxicology, a student is required by the graduate faculty of the department to demonstrate proficiency in both conceptual and technical facets of modern biomedical research and to perform meritorious original research on a significant problem in pharmacology or toxicology.

Our goal is to educate our students to pursue successful careers in biomedical sciences as researchers and educators in professional schools, colleges and universities, in the pharmaceutical industry, and in the broader healthcare industry. [Graduate Student Handbook]

First year students should visit http://pharmtox.iusm.iu.edu/grad-program/first-year-students/.

Master of Science in Pharmacology or Toxicology

Pharmacology is the scientific discipline that, in the attempt to improve health and alleviate disease, studies the mechanisms by which drugs alter biological systems.

Toxicology is the study of mechanisms by which drugs and chemicals in the environment produce unwanted effects.

Together these disciplines encompass the molecular basis of drug action, the actions of drugs on cells, organs, and organisms, genetic variations in drug action, and drug discovery. Since new drugs are being introduced into clinical medicine at a rapid pace, and since there are increasing concerns regarding the impact of environmental pollutants on our health, research in pharmacology and toxicology is at the forefront of medical science.

Medical and Molecular Genetics

Medical and Molecular Genetics, Ph.D.

The requirements for graduation include completion of coursework, successful performance on the department qualifying examination, defend a research proposal, conduct an original research project, and defense of the thesis. Graduates from the program are knowledgeable in the spectrum of medical genetics and will receive specific courses in molecular biology, cytogenetics and population genetics. Unique to our program, students participate in medical genetics clinics to facilitate an understanding of the bench to bedside approach to medical science.

For more information about this Ph.D. program visit http://genetics.medicine.iu.edu/education/phd-program/.

Master of Science in Medical and Molecular Genetics

A full-time student will typically complete the degree in two years. Students must complete a minimum of 30 credit hours of approved course work. At least 20 credit hours must be passed in courses offered by the Department of Medical and Molecular Genetics or approved equivalents. The departmental courses must be in at least four of the following five areas: basic human genetics, clinical genetics , cytogenetics , molecular genetics or hereditary genomics and must be passed with a grade of 'B' or better. A student may chose to complete a thesis for their Master of Science degree requirements.

In addition to completing the course requirements, the student can either prepare and defend a Master's thesis or, with the approval of the department, a first authorship in a refereed publication may substitute for a formal thesis. A second option is to complete a course work Master of Science degree. In addition to completing the course requirements, the student must then complete an additional 6 credit hours of non-research course work.

Each student selects an advisor and an advisory committee to guide and supervise the student. The committee typically consists of at least three faculty members in the Department of Medical and Molecular Genetics. The student must pass a comprehensive oral or written examination as determined by the student's advisory committee. Under exceptional circumstances, the student may petition the committee to be permitted to take the final examination one additional time.

For more information about this master's program visit http://genetics.medicine.iu.edu/education/master-of-science-program/.

Master of Science in Medical and Molecular Genetics - Genetic Counseling

The Indiana University Genetic Counseling Program is fully accredited by the American Board of Genetic Counseling. This two-year program offers:

- a specially designed curriculum to develop knowledge, skills and competency in genetic counseling
- extensive clinical experience in a variety of local genetic counseling settings
- supervising personnel who are certified by either the American Board of Medical Genetics (ABMG) or the American Board of Genetic Counseling (ABGC)
- participation in local and regional genetics education activities
- preparation of students to apply for active candidate status with the American Board of Genetic Counseling

Successful completion of the Indiana University Genetic Counseling Program will lead to a Master of Science degree in medical genetics.
For more information about the Genetic Counseling Program visit http://genetics.medicine.iu.edu/education/master-of-science-genetic-counseling-program/.

Medical Neuroscience, Ph.D.

The first requirement for the Ph.D. in Medical Neuroscience is the completion of several core courses and seminars. Students must pass a Qualifying Examination covering the concepts and research skills presented in the core curriculum. After entering a specific laboratory to engage in a formal research project, a Dissertation Proposal in NIH grant format is evaluated in written form and defended orally in front of the Research Committee. Finally, the dissertation resulting from the student's original research must be presented and defended in a formal seminar. [IUSM_Med_Neuro_Student-Faculty_Handbook.2010(1).pdf]

To view the IUSM Medical Neuroscience Student/Faculty Handbook visit http://snri.iusm.iu.edu/education-and-training/current-student-resources/.

Anatomy and Cell Biology

Anatomy and Cell Biology, Ph.D. - Biomedical Research Track

Students enter the track in August through the Indiana University School of Medicine BioMedical Gateway Program (IBMG) and take the IBMG core courses and complete three lab rotations before selecting the program and lab they will ultimately join. During the second year, students take the major anatomy core courses plus foundation courses of a minor discipline (such as physiology, biochemistry, etc). Students establish an Advisory Committee, headed by the Research Advisor at the end of their first year.

This committee aids the student in preparation for the Qualifying Examination (given at the end of the second year), which typically includes the writing and presentation of a Thesis Research Proposal (extramural grant format). The Qualifying Examination has two aims:

1. to assess the student's competency in the Anatomical subdisciplines and chosen minor, and
2. to determine if the student is prepared to begin thesis research.

Upon passing the Qualifying Examination, the student is admitted to candidacy for the Ph.D. The student's Committee advises the student throughout the conduct and completion of the doctoral research project, including the writing and defense of a Dissertation.

Anatomy and Cell Biology, Ph.D. - Education Track

The goal of this track is to produce a cadre of doctoral-level anatomy educators who are capable of teaching all of the anatomical disciplines to undergraduate, graduate, or professional students, and who are capable of producing the high-quality educational research and other scholarly work necessary for promotion and tenure.

Designed as a five-year program, the Education Track requires a total of 90 credit hours, which includes 64 credits in required coursework and 26 credits in dissertation research. The coursework is divided into two "core" areas, as well as statistics courses and electives:

- **Anatomy Core** (31 hours) - will provide rigorous training in the major anatomical disciplines of Gross Anatomy, Histology, Neuroscience, and Cell Biology, as well as supervised and mentored teaching experiences with medical students and graduate students.
- **Education Core** (18 hours) - will provide fundamentals of pedagogy and assessment, including educational research and scholarship.
- **Statistics** (6 hours) - will provide the statistical tools needed to properly design and evaluate educational research projects.
- **Electives** (9 hours) - will provide the opportunity for further training in the biomedical sciences, education, or statistics.

After completing the coursework, students will be required to pass a Qualifying Examination that tests their knowledge of anatomy, grasp of relevant literature, and the ability to form educational research hypotheses and design studies to test these hypotheses. Students must successfully complete a doctoral research project, including the writing and defense of a Dissertation.

Master of Science in Anatomy and Cell Biology

The master degree in Anatomy & Cell Biology is offered as an independent degree, and is not required as a prerequisite for the doctoral degrees. Requirements are 30 credit hours, including D850 (Gross Anatomy), D851 (Histology), and D852 (Neuroscience and Clinical Neurology), along with two years of D861 (Seminar). Applications will be considered only after the potential student has reached a mentoring agreement with the faculty member in whose laboratory the research work will be done. This is a two-year, full-time program. A masters candidate will prepare a written document (paper or thesis) based on original research work, and successfully defend it before the advisory committee, which will consist of the mentor and two other faculty members.

For more information about these and other Anatomy and Cell Biology graduate programs visit http://anatomy.iupui.edu/graduate-programs/.

Pathology and Laboratory Science

Experimental Pathology, Ph.D.

The PhD Experimental Pathology program provides the basis for a career of teaching and performing pathology research in academic medicine or in science-related industries. Admission is through the Indiana University School of Medicine BioMedical Gateway (IBMG). The IBMG adviser will advise the student concerning course work and ensure that he or she is familiar with the department, the faculty, and the research opportunities available.

The student, in conjunction with the adviser and with involved faculty members, selects a major adviser, based on the premise that the student will complete the PhD research project under the guidance of that adviser. The major adviser will then assist the student in selecting additional faculty as needed to make up the PhD advisory committee. The advisory committee is responsible for preparing and administering the doctoral qualifying examination. After the doctoral qualifying examination has been completed, the research committee is selected. The research committee will guide the student to completion of the PhD.

The research project is the focus of the PhD program; research opportunities are available in many areas of pathology. The Graduate Faculty of the Department of Pathology and Laboratory Medicine works to match students with projects that are appropriate to their individual areas of interest and expertise.

Requirements for Completion:

- A minimum of 90 credits hours, of which at least 35 are course credits and at least 45 are research credits.
- A PhD minor consisting of the IBMG core curriculum or at least 12 course credits in a related discipline or life science.
- Pathology C603 or equivalent (grade of B or higher)
- Graduate Student Seminar C808 (1- 4 credits)

- Successful completion of the doctoral qualifying examination
- Completion of a research project resulting in a doctoral dissertation

Master of Science in Experimental Pathology

The Master's degree curriculum for Laboratory Science is a research-based program that allows students to focus in an area of pathology such as clinical chemistry, clinical microbiology, hematopathology, transfusion medicine, diagnostic immunoserology, molecular diagnostics, cytotechnology, and others. The program seeks to increase the candidate's background knowledge within a particular field, and to prepare the individual for conducting investigative work in applied laboratory science.

Graduates are primed for positions involving clinical teaching, laboratory supervision, and research and development. The Laboratory Science master's program is suggested for clinical laboratory scientists, cytotechnologists, and others who have a strong background and interest in laboratory sciences. Previous work experience in a hospital clinical pathology laboratory as a clinical laboratory scientist or cytotechnologist is desirable, but not required.

Master of Science in Laboratory Science

The MS in Experimental Pathology is recommended for those who have an interest in basic research and plan careers as research scientists. The program offers opportunities for specialization in various areas of pathology, similar to those available in the Laboratory Science MS track. This track is suggested for students with an interest in any of the many areas of pathology. A strong science background is important. Previous research experience is an asset, but is not required.

A curriculum of basic science courses (21 or more credits including a graduate level biochemistry course and Seminar C808) is designed and personalized for each student, depending on his/her area of interest and experience. Courses may be selected from graduate courses offered by the Department of Pathology and Laboratory Medicine or by other IUPUI and IU School of Medicine basic science departments.

Specific research projects for each student will be determined after completion of the first full semester of course work. The student's area of interest and the availability of a suitable research advisor are considered in this choice. Degree completion involves submission of a bound research thesis or publication of the research in a respected, peer-reviewed journal in the appropriate field. Recent thesis and dissertation titles from the MS Laboratory Science and the Experimental Pathology programs may be accessed in Recent Thesis and Dissertation Titles.

For more information about these graduate programs visit http://pathology.iupui.edu/education/graduate/graduate-tracks/.

Biochemistry and Molecular Biology

Biochemistry and Molecular Biology, Ph.D.

The Department offers a Graduate Program in Biochemistry and Molecular Biology leading to the Ph. D. degree awarded by the Indiana University Graduate School. Our teaching mission includes core graduate courses in molecular biology and biochemistry, as well as medical courses in biochemistry and cellular and molecular biology. In addition, we offer advanced courses in a wide range of specialty areas reflecting the research interests of our faculty.

Students regularly participate in numerous departmental and program events such as journal clubs, research seminars and departmental retreat. We strive to help students develop the biochemical and molecular skills necessary to drive the current revolution in the biomedical sciences. Milestones to the degree include the oral defense of the thesis proposal. Students will also be questioned on topics outside of their thesis work during their thesis proposal oral defense in B803. Passing of this defense (with B/3.0 grade or better) will be required for advancement to candidacy.

Students will be enrolled for credit in B890 in years 2-5 in which they will present a seminar each year as well as attend all student and faculty seminars. Student seminars will generally be of a "journal club" format, where current, published work in the field of biochemistry is presented. Students who have advanced to candidacy may present their own lab work upon approval of course director and thesis advisor.

After choosing a laboratory for thesis research, an advisory committee consisting of at least 3 Biochemistry and Molecular Biology and 1 external faculty member will be formed with the approval of the thesis advisor and departmental chairperson. Upon advancement to candidacy a thesis research committee will be similarly formed that may consist of different faculty.

For more information about these graduate programs visit http://biochemistry.iu.edu/graduate-program/.

Medical Biophysics and Biomolecular Imaging, Ph.D.

The interdisciplinary program in Biomolecular Imaging offers graduate research training that leads to the Ph.D. in Medical Biophysics and is designed to train talented students in the use of imaging techniques to study biological processes from the molecular to the cellular level. Core courses in the fundamentals of biomedical science are complemented by courses teaching specialized knowledge in the physical basis of cell and molecular imaging. The interdisciplinary nature of the program allows you to choose from faculty in a variety of departments who have a wide range of expertise in biomedical and physical science.

For more information about this program visit http://bioimage.medicine.iu.edu/.

Biotechnology, M.S.

The IU School of Medicine's M.S. in Biotechnology aims to boost the research skills of individuals interested in health sciences research.

We designed the program for people already employed in local biotech industries or academic research laboratories, for individuals seeking a career change, and for recent graduates in Biology and Chemistry.

The three-year, 30-credit program allows students to evaluate whether a research career in a biotech discipline is an appropriate choice. All of the courses are approved

for graduate credit and could be accepted as part of a Ph.D. Students must initially enroll in the Biotechnology Certificate program and maintain a 3.0 GPA.

Students will select a School of Medicine Core facility like Proteomics, Protein Expression, Microscopy, Transgenics, Flow Cytometry etc. for their research project. The Core Director will match faculty members with a research project with students. Each student will conduct research and write a paper on the goal of the project, methodologies and result.

The core curriculum is the 17 credits of the biotechnology Certificate Program, plus an additional academic course in basic science, a course in scientific writing and 9 credits of research with a faculty mentor and an IUSM core facility. Students will complete and defend an M.S. thesis based on their research. The MS can be completed part-time in 3 years.

Clinical Research, M.S.

Indiana University has been funded by the National Institute of Health through a K-30 grant to develop and implement the Clinical Investigator Training Enhancement (CITE) program. The purpose of this program is to prepare health care professionals for a career in clinical research. Following completion of the program, graduates can embark on a career in clinical research with the skills necessary to successfully compete for grant funding, conduct and analyze research findings, and publish their work in scientific journals.

By participating in the program, CITE trainees will accomplish two primary objectives:

1. Complete a two-year formal clinical research curriculum, at the end of which they will receive a Master of Science in Clinical Research degree.
2. Conduct clinical research under the mentorship of a faculty scientist whose discipline or area of clinical investigation corresponds to the research interests and career aims of the CITE enrollee. An Advisory Committee consisting of a primary mentor and other relevant faculty scientists will be established for each enrollee to monitor progress.

Substantial time for completing the CITE program is required in that there are two main components: completion of the formal curriculum and active involvement in clinical research under the mentorship of a faculty scientist. Both elements are critical to preparation of the candidate for successful research following graduation.

CITE is an integrated program where the formal classroom curriculum complements and parallels the ongoing clinical research that is relevant to each enrollee's career. This differs from a "sequential" program in which individuals might focus predominantly on formal coursework for several years, deferring their actual research until they have attained their degree.

The rationale is two-fold. First, CITE coursework is most meaningful when applied to research in which the enrollee is engaged and hopes to continue following program completion. Second, success in clinical research requires not only formal training but several primary outcomes, particularly publications and grants. In addition to the M.S. degree, CITE graduates will have completed a grant proposal for funding as well as one or several manuscripts for publication. The combination of a degree plus the products of successful research will substantially enhance the likelihood of sustained success as a clinical investigator following program completion [IndianaCTSI HUB].

Medical Science, M.S.

Problem-based learning (PBL) is an active student-directed educational method. In PBL learners progressively develop autonomous learning skills. Learners increasingly continue to learn on their own in the program and in life. A facilitator provides the educational materials and guidance that enhances learning. A real world problem is the basis of PBL. A complex PBL problem stimulates the learner to organize and integrate learned information in ways that promote its recall and application to future problems. PBL problems challenge learners to acquire problem-solving and critical thinking skills.

Learners process and solve a problem with information they may already possess permitting them to validate what they already know. They also identify and inquire into what they need to know. Learners engage in independent study researching learning issues using different resources such as books, reports, journals, online information, individuals with relevant expertise. Thus, PBL personalizes learning to individual needs and learning styles. Learners return with their research reports and apply their expanded understanding of the problem in order to resolve it. At the conclusion of a PBL case, learners assess their work, each other and the facilitator.

MCAT Problem-based Learning

MCAT Problem-based learning (PBL) is an active student-directed learning process guided by tutors. Students meet in small groups for 3 hours three times per week for 9 weeks to process MCAT-like passages and solve MCAT-like questions using PBL principles. Most of the tutors have completed at least the first of the medical curriculum at Indiana University School of Medicine and have experience in PBL techniques.

The goals of the MCAT PBL are as follows:

- Use MCAT-like passages to promote student understanding of the MCAT
- Enhance student confidence through mastery of test-taking skills
- Promote students' reasoning and problem solving skills through analysis of MCAT passages to identify significant facts, identify learning issues, make appropriate answer choices.
- Provide an learning environment in which students collaboratively direct their own learning.
- Enhance student's knowledge base and life-long learning skills through self-directed inquiry on learning issues.

Problem-based Learning in Medical Science: Year 1

This course for first year MSMS students provides an academic context in which students take responsibility for their own learning. The course uses a small team setting in which students can benefit from peer and facilitator feedback and support each other's learning. Basic science course material constitutes the basis of clinical cases used in the MSCI X503. During PBL sessions

students will analyze and explain the scientific basis of the disease process covered in a case.

The goals of the course are as follows:

- Develop life-long learning and reasoning skills
- Promote students' problem solving skills by analyzing a clinical case to identify significant facts, formulate hypotheses, identify learning issues, collect data, and make a diagnosis.
- Provide an academic context in which students collaboratively direct their own learning.
- Enhance student's knowledge base through self-directed research on learning issues.
- Use cases to emphasize the relevance of basic science to clinical medicine.

Physiology

We invite students who are interested in preparing for exciting careers in biomedical research to join one of our graduate programs. The Department of Cellular & Integrative Physiology has an extraordinary group of dedicated and creative research scientists whose studies embrace both basic cellular and physiological processes, and include ground breaking research focusing on a variety of disease processes including cancer, diabetes, bone remodeling, cardiovascular, renal, membrane, and respiratory pathophysiology. Graduates from our program have enjoyed establishing careers in academic and private research institutes, industry, and government laboratories.

Master of Science in Physiology

Master of Science (M.S.) Students will apply to enter our graduate program using the instructions provided on the weblink and tab "MS Degree ... Application". This degree pathway requires a total of 30 credits for completion. There is both a research and a non-research option for this degree. This is an intensive 1-2 year (3 semester) program designed for students who wish to pursue advanced positions in academic research institutions, industrial settings, and professional schools (e.g. medicine, dentistry). Students entering this program will enhance their knowledge of cellular and integrated physiology through coursework and research which will help prepare the student for jobs in biomedical research, industry, small colleges, and other professions. In addition, this program serves students who wish to improve their academic qualifications for entry into professional schools such a medical or dental schools.

Physiology, Ph.D.

Doctoral (Ph.D.) Students will formally enter our graduate program upon completion of the 1^{S} year of the IBMG gateway program by selecting a faculty mentor from our primary faculty or adjunct faculty to serve as thesis advisor. Student stipends are highly competitive ($24,500/year for 2009-10) and pay all of the student's tuition, as well as health plan benefits and associated registration fees. Students in the Cellular & Integrative Physiology graduate program have opportunities for supplementing their stipends by competing for and receiving external fellowships from such organizations as National Institutes of Health, American Heart Association, or the Department of Defense etc.

Degree Programs

The IU School of Medicine offers graduate degrees in the following disciplines:

Doctor of Medicine (M.D.)

Dual Degrees

- Doctor of Medicine/Master of Philosophy
- Doctor of Medicine/Master of Business Administration
- Doctor of Medicine/Master of Public Health
- M.D./Ph.D. (Medical Scientist Training Program)

Doctor of Philosophy (Ph.D.)

- Anatomy and Cell Biology
- Biochemistry and Molecular Biology
- Epidemiology (Public Health)
- Health Policy and Management (Public Health)
- Medical and Molecular Genetics
- Medical Biophysics and Biomolecular Imaging
- Medical Neuroscience
- Microbiology and Immunology
- Pathology
- Pharmacology and Toxicology
- Physiology

Master of Science (M.S.)

- Anatomy and Cell Biology
- Biochemistry and Molecular Biology
- Biotechnology
- Clinical Research
- Medical and Molecular Genetics
- Medical and Molecular Genetics - Genetic Counseling
- Medical Biophysics and Biomolecular Imaging
- Medical Science
- Pathology
- Pharmacology and Toxicology
- Physiology

For more information regarding the Ph.D. and M.S. programs please review this website: http://grad.medicine.iu.edu/degree-programs/

Doctor of Medicine (M.D.)

The competent graduate in the Doctor of Medicine (M.D.) program of the Indiana University School of Medicine will demonstrate competence in the following areas:

1. Effective Communication

- Listen attentively and communicates clearly with patients, families, and health care team members.
- Establish the rapport necessary to form and maintain a therapeutic relationship with the patient.

2. Basic Clinical Skills

- Elicit and record a complete and accurate history and performs a skillful examination appropriate to a variety of patient encounters.
- Correctly determine whether to perform a comprehensively or suitably focused history and physical examination.

- Correctly select, proficiently perform, and accurately interpret selected clinical procedures and laboratory tests.

3. Using Science to Guide Diagnosis, Management, Therapeutics and Prevention

- Know and explain the scientific underpinnings at the molecular, cellular, organ, whole body, and environmental levels for states of health and disease based upon current understandings and cutting-edge advances in contemporary basic science.
- Use this information to diagnose, manage, and prevent the common health problems of individuals, families, and communities in collaboration with them.
- Develop a problem list and differential diagnosis.
- Carry out additional investigations.
- Choose and implement interventions with consultation and referral as needed.
- Determine outcome goals.
- Recognize and utilize opportunities for prevention.
- Monitor progress.
- Share information and educate.
- Adjust therapy and diagnosis according to results.

4. Lifelong Learning

- Aware of the limits of his/her personal knowledge and experience.
- Actively set and pursue clear learning goals.
- Exploit new opportunities for intellectual growth and professional enlightenment.
- Capable of critical, reliable, and valid self-assessment, and can apply the knowledge gained to the practice of his/her profession.

5. Self-Awareness, Self-Care and Personal Growth

- Approache the practice of medicine with awareness of his/her limits, strengths, weaknesses, and personal vulnerabilities.
- Assess personal values and priorities in order to develop and maintain and appropriate balance of personal and professional commitments.
- Seek help and advice when needed for his/her own difficulties and develop personally appropriate coping strategies.
- Recognize his/her effect on others in professional contacts.
- Seek, accurately receive, and appropriately respond to performance feedback.

6. The Social and Community Context of Health Care

- Recognize the diverse factors that influence the health of the individual and the community.
- Identify the sociocultural, familial, psychological, economic, legal, political, and spiritual factors impacting health care and health care delivery.
- Respond to these factors by planning and advocating the appropriate course of action at both the individual and the community level.

7. Moral Reasoning and Ethical Judgment

- Have a comprehensive understanding of the foundations and components of medical ethics and moral reasoning and is able to use that knowledge in addressing ethical issues in his/her practice of medicine.
- Recognize the ethical issues of medical practice and health policy.
- Identify alternatives in difficult ethical choices.
- Systematically analyze the conflicting considerations supporting different alternatives.
- Formulate, defend, and effectively carry out a course of action that takes account of this ethical complexity.
- Combine a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

8. Problem Solving

- Recognize and thoroughly characterize a problem.
- Develop an informed plan of action, act to resolve the problem, and subsequently assess the results of his/her action.
- Display competence in basic problem solving skills as applied to medical problems.
- Know how to interpret and apply information and knowledge to understand and solve straightforward problems.

9. Professionalism and Role Recognition

- Recognize the powerful impact of his/her professional attitudes and behaviors on others.
- Consistently demonstrate the highest standards of excellence, duty, and accountability to the patient.
- Value the humanity of all patients and does not exploit the patient for personal gain.
- Recognize his/her role in working collaboratively with others to meet the health care needs of the individual and the community.

Microbiology and Immunology, Ph.D.

The goal of the Graduate Program is to prepare research scientists for productive careers at the most competitive level. The supporting facility is equipped with all requisite tools for conducting contemporary molecular science and the expertise to implement them. However, our greatest resource is the quality of the research faculty and its commitment to productivity. Thus, the Department

1. offers didactic coursework sufficient for rapid mastery of concepts central to the discipline, while emphasizing active student involvement in the laboratory as quickly as possible,
2. provides varied forums to enhance communication/ teaching skills,
3. actively encourages ongoing education beyond formal coursework throughout predoctoral training, and
4. expects training to be completed in 4-5 years with graduates poised to compete successfully for their next position.

To view the Program Goal for Microbiology and Immunology visit http://micro.medicine.iu.edu/graduate-programs/program-goal/.

Pharmacology and Toxicology

Pharmacology, Ph.D. or Toxicology, Ph.D.

The aim of the doctoral programs of the Department of Pharmacology and Toxicology is to develop independent

investigators in pharmacology and toxicology. To earn a Ph.D. in Pharmacology or Toxicology, a student is required by the graduate faculty of the department to demonstrate proficiency in both conceptual and technical facets of modern biomedical research and to perform meritorious original research on a significant problem in pharmacology or toxicology.

Our goal is to educate our students to pursue successful careers in biomedical sciences as researchers and educators in professional schools, colleges and universities, in the pharmaceutical industry, and in the broader healthcare industry. [Graduate Student Handbook]

First year students should visit http://pharmtox.iusm.iu.edu/grad-program/first-year-students/.

Master of Science in Pharmacology or Toxicology

Pharmacology is the scientific discipline that, in the attempt to improve health and alleviate disease, studies the mechanisms by which drugs alter biological systems.

Toxicology is the study of mechanisms by which drugs and chemicals in the environment produce unwanted effects.

Together these disciplines encompass the molecular basis of drug action, the actions of drugs on cells, organs, and organisms, genetic variations in drug action, and drug discovery. Since new drugs are being introduced into clinical medicine at a rapid pace, and since there are increasing concerns regarding the impact of environmental pollutants on our health, research in pharmacology and toxicology is at the forefront of medical science.

Medical and Molecular Genetics

Medical and Molecular Genetics, Ph.D.

The requirements for graduation include completion of coursework, successful performance on the department qualifying examination, defend a research proposal, conduct an original research project, and defense of the thesis. Graduates from the program are knowledgeable in the spectrum of medical genetics and will receive specific courses in molecular biology, cytogenetics and population genetics. Unique to our program, students participate in medical genetics clinics to facilitate an understanding of the bench to bedside approach to medical science.

For more information about this Ph.D. program visit http://genetics.medicine.iu.edu/education/phd-program/.

Master of Science in Medical and Molecular Genetics

A full-time student will typically complete the degree in two years. Students must complete a minimum of 30 credit hours of approved course work. At least 20 credit hours must be passed in courses offered by the Department of Medical and Molecular Genetics or approved equivalents. The departmental courses must be in at least four of the following five areas: basic human genetics, clinical genetics , cytogenetics , molecular genetics or hereditary genomics and must be passed with a grade of 'B' or better. A student may chose to complete a thesis for their Master of Science degree requirements.

In addition to completing the course requirements, the student can either prepare and defend a Master's thesis or, with the approval of the department, a first authorship in a refereed publication may substitute for a formal thesis. A second option is to complete a course work Master of Science degree. In addition to completing the course requirements, the student must then complete an additional 6 credit hours of non-research course work.

Each student selects an advisor and an advisory committee to guide and supervise the student. The committee typically consists of at least three faculty members in the Department of Medical and Molecular Genetics. The student must pass a comprehensive oral or written examination as determined by the student's advisory committee. Under exceptional circumstances, the student may petition the committee to be permitted to take the final examination one additional time.

For more information about this master's program visit http://genetics.medicine.iu.edu/education/master-of-science-program/.

Master of Science in Medical and Molecular Genetics - Genetic Counseling

The Indiana University Genetic Counseling Program is fully accredited by the American Board of Genetic Counseling. This two-year program offers:

- a specially designed curriculum to develop knowledge, skills and competency in genetic counseling
- extensive clinical experience in a variety of local genetic counseling settings
- supervising personnel who are certified by either the American Board of Medical Genetics (ABMG) or the American Board of Genetic Counseling (ABGC)
- participation in local and regional genetics education activities
- preparation of students to apply for active candidate status with the American Board of Genetic Counseling

Successful completion of the Indiana University Genetic Counseling Program will lead to a Master of Science degree in medical genetics.
For more information about the Genetic Counseling Program visit http://genetics.medicine.iu.edu/education/master-of-science-genetic-counseling-program/.

Medical Neuroscience, Ph.D.

The first requirement for the Ph.D. in Medical Neuroscience is the completion of several core courses and seminars. Students must pass a Qualifying Examination covering the concepts and research skills presented in the core curriculum. After entering a specific laboratory to engage in a formal research project, a Dissertation Proposal in NIH grant format is evaluated in written form and defended orally in front of the Research Committee. Finally, the dissertation resulting from the student's original research must be presented and defended in a formal seminar. [IUSM_Med_Neuro_Student-Faculty_Handbook.2010(1).pdf]

To view the IUSM Medical Neuroscience Student/Faculty Handbook visit http://snri.iusm.iu.edu/education-and-training/current-student-resources/.

Anatomy and Cell Biology

Anatomy and Cell Biology, Ph.D. - Biomedical Research Track

Students enter the track in August through the Indiana University School of Medicine BioMedical Gateway Program (IBMG) and take the IBMG core courses and complete three lab rotations before selecting the program and lab they will ultimately join. During the second year, students take the major anatomy core courses plus foundation courses of a minor discipline (such as physiology, biochemistry, etc). Students establish an Advisory Committee, headed by the Research Advisor at the end of their first year.

This committee aids the student in preparation for the Qualifying Examination (given at the end of the second year), which typically includes the writing and presentation of a Thesis Research Proposal (extramural grant format). The Qualifying Examination has two aims:

1. to assess the student's competency in the Anatomical subdisciplines and chosen minor, and
2. to determine if the student is prepared to begin thesis research.

Upon passing the Qualifying Examination, the student is admitted to candidacy for the Ph.D. The student's Committee advises the student throughout the conduct and completion of the doctoral research project, including the writing and defense of a Dissertation.

Anatomy and Cell Biology, Ph.D. - Education Track

The goal of this track is to produce a cadre of doctoral-level anatomy educators who are capable of teaching all of the anatomical disciplines to undergraduate, graduate, or professional students, and who are capable of producing the high-quality educational research and other scholarly work necessary for promotion and tenure.

Designed as a five-year program, the Education Track requires a total of 90 credit hours, which includes 64 credits in required coursework and 26 credits in dissertation research. The coursework is divided into two "core" areas, as well as statistics courses and electives:

- **Anatomy Core** (31 hours) - will provide rigorous training in the major anatomical disciplines of Gross Anatomy, Histology, Neuroscience, and Cell Biology, as well as supervised and mentored teaching experiences with medical students and graduate students.
- **Education Core** (18 hours) - will provide fundamentals of pedagogy and assessment, including educational research and scholarship.
- **Statistics** (6 hours) - will provide the statistical tools needed to properly design and evaluate educational research projects.
- **Electives** (9 hours) - will provide the opportunity for further training in the biomedical sciences, education, or statistics.

After completing the coursework, students will be required to pass a Qualifying Examination that tests their knowledge of anatomy, grasp of relevant literature, and the ability to form educational research hypotheses and design studies to test these hypotheses. Students must successfully complete a doctoral research project, including the writing and defense of a Dissertation.

Master of Science in Anatomy and Cell Biology

The master degree in Anatomy & Cell Biology is offered as an independent degree, and is not required as a prerequisite for the doctoral degrees. Requirements are 30 credit hours, including D850 (Gross Anatomy), D851 (Histology), and D852 (Neuroscience and Clinical Neurology), along with two years of D861 (Seminar). Applications will be considered only after the potential student has reached a mentoring agreement with the faculty member in whose laboratory the research work will be done. This is a two-year, full-time program. A masters candidate will prepare a written document (paper or thesis) based on original research work, and successfully defend it before the advisory committee, which will consist of the mentor and two other faculty members.

For more information about these and other Anatomy and Cell Biology graduate programs visit http://anatomy.iupui.edu/graduate-programs/.

Pathology and Laboratory Science

Experimental Pathology, Ph.D.

The PhD Experimental Pathology program provides the basis for a career of teaching and performing pathology research in academic medicine or in science-related industries. Admission is through the Indiana University School of Medicine BioMedical Gateway (IBMG). The IBMG adviser will advise the student concerning course work and ensure that he or she is familiar with the department, the faculty, and the research opportunities available.

The student, in conjunction with the adviser and with involved faculty members, selects a major adviser, based on the premise that the student will complete the PhD research project under the guidance of that adviser. The major adviser will then assist the student in selecting additional faculty as needed to make up the PhD advisory committee. The advisory committee is responsible for preparing and administering the doctoral qualifying examination. After the doctoral qualifying examination has been completed, the research committee is selected. The research committee will guide the student to completion of the PhD.

The research project is the focus of the PhD program; research opportunities are available in many areas of pathology. The Graduate Faculty of the Department of Pathology and Laboratory Medicine works to match students with projects that are appropriate to their individual areas of interest and expertise.

Requirements for Completion:

- A minimum of 90 credits hours, of which at least 35 are course credits and at least 45 are research credits.
- A PhD minor consisting of the IBMG core curriculum or at least 12 course credits in a related discipline or life science.
- Pathology C603 or equivalent (grade of B or higher)
- Graduate Student Seminar C808 (1- 4 credits)
- Successful completion of the doctoral qualifying examination

- Completion of a research project resulting in a doctoral dissertation

Master of Science in Experimental Pathology

The Master's degree curriculum for Laboratory Science is a research-based program that allows students to focus in an area of pathology such as clinical chemistry, clinical microbiology, hematopathology, transfusion medicine, diagnostic immunoserology, molecular diagnostics, cytotechnology, and others. The program seeks to increase the candidate's background knowledge within a particular field, and to prepare the individual for conducting investigative work in applied laboratory science.

Graduates are primed for positions involving clinical teaching, laboratory supervision, and research and development. The Laboratory Science master's program is suggested for clinical laboratory scientists, cytotechnologists, and others who have a strong background and interest in laboratory sciences. Previous work experience in a hospital clinical pathology laboratory as a clinical laboratory scientist or cytotechnologist is desirable, but not required.

Master of Science in Laboratory Science

The MS in Experimental Pathology is recommended for those who have an interest in basic research and plan careers as research scientists. The program offers opportunities for specialization in various areas of pathology, similar to those available in the Laboratory Science MS track. This track is suggested for students with an interest in any of the many areas of pathology. A strong science background is important. Previous research experience is an asset, but is not required.

A curriculum of basic science courses (21 or more credits including a graduate level biochemistry course and Seminar C808) is designed and personalized for each student, depending on his/her area of interest and experience. Courses may be selected from graduate courses offered by the Department of Pathology and Laboratory Medicine or by other IUPUI and IU School of Medicine basic science departments.

Specific research projects for each student will be determined after completion of the first full semester of course work. The student's area of interest and the availability of a suitable research advisor are considered in this choice. Degree completion involves submission of a bound research thesis or publication of the research in a respected, peer-reviewed journal in the appropriate field. Recent thesis and dissertation titles from the MS Laboratory Science and the Experimental Pathology programs may be accessed in Recent Thesis and Dissertation Titles.

For more information about these graduate programs visit http://pathology.iupui.edu/education/graduate/graduate-tracks/.

Biochemistry and Molecular Biology

Biochemistry and Molecular Biology, Ph.D.

The Department offers a Graduate Program in Biochemistry and Molecular Biology leading to the Ph. D. degree awarded by the Indiana University Graduate School. Our teaching mission includes core graduate courses in molecular biology and biochemistry, as well as medical courses in biochemistry and cellular and molecular biology. In addition, we offer advanced courses in a wide range of specialty areas reflecting the research interests of our faculty.

Students regularly participate in numerous departmental and program events such as journal clubs, research seminars and departmental retreat. We strive to help students develop the biochemical and molecular skills necessary to drive the current revolution in the biomedical sciences. Milestones to the degree include the oral defense of the thesis proposal. Students will also be questioned on topics outside of their thesis work during their thesis proposal oral defense in B803. Passing of this defense (with B/3.0 grade or better) will be required for advancement to candidacy.

Students will be enrolled for credit in B890 in years 2-5 in which they will present a seminar each year as well as attend all student and faculty seminars. Student seminars will generally be of a "journal club" format, where current, published work in the field of biochemistry is presented. Students who have advanced to candidacy may present their own lab work upon approval of course director and thesis advisor.

After choosing a laboratory for thesis research, an advisory committee consisting of at least 3 Biochemistry and Molecular Biology and 1 external faculty member will be formed with the approval of the thesis advisor and departmental chairperson. Upon advancement to candidacy a thesis research committee will be similarly formed that may consist of different faculty.

For more information about these graduate programs visit http://biochemistry.iu.edu/graduate-program/.

Medical Biophysics and Biomolecular Imaging, Ph.D.

The interdisciplinary program in Biomolecular Imaging offers graduate research training that leads to the Ph.D. in Medical Biophysics and is designed to train talented students in the use of imaging techniques to study biological processes from the molecular to the cellular level. Core courses in the fundamentals of biomedical science are complemented by courses teaching specialized knowledge in the physical basis of cell and molecular imaging. The interdisciplinary nature of the program allows you to choose from faculty in a variety of departments who have a wide range of expertise in biomedical and physical science.

For more information about this program visit http://bioimage.medicine.iu.edu/.

Biotechnology, M.S.

The IU School of Medicine's M.S. in Biotechnology aims to boost the research skills of individuals interested in health sciences research.

We designed the program for people already employed in local biotech industries or academic research laboratories, for individuals seeking a career change, and for recent graduates in Biology and Chemistry.

The three-year, 30-credit program allows students to evaluate whether a research career in a biotech discipline is an appropriate choice. All of the courses are approved for graduate credit and could be accepted as part of a

Ph.D. Students must initially enroll in the Biotechnology Certificate program and maintain a 3.0 GPA.

Students will select a School of Medicine Core facility like Proteomics, Protein Expression, Microscopy, Transgenics, Flow Cytometry etc. for their research project. The Core Director will match faculty members with a research project with students. Each student will conduct research and write a paper on the goal of the project, methodologies and result.

The core curriculum is the 17 credits of the biotechnology Certificate Program, plus an additional academic course in basic science, a course in scientific writing and 9 credits of research with a faculty mentor and an IUSM core facility. Students will complete and defend an M.S. thesis based on their research. The MS can be completed part-time in 3 years.

Clinical Research, M.S.

Indiana University has been funded by the National Institute of Health through a K-30 grant to develop and implement the Clinical Investigator Training Enhancement (CITE) program. The purpose of this program is to prepare health care professionals for a career in clinical research. Following completion of the program, graduates can embark on a career in clinical research with the skills necessary to successfully compete for grant funding, conduct and analyze research findings, and publish their work in scientific journals.

By participating in the program, CITE trainees will accomplish two primary objectives:

1. Complete a two-year formal clinical research curriculum, at the end of which they will receive a Master of Science in Clinical Research degree.
2. Conduct clinical research under the mentorship of a faculty scientist whose discipline or area of clinical investigation corresponds to the research interests and career aims of the CITE enrollee. An Advisory Committee consisting of a primary mentor and other relevant faculty scientists will be established for each enrollee to monitor progress.

Substantial time for completing the CITE program is required in that there are two main components: completion of the formal curriculum and active involvement in clinical research under the mentorship of a faculty scientist. Both elements are critical to preparation of the candidate for successful research following graduation.

CITE is an integrated program where the formal classroom curriculum complements and parallels the ongoing clinical research that is relevant to each enrollee's career. This differs from a "sequential" program in which individuals might focus predominantly on formal coursework for several years, deferring their actual research until they have attained their degree.

The rationale is two-fold. First, CITE coursework is most meaningful when applied to research in which the enrollee is engaged and hopes to continue following program completion. Second, success in clinical research requires not only formal training but several primary outcomes, particularly publications and grants. In addition to the M.S. degree, CITE graduates will have completed a grant proposal for funding as well as one or several manuscripts for publication. The combination of a degree plus the products of successful research will substantially enhance the likelihood of sustained success as a clinical investigator following program completion [IndianaCTSI HUB].

Medical Science, M.S.

Problem-based learning (PBL) is an active student-directed educational method. In PBL learners progressively develop autonomous learning skills. Learners increasingly continue to learn on their own in the program and in life. A facilitator provides the educational materials and guidance that enhances learning. A real world problem is the basis of PBL. A complex PBL problem stimulates the learner to organize and integrate learned information in ways that promote its recall and application to future problems. PBL problems challenge learners to acquire problem-solving and critical thinking skills.

Learners process and solve a problem with information they may already possess permitting them to validate what they already know. They also identify and inquire into what they need to know. Learners engage in independent study researching learning issues using different resources such as books, reports, journals, online information, individuals with relevant expertise. Thus, PBL personalizes learning to individual needs and learning styles. Learners return with their research reports and apply their expanded understanding of the problem in order to resolve it. At the conclusion of a PBL case, learners assess their work, each other and the facilitator.

MCAT Problem-based Learning

MCAT Problem-based learning (PBL) is an active student-directed learning process guided by tutors. Students meet in small groups for 3 hours three times per week for 9 weeks to process MCAT-like passages and solve MCAT-like questions using PBL principles. Most of the tutors have completed at least the first of the medical curriculum at Indiana University School of Medicine and have experience in PBL techniques.

The goals of the MCAT PBL are as follows:

- Use MCAT-like passages to promote student understanding of the MCAT
- Enhance student confidence through mastery of test-taking skills
- Promote students' reasoning and problem solving skills through analysis of MCAT passages to identify significant facts, identify learning issues, make appropriate answer choices.
- Provide an learning environment in which students collaboratively direct their own learning.
- Enhance student's knowledge base and life-long learning skills through self-directed inquiry on learning issues.

Problem-based Learning in Medical Science: Year 1

This course for first year MSMS students provides an academic context in which students take responsibility for their own learning. The course uses a small team setting in which students can benefit from peer and facilitator feedback and support each other's learning. Basic science course material constitutes the basis of clinical cases used in the MSCI X503. During PBL sessions

students will analyze and explain the scientific basis of the disease process covered in a case.

The goals of the course are as follows:

- Develop life-long learning and reasoning skills
- Promote students' problem solving skills by analyzing a clinical case to identify significant facts, formulate hypotheses, identify learning issues, collect data, and make a diagnosis.
- Provide an academic context in which students collaboratively direct their own learning.
- Enhance student's knowledge base through self-directed research on learning issues.
- Use cases to emphasize the relevance of basic science to clinical medicine.

Physiology

We invite students who are interested in preparing for exciting careers in biomedical research to join one of our graduate programs. The Department of Cellular & Integrative Physiology has an extraordinary group of dedicated and creative research scientists whose studies embrace both basic cellular and physiological processes, and include ground breaking research focusing on a variety of disease processes including cancer, diabetes, bone remodeling, cardiovascular, renal, membrane, and respiratory pathophysiology. Graduates from our program have enjoyed establishing careers in academic and private research institutes, industry, and government laboratories.

Master of Science in Physiology

Master of Science (M.S.) Students will apply to enter our graduate program using the instructions provided on the weblink and tab "MS Degree ... Application". This degree pathway requires a total of 30 credits for completion. There is both a research and a non-research option for this degree. This is an intensive 1-2 year (3 semester) program designed for students who wish to pursue advanced positions in academic research institutions, industrial settings, and professional schools (e.g. medicine, dentistry). Students entering this program will enhance their knowledge of cellular and integrated physiology through coursework and research which will help prepare the student for jobs in biomedical research, industry, small colleges, and other professions. In addition, this program serves students who wish to improve their academic qualifications for entry into professional schools such a medical or dental schools.

Physiology, Ph.D.

Doctoral (Ph.D.) Students will formally enter our graduate program upon completion of the 1^{S} year of the IBMG gateway program by selecting a faculty mentor from our primary faculty or adjunct faculty to serve as thesis advisor. Student stipends are highly competitive ($24,500/ year for 2009-10) and pay all of the student's tuition, as well as health plan benefits and associated registration fees. Students in the Cellular & Integrative Physiology graduate program have opportunities for supplementing their stipends by competing for and receiving external fellowships from such organizations as National Institutes of Health, American Heart Association, or the Department of Defense etc.

Academic Regulations

All students admitted to the IU School of Medicine Health Professions Programs are governed by the following academic regulations. In areas where content is limited (*), students should refer to campus-level policies found in the campus policies section (*see link in right-hand menu box*).

Grades* All students admitted to the School of Medicine Health Professions Programs are governed by the grade definitions and minimum grade requirements established by their professional program. Instructors are responsible for establishing and publishing the grading scale applicable to their courses.

Grade Point Average*

R Grade, Deferred*

Pass/Fail* School of Medicine Health Professions Programs students may not use the Pass/Fail option for a stated prerequisite or a professional course. No more than one Pass/Fail course may be taken in any one semester. Students are limited to a maximum of 24 Pass/Fail credit hours for the baccalaureate degree and a maximum of 12 Pass/Fail credit hours for the associate degree.

Satisfactory/Fail*

Incompletes*

Special Credit Policy* The School of Medicine Health Professions Programs may award special credit to students who are enrolled at Indiana University seeking a degree and who possess, by previous education or experience, a background in a health profession represented in the Health Professions Programs. The mechanisms by which a student may be awarded credit include credit by credentials, credit by experience, and credit by examination. Certain programs have policies that define how these mechanisms apply to a student seeking credit from that program. Students may obtain a copy of the available program specific *Special Credit Policy and Procedure* by contacting the Health Professions Programs Administrative Office in Van Nuys Medical Science.

Dropped or Added Courses* Students who alter their original class schedules, whether by personal incentive or university directive, must do so officially by filing the appropriate forms with the registrar. Students who do not assume this responsibility are jeopardizing their records with the possibility of incurring an F in a course not properly dropped and/or not receiving credit in a course improperly added.

Double Major* An undergraduate double major does not exist in the School, and second major options have not been established between the School and any other academic unit. Each health professions degree is a separate academic curriculum, and students may not pursue a double major.

Multiple Degrees* Students earning more than one degree at the same level are required to meet the academic requirements for the degree in each school and must be recommended for the degree by the faculty of each school. Students receiving an undergraduate degree from the School of Medicine are required to complete the

professional component in sequence with their class of admission.

Grade Replacement Policy*

Remedial Courses Generally, remedial and refresher courses do not satisfy any course requirement for any health professions programs degree. Contact the program for further information

Last Updated: February 6, 2012

Academic Policies

Students in Good Standing Students must maintain a minimum cumulative grade point average of 2.00 (C) and a minimum grade point average of 2.00 for the most recent academic session and meet additional program, academic, and professional standards in order to be considered in good standing. Students are informed of program, academic, and professional standards during program orientation.

Class Standing Within Indiana University, class standing is based on the total number of credit hours a student has earned. However, within the Health Professions Programs, class standing is assigned according to a student's progress in the professional curriculum.

Semester Load To be considered a full-time student by the university for each session, the student must register for a minimum of 12 credit hours each fall and spring semester and 6 credit hours each summer I and II. The maximum load is 18 credit hours. Students who want to carry more than 18 credits must obtain permission of the program director and the dean or the dean's designee. In addition, students should have a cumulative 3.00 (B) average or have earned a 3.00 (B) average in their last full semester.

Probation Upon the recommendation of the faculty in the student's program, a student is placed on probation. Probationary recommendations are made when the student does not meet standards of academic performance or professional behavior. A student will be placed on academic probation for the academic session following the one in which the student fails to attain a minimum 2.00 (C) cumulative or semester grade point average. Individual programs may have additional academic and professional standards. A student who fails to meet these program-specific standards may also be placed on probation. Students are informed of program-specific standards upon entering the program. A student will be removed from probation after satisfactorily completing the program's specified requirements. Students are notified in writing of probationary actions by the Dean of the IU School of Medicine or the dean's designee.

Dismissal Upon the recommendation of the faculty in the student's program, a student may be dismissed from the School. Dismissal is based on the failure to meet academic or professional standards. The student will be informed of the dismissal in writing by the Dean of the IU School of Medicine or the dean's designee. A student who has been dismissed from the School may not apply for readmission to the program in which the student was enrolled at the time of dismissal. Under special circumstances, a waiver may be requested by the program and forwarded to the Health Professions Programs' Advisory Committee for action.

Academic Standards A student may be dismissed from the School when, in the judgment of the faculty, the student has ceased to make satisfactory progress toward a degree. When an undergraduate student fails to attain a 2.00 (C) grade point average for two consecutive academic sessions, has a cumulative grade point average below 2.00 (C) for two consecutive semesters, or fails to earn higher than a 1.00 (D) grade point average in any one semester, the student is automatically considered to be making unsatisfactory progress toward a degree and is thereby eligible for dismissal.

In addition, a student who fails to meet program-specific academic requirements is considered to be making unsatisfactory academic progress toward a degree and may be dismissed. At the time of program orientation, each student receives a copy of the program-specific academic requirements.

Professional Standards A student failing to meet the standards of professional and personal conduct may be recommended for dismissal.

Withdrawal and Readmission A student may be readmitted to the School after withdrawal as follows:

Temporary Withdrawal Students in good standing who voluntarily and temporarily withdraw from a program assume temporary inactive status with the School. At the time of departure, it is the student's responsibility to arrange in writing a continuation agreement with the individual program director. The student is allowed to re-enroll as specified in the continuation agreement. The student must meet any specific academic/clinical requirements associated with re-enrollment under the continuation agreement. Students failing to re-enroll as specified in the continuation agreement are subject to dismissal from the School and program.

Other Withdrawal A student who withdraws without arranging in writing for a continuation agreement with the program director, or who fails to enroll in any semester, will not be allowed further enrollments in the School and will be considered as not making satisfactory progress toward a degree. Such students who want to re-enroll must file an application for admission and will be considered new applicants. New prerequisites and standards must be met. These students may be considered for advanced standing in the program provided the completed work meets the current standards of the program.

Last Updated: February 6, 2012

Honors

The following honors recognize superior student performances.

Degrees Awarded with Distinction (*IU policy*) The university recognizes a student's superior performance in course work by awarding the associate or bachelor's degree with one of three levels of distinction: distinction, high distinction, or highest distinction. A student must meet the following criteria to receive a degree awarded with distinction.

1. Baccalaureate and associate degree candidates must rank in the highest 10 percent of their graduating class. The determination of eligibility for graduation with academic distinction will be made by the School so that candidates will be ranked with classmates who received the same type of degrees (e.g., B.S. in Cytotechnology, B.S. in Nuclear Medicine Technology). Programs with students who enter with a different cohort class or within a different cohort track can award honors to each separate group.
2. If the 10 percent determination of any class results in a fractional value, the number will be rounded up (i.e., a graduating class of 11 would have two individuals eligible for distinction).
3. Calculation of the grade point average for graduation with distinction will be based on the total number of credit hours completed at Indiana University. A candidate for a baccalaureate degree must have completed a minimum of 60 credit hours at Indiana University; associate degree candidates must have completed at least half of the credit hours required for their degree at Indiana University.
4. No more than 10 percent of the Indiana University credit hours may be eliminated from the grade point average determination by utilization of the mechanisms of Pass/Fail or special credit.
5. A minimum cumulative grade point average of 3.50 must have been achieved.
6. Three levels of distinction will be recognized and determined as follows: 3.50 through 3.74-Distinction; 3.75 through 3.89-High Distinction; 3.90 through 4.00-Highest Distinction.
7. The determination of candidates who will wear honor cords at the May graduation ceremonies should include all academic credit earned at Indiana University, including the spring semester before commencement.
8. Unique cases and appeals should be forwarded to the Dean of the IU School of Medicine or the dean's designee for consideration.

Dean's List (*School Policy*) Each semester, students who excel academically have the privilege of being listed on the School of Medicine Health Professions Programs Dean's List. To be eligible, students must carry 9 or more credit hours and must earn a semester grade point average of 3.50.

Program Awards Individual professional programs in the School offer awards recognizing academic excellence, leadership, career potential, and service. Students should refer to specific programs for descriptions of these awards.

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IUPUI Honors

Qualified students at IUPUI may work toward the General Honors Degree, which can be earned at the baccalaureate or associate degree level. Students interested in this program should contact the IUPUI Honors College to determine the requirements.

Students in the School who would like to pursue courses under the IUPUI Honors College should consult with program faculty regarding the availability of such courses within the particular program of interest.

Last Updated: February 6, 2012

Student Rights & Responsibilities

Application to and enrollment in the university constitute the student's commitment to honor and abide by the practices and policies stated in the University's official announcements, bulletins, handbooks, and other published materials and to behave in a manner that is mature and compatible with the University's function as an institution of higher learning. Students are expected to read the Indiana University Code of Student Rights, Responsibilities, and Conduct and, by their enrollment, agree to its contents and to the additional School statements that appear below.

Academic Advising A professional advisor is available to assist students who are working on the prerequisites for a professional program. Once admitted to a professional program, students are advised by faculty within the program. It is the student's responsibility to seek counseling and guidance. The student is responsible for planning a program to meet degree requirements and for filing a completed application by the specific program's application deadline.

Appeals The School abides by the appeals procedures discussed in the Indiana University Code of Student Rights, Responsibilities, and Conduct. Students may obtain a copy of the School's Appeals Policy and Appeals Procedure from the Health Professions Programs Administrative Office in Van Nuys Medical Science.

Attendance Students are responsible for complying with all attendance requirements that may be established by the School's faculty.

Cheating and Plagiarism Faculty and students have rights and responsibilities for learning, teaching, and scholarship within the entire university community. Academic functions are characterized by reasoned discourse, intellectual honesty, mutual respect, and openness to constructive change. Individuals must remain active in avoiding violation of academic ethics.
Cheating Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examination questions shall be considered cheating.

It is the responsibility of the student not only to abstain from cheating, but also to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student assisted. Students should also do everything possible to induce respect for the examination process and for honesty in the performance of assigned tasks in or out of class.

Plagiarism Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any

student who fails to give credit for ideas or materials that are taken from another source is guilty of plagiarism.

Clinical Affiliations Clinical affiliations are required in most programs. The program faculty is responsible for the selection, approval, and assignment of clinical experiences. Although individual student needs and desires will be recognized, the final placement decisions are made by the program faculty. Students are responsible for transportation, fees, and self-support and for following the rules and regulations of the center(s) to which they are assigned. In addition, student conduct must be consistent with the standards of the University and the profession.

Confidentiality of Records Indiana University, in compliance with the General Education Provisions Act, Section 438, titled Family Educational Rights and Privacy Act, provides that all of a student's records are confidential and available only to that student, to his or her parents if the student is under 21, and to the student's dependent as defined by IRS standards. The student may review the record upon request and may ask for deletions or corrections of the record in a hearing process described in detail in the Indiana University Code of Student Rights, Responsibilities, and Conduct. References, recommendations, and other similar documents may carry a voluntary waiver relinquishing the student's right to review this specific material. The student may also release the record to others by signing a written release available in the offices that maintain records. Further details regarding the provisions of the Privacy Act and a list of offices where student records are kept may be found in the Indiana University Code of Student Rights, Responsibilities, and Conduct.

Degree Applications Each year, students preparing to graduate during the following calendar year must file an intent-to-graduate form in the office of the program in which they are enrolled. Program faculty then certify the student's satisfactory completion of degree requirements. If there are changes in the anticipated date of degree completion, students must consult their faculty advisor and file an updated intent-to-graduate form.

Financial Aid A student may seek financial assistance through the financial aid office on the campus of interest. In addition, assistance may be available through professional associations and other external groups and agencies.

The use of the School's grade enhancement policies (Repeated Courses, Fresh Start, and Academic Bankruptcy) is for admissions purposes only and does not alter the student's official University record. The IUPUI Office of Student Financial Aid Services will continue to count these credits hours towards the evaluation of a student's progress towards completion of their degree. This process, called Satisfactory Academic Progress (SAP), is a federally mandated evaluation which includes the following three components:

1. Students are required to maintain an appropriate cumulative GPA of 2.0 for undergraduates and 3.0 for graduates.
2. Successfully complete at least 75% of their attempted coursework.
3. Complete their degree within 150% of the published timeframe (credit hours).

Costs Students are responsible for the following costs:

Fees and Tuition Fees and tuition are established annually by the Trustees of Indiana University.

Books and Supplies Books and supplies are determined by the program.

Uniforms During clinical/fieldwork experiences, students must adhere to the dress code requirements of the program and training site. Students are responsible for providing their own uniforms.

Transportation Students are responsible for travel and lodging costs associated with clinical/fieldwork experiences.

While tuition, fees, and other related expenses change each year, the estimated annual cost (resident rate) associated with matriculating in one of the undergraduate programs in the School of Medicine for the 2011-2012 academic year are available on the school's website.

Non-resident students pay a significantly higher rate. This estimate does not include living costs. Contact the program of interest for a current cost sheet.

Liability Insurance All students participating in required clinical experiences are covered by the University's medical malpractice insurance. When requested, students may be required to purchase and show proof of general liability insurance before being certified to begin the clinical experience.

Health or Immunization Requirements Before beginning the professional program, students are required to demonstrate proof of immunization for tetanus and diphtheria, rubella, rubeola (measles), mumps, varicella (chicken pox), and hepatitis. All students must have a PPD tuberculin skin test within the last three months. Students may be required to complete a physical examination (see program specific requirements). All students must show proof of health insurance before beginning the professional program.

International Students Foreign nationals enrolled in the School are subject to the same rights and responsibilities as all other students. International students should consult the IUPUI Office for International Affairs. A processing fee may be charged to entering students.

Orientation Students are required to attend program-based orientation programs before the beginning of the professional courses. Students are responsible for attending these sessions and for knowing the program-specific policies and standards distributed and discussed at the sessions. Students transferring directly into the professional program from outside the Indiana University system may also opt to attend the campus orientation program.

Professional Conduct Students are responsible for exhibiting conduct appropriate to their professional training and education. Each program distributes standards and policies of appropriate professional conduct at the time of program orientation.

Registration and Record Changes It is the student's responsibility to enroll in each required academic session

and satisfactorily complete all courses required for the degree Faculty are available to provide academic advising.

Students are responsible for communicating any necessary record changes with the Health Professions Programs Administrative Office in Van Nuys Medical Science Building as soon as possible.

Last Updated: March 2, 2012

Credentials/Licensure

Students completing any of the professional programs are qualified to sit for the appropriate licensure and/or credentialing examinations. Contact the program director for further information.

Last Updated: February 6, 2012

Administrative & Faculty

Administrative Officers

Dean, D. Craig Brater, M.D.
Executive Associate Dean for Educational Affairs, Maryellen E. Gusic, M.D.
Director, Marti Reeser, Ed.D.
Coordinator of Advising and Admissions, Rene Baugh, M.A.

Program Directors

Clinical Laboratory Science, Department of Pathology and Laboratory Medicine, Linda Marler, M.S. and Diane Leland, Ph.D.
Cytotechnology, Department of Pathology and Laboratory Medicine, William Crabtree, Ph.D.
Histotechnology, Department of Pathology and Laboratory Medicine, Debra Wood, M.S.
Paramedic Science, Department of Emergency Medicine, Leon Bell, M.S.
Radiation Therapy, Department of Radiation Oncology, Judith Schneider, M.S.
Radiologic Sciences, Department of Radiology & Imaging Sciences, Bruce Long, M.S.
Respiratory Therapy, Division of Pulmonary and Critical Care Medicine, Linda Van Scoder, Ed.D.

Last Updated: March 13, 2012

Faculty

Baker, Sarah S. *[R.T.(R), A.R.R.T., FASRT]; Associate Professor of Radiologic and Imaging Sciences; A.S., Indiana University, 1973; B.S., Indiana University, 1974; M.S., Indiana University, 1979; Ed.D., Indiana University, 2001*

Bell, Leon H. *[E.M.T.-P]*; *Clinical Associate Professor; B.A., DePauw University, 1976; M.S.Ed., Butler University, 1989*

Cox, Linda A. *[R.T.(R) (MR)(CT), ARRT]; Associate Professor of Clinical Radiologic and Imaing Sciences; A.S., Indiana University, 1979; B.S., Indiana University, 1987; M.S., Indiana University, 1992*

Crabtree, William N. [*C.T.(ASCP), S.C.T. (ASCP)]; Director and Associate Professor of Cytotechnology; B.S., University of Tennessee, 1977; M.S., Indiana University, 1983; Ph.D., Indiana University, 2006*

Cranfill, Kellie S. *[R.T.(R)(BD), ARRT]; Assistant Professor of Clinical Radiologic and Imaging Sciences; A.A.S., Ivy Tech State College, 1995 ; B.S., Indiana University,2000 ;M.S., Midwestern State University, 2005*

DeVore, Angela L. *(R.T.[R] [CT], ARRT); Clinical Assistant Professor of Radiologic and Imaging Sciences; A.S., Indiana University, 1995; B.S., Indiana University, 2001; M.S., Indiana University, 2006*

Echeverria, Valerie E. *[R.T. (R)(M) ARRT, RDMS]; Acting Lecturer of Radiologic and Imaging Sciences; A.S. Indiana University, 2004; B.S, Indiana University, 2005.*

Frain, Barbara McGaughey *[C.T.(ASCP), S.C.T. (ASCP)]; Clinical Assistant Professor of Cytotechnology; B.S., Indiana University, 1986; M.S., Indiana University, 1993*

Kosegi, Judith E. *[C.N.M.T.(NMTCB), R.T.(R), (N) ARRT]; Associate Professor of Radiologic and Imaging Sciences; A.S., Indiana University, 1970; B.S., Indiana University, 1972; M.S., Indiana University, 1978; M.S., Indiana University, 1987*

Leland, Diane S. [M.T.(ASCP), S.M.(ASCP)]*; Professor and Co-Director of Clinical Laboratory Science; B.S., Indiana University, 1970; M.S., University of Vermont, 1977; Ph.D., Indiana University, 1986*

Long, Bruce W. [*R.T.(R)(CV) ARRT, FASRT]; Associate Professor and Director of Radiologic and Imaging Sciences; B.S., Murray State University, 1977; M.S., Eastern Illinois University, 1983*

Markanday, Debra A. *[R.T.(R)(MR) ARRT]; Lecturer of Radiologic and Imaging Sciences; B.S., Indiana University, 2001; M.S., Indiana University, 2006.*

Marler, Linda M. [M.T.(ASCP), S.M.(ASCP)]*; Associate Professor and Co-Director of Clinical Laboratory Science; B.S., Indiana University, 1973; M.S., Indiana University, 1978*

Robinson, Susan *[R.T.(R) ARRT]*; *Associate Professor of Clinical Radiologic and Imaging Sciences; A.S., Indiana University, 1972; B.S., Indiana University, 1973; M.S., Indiana University, 1997*

Rodak, Bernadette F. [M.T.(ASCP), S.H.(ASCP), C.L.Sp.H.(NSA)]*; Associate Professor of Clinical Laboratory Science; B.S., Mount St. Agnes College, 1968; M.S., University of Kentucky, 1980*

Schneider, Judith M. *[R.T.(R) ARRT]*; *Assistant Professor and Program Clinical Coordinator of Clinical Radiation Therapy; A.S., Indiana State University, 1976; B.S., Indiana University, 1981; M.S., Indiana University, 1987*

Wood, Debra M. *[H.T.(ASCP)]; Lecturer and Program Director of Histotechnology; M.S., Indiana University, 2008.*

Adjunct Faculty

Bischoff, Peter, W. (R.R.T.); *Adjunct Lecturer; B.S., Indiana University, 2008.*

Byrne, Patrick J. *[D.A.B.R, D.A.B.S.N.M., C.H.P.]; Adjunct Lecturer of Radiologic and Imaging Sciences; B.S., Purdue University, 1999; M.S., University of Michigan, 2001.*

Dempsey, Traci *[R.T.(R) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Indiana University, 1999.*

Herron, Susan *[R.T.(R) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Indiana University, 1981.*

Hunt-Dimirsky, Tammy A. (R.R.T., S.D.S., R.P.F.T.); *Adjunct Lecturer; A.S., Indiana University, 1986; B.S., Indiana University, 1990.; M.S., Indiana University, 2008.*

Johnson, Janice C. *(R.R.T., N.P.S.,A.E.-C.); Adjunct Assistant Professor and Clinical Director of Respiratory Therapy; A.S., Indiana University, 1977; B.S., Indiana University, 1980; M.S., Indiana University, 1986*

Jones, Rhonda *[R.T.(R) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Ball State University, ; B.S., Ball State University, .*

Mussa, Rebecca L. *[R.T.(R)(BD) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.A.S., Ivy Tech State College, 2004.*

Peterson, Dina *[R.T.(R) ARRT, RDMS, RDCS, RVT]; Adjunct Lecturer of Radiologic and Imaging Sciences; Cert., St. Francis School of Radiologic Technology, 1983.*

Price, Sheri *[R.T.(R) ARRT, RDMS, RVT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Indiana University, 1981; B.S., Indiana University, 1982.*

Ripperger, Brandi *[R.T.(R) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Indiana University,2007.*

Van Scoder, Linda I. *(R.R.T., F.A.A.R.C.); Adjunct Associate Professor and Program Director of Respiratory Therapy; B.S., University of Cincinnati, 1975; M.S., Indiana University, 1979; Ed.D., Indiana University, 1985*

Wade, Holly S. *[C.N.M.T(NMTCB)]; Adjunct Lecturer of Radiologic and Imaging Sciences; B.A., Indiana University, 2006; B.S., Indiana University, 2008.*

Weatherman, Kara D. *[BCNP, FAPhA]; Adjunct Lecturer of Radiologic and Imaging Sciences; Pharm.D., Purdue University, 1994*

Wilson, Leslie *[R.T.(R) ARRT]; Adjunct Lecturer of Radiologic and Imaging Sciences; A.S., Ball State University, 1995; B.S., Indiana University, 1982.*

Last Updated: March 13, 2012

Faculty Emeriti

Bartlett, Marilyn, *M.S., [M.T.(ASCP) 1951], Professor Emerita of Medical Technology, (Indiana University, 1974)*

Feeley, Mary, *Ed.D., [M.T.(ASCP) 1946], Professor Emerita of Medical Technology, (Indiana University, 1986)*

Hernandez, Emily M., *M.S. [R.T.(R)(Q.M.), ARRT], Associate Professor Emerita of Radiologic Sciences, (Indiana University, 1978)*

Hocker, Narcissa, *M.S.,* *[M.T.(ASCP) 1945; S.B.B. (ASCP) 1955], Associate Professor Emerita of Medical Technology, (Indiana University, 1964)*

Kasper, Linda M., *Ed.D.,* *(M.T. [ASCP] 1963, C.L.S. [NCA] 2002, S.C. [ASCP] 1975). Associate Professor Emerita of Clinical Laboratory Sciences, (Indiana University, 2003)*

Kehrein, Suetta, *M.S.,* *[RT(R), ARRT], Assistant Professor Emerita of Radiologic Sciences, (Indiana University, 1975)*

Last Updated: February 27, 2012

Faculty Credential Abbreviations

- A.E.-C.-Certified Asthma Educator
- B.C.N.P.-Board Certified in Nuclear Pharmacy
- C.H.P.-Certified Health Physicist
- C.N.M.T. (NMTCB)-Certified Nuclear Medicine Technologist
- C.L.S. (NCA)-Clinical Laboratory Scientist
- C.L.Sp.H. (NCA)-Clinical Laboratory Specialist in Hematology
- C.T. (ASCP)-Cytotechnologist
- D.A.B.R-Diplomate, American Board of Radiology
- D.A.B.S.N.M-Diplomate, American Board of Science in Nuclear Medicine
- E.M.T.-P-Emergency Medical Technician–Paramedic
- F.A.A.R.C -Fellow, American Association of Respiratory Care
- F.A.Ph.A.-Fellow, American Pharmacists Association
- F.A.S.R.T.-Fellow, American Society of Radiologic Technologists
- H.T. (ASCP)-Histotechnician
- M.T. (ASCP)-Medical Technologist
- N.P.S.-Neonatal/Pediatric Specialist
- R.D.C.S.-Registered Diagnostic Cardiac Sonographer
- R.D.M.S.-Registered Diagnostic Medical Sonographer
- R.N.-Registered Nurse
- R.P.F.T.-Registered Pulmonary Function Technologist
- R.R.T.-Registered Respiratory Therapist
- R.T. (BD) ARRT-Registered Bone Densitometry
- R.T. (CT) ARRT-Registered Computed Tomography Technologist
- R.T. (CV) ARRT-Registered Cardiovascular Interventional Technologist
- R.T. (M) ARRT-Mammography
- R.T. (MR) ARRT-Registered Magnetic Resonance Imaging Technologist
- R.T. (QM) ARRT-Registered Quality Management Technologist
- R.T. (N) ARRT-Registered Nuclear Medicine Technologist
- R.T. (R) ARRT-Registered Radiographer
- R.T. (T) ARRT-Registered Radiation Therapy Technologist
- R.V.T.-Registered Vascular Technologist
- S.B.B. (ASCP)-Specialist in Blood Banking
- S.C. (ASCP)-Specialist in Chemistry

- S.C.T. (ASCP)-Specialist in Cytotechnology
- S.D.S.- Sleep Disorders Specialist
- S.H. (ASCP)-Specialist in Hematology
- S.I. (ASCP)-Specialist in Immunology
- S.M. (ASCP)-Specialist in Microbiology

Last Updated: February 15, 2012

Courses

Anatomy and Cell Biology

ANAT-A 550 Gross Human Anatomy 1 (4 cr.) This course examines the gross anatomy of the human. Developmental anatomy and regional anatomy of the back, thorax, abdomen, pelvis and perineum are examined. Cadaver-based dissection labs accompany lecture topics.

ANAT-A 560 Cell Biology and Histology (4 cr.)

ANAT-D 503 Gross Anatomy for Medical Students (9 cr.) Study and dissection of entire body, using regional approach. Frequent conferences and discussions with members of staff. Series of lectures on radiographic anatomy and clinical application of anatomy.

ANAT-D 504 Histology (4 cr.) Lectures and laboratory study of the microscopic structure of cells, tissues, and organs of the human body; correlation of structure and function.

ANAT-D 505 Neuroscience and Clinical Neurology (5 cr.) A multidisciplinary consideration of structural, functional, and clinical features of the human nervous system.

ANAT-D 506 Gross Anatomy (7 cr.) The study of anatomy of the adult human body by lectures and dissection, and utilization of prosections, teaching models, and skeletons. Topics of radiographic anatomy will also be presented. Clinical applications will be emphasized by clinical correlation lectures and laboratory presentations.

ANAT-D 507 Histology and Embryology (6 cr.) This course has two points of emphasis. Foremost is the discipline of histology, which is the study of cells, tissues, and their arrangement into organ systems. Examination of these structures will be at both the level of the light and electron microscope with the relationship between anatomical structure and physiologic function emphasized. In addition, embryological events causing and resulting in the formation of adult structures will be examined.

ANAT-D 523 Gross Anatomy (6 cr.) An intensive study of the human body in relation to medicine using team-based learning, dissections, clinical demonstrations, and participation in autopsies.

ANAT-D 700 Educational Research Practicum (2 cr.)

ANAT-G 901 Advanced Research (6 cr.)

Biochemistry and Molecular Biology

BIOC-B 500 Introductory Biochemistry (3 cr.) Structures of carbohydrates, proteins, lipids, and nucleic acids. Basic principles of enzyme catalysis, protein synthesis, intermediary metabolism and nutrition.

BIOC-B 509 Medical Biochemistry (6 cr.) Introduction to biochemical terminology, methods, and concepts in a framework relevant to the practice of medicine. Principal topics include structures and reactions of the major classes of biological molecules, protein structure and function, enzymology, metabolism of biological molecules, biosynthesis of macromolecules, regulation of cellular activities, and introductory hematology. Demonstrations, case studies, and clinical correlation conferences are presented during laboratory sessions.

BIOC-B 523 Medical Biochemistry (5 cr.) The chemistry and reactions of constituents of living matter, including carbohydrates, lipids, proteins, nucleic acids, vitamins, coenzymes, and minerals; the chemistry and regulations of the reactions and processes of whole organisms; endocrinology; enzymology; nutrition; intermediary metabolism; and biomedical mechanisms in selected disease states.

BIOC-B 800 Medical Biochemistry (3 cr.) Biochemistry for medical students. Structure and function of biological molecules, regulation of cellular processes by nutrients and hormones, biochemical and molecular basis of disease. Designed to develop the knowledge base for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics and Prevention."

BIOC-B 800 Biochemistry (5 cr.) Macromolecules, enzymes, bioenergetics, intermediary metabolism, nutrition, metabolic control systems, and endocrinology. Lectures and problem-based learning.

MCHE-C 580 Medical Biochemistry (3 cr.) The objectives of C580 are mutli-fold: 1) to learn the structures of medically important molecules and their functions in health and disease, 2) to learn basic molecular and cell biology and how these relate to medicine, 3) to fulfill competencies for problem solving and for effective communication.

Cellular and Integrative Physiology

PHSL-F 898 Senior Elective in Physiology (0-24 cr.)

PHSL-P 531 Human Physiology I (3 cr.) Basic principles of general physiology; cardiovascular, digestion, respiration, and renal physiology relevant to humans.

PHSL-G 901 Advanced Research (6 cr.)

Clinical Labratory Science

“P” refers to a course prerequisite, and “C” to a course that must be taken concurrently. * This course is offered intermittently and is not part of the traditional curriculum.

PATH-C 401 General Externship I (2 cr.) P: PATH C406 and PATH C426. Supervised clinical experience in clinical chemistry. Student rotates through various areas of clinical chemistry.

PATH-C 402 General Externship II (2 cr.) P: PATH C404, PATH C407, PATH C410. Supervised clinical experience in clinical hematology. Student rotates through various areas of clinical hematology, coagulation, and urinalysis.

PATH-C 403 General Externship III (2 cr.) P: PATH C409, PATH C411, PATH C420, PATH C421, and C429. Supervised clinical experience in clinical microbiology. Student rotates through various areas of microbiology, serology, virology, mycology, and parasitology.

PATH-C 404 Hemostasis (1 cr.) Hemostasis is a course covering the basic principles of the hemostasis mechanism, including an overview of the laboratory techniques used to evaluate disorders of hemostasis. Emphasizes the major components of hemostasis, interaction of these components, and laboratory evaluation of the major hemostatic disorders.

PATH-C 405 General Externship IV (2 cr.) P: PATH C408 and PATH C428. Supervised clinical experience in blood banking. Student rotates through various areas of modern blood bank, including donor room, transfusion service, antibody identification, component therapy, transplantation therapy, and quality control.

PATH-C 406 Clinical Chemistry (4 cr.) C: PATH C426. Emphasis on metabolic processes that maintain chemical homeostasis in humans, the application of clinical chemistry assay values in evaluating the integrity of these processes, and the correlation of abnormal results with metabolic dysfunction and/or disease states.

PATH-C 407 Hematology (3 cr.) P: PATH C427. Study of functions, maturation, and morphology of blood cells in addition to factors regulating production, metabolism, and kinetics of blood cells. The etiologic and morphologic classifications of blood disorders and diseases; correlations with bone marrows and cytochemistries. Study of cellular contents of other body fluids.

PATH-C 408 Principles of Immunohematology (1 cr.) C: PATH C428. Emphasis on major blood group antigens and antibodies including their role in transfusion medicine. Current practices in blood donation, apheresis, and quality control are also covered.

PATH-C 409 Serology (1 cr.) C: PATH-C 429. Lectures describing and comparing all pertinent serologic procedures utilized in diagnosis of rheumatoid arthritis, rubella, streptococcal disease, syphilis, various febrile conditions, fungal infections, parasite infections, and infectious mononucleosis. Selected lectures in viral culturing methods.

PATH-C 410 Urine Analysis (2 cr.) Routine urine examination and special tests; laboratory and special lectures.

PATH-C 411 Diagnostic Medical Microbiology (4 cr.) P: PATH C421. An in-depth study of the clinically significant microorganisms with special emphasis on their clinical significance, cultural and biochemical characteristics, and susceptibility testing patterns.

PATH-C 412 Topics in Medical Technology (3 cr.) Selected topics in medical technology covered by lecture and clinical experience.

PATH-C 413 Clinical Correlation and Theory (2 cr.) Lectures in theoretical and clinical areas designed to emphasize the relationship between laboratory test results and disease states.

PATH-C 420 Mycology/Parasitology (2 cr.) Lecture and laboratory experience covering clinically significant fungi and parasites. Clinical manifestations, collection and procedures for processing of specimens, and identification techniques will be employed.

PATH-C 421 Diagnostic Microbiology Laboratory (2 cr.) C: PATH C411. Laboratory experience in the performance of skills and procedures needed for the isolation, identification, and susceptibility testing of clinically significant microorganisms.

PATH-C 426 Clinical Chemistry Instrumentation and Methodologies (2 cr.) C: PATH C406. Emphasis is on utilization of basic and intermediate methodologies and instrumentation and their application to assaying a variety of body constituents in a clinical chemistry laboratory.

PATH-C 427 Hematologic Techniques and Procedures (3 cr.) C: PATH C407. Experience in blood cell identification on stained smears; blood& cell, platelet, and reticulocyte counting procedures. Techniques of sedimentation rates, hematocrits, corpuscular indices, hemoglobin determination, and smear preparation staining. Introduction to instrumentation and quality control. Special procedures including bone marrow preparations, flow cytometry, and automated differential counters.

PATH-C 428 Techniques in Immunohematology (1 cr.) C: PATH C408. Emphasis on laboratory techniques used in blood banks, including blood typing, crossmatching, antibody identification, record keeping, and quality control.

PATH-C 429 Serology Laboratory (1 cr.) C: PATH C409. Laboratory experience in performance of various testing procedures utilized in serologic diagnosis of infectious diseases and various syndromes. Techniques include precipitation, flocculation, various hemagglutination and hemagglutination inhibition techniques, fluorescent antibody testing, and complement fixation.

PATH-C 431 Hematology I (2 cr.) Collecting, staining, and counting blood cells; supervised experience with patients. Experience with specimens of spinal fluid, special determinations (platelets, reticulocytes, etc.), and pathologic smears.

PATH-C 432 Hematology II (2 cr.) P: PATH C431. PATH C432 and PATH C434 offer more experience than PATH-C 431 allows in the same techniques and offer additional techniques such as erythrocyte sedimentation rate, hematocrit, and the calculation of indices.

PATH-C 434 Hematology III (2 cr.) P: PATH C431 and PATH C432. Continuation of practice and experience in hematologic techniques. Individual projects assigned if student is sufficiently advanced.

PATH-C 440 Bacteriology I (2 cr.) Diagnostic procedures as means to familiarize students with techniques; work on specimens received from hospital patients under supervision; practical experience with all types of human specimens for bacteriologic and mycologic study.

PATH-C 441 Bacteriology II (2 cr.) P: PATH C440. Agglutination and precipitin techniques and their special application to agglutination titers and the use of antibiotics. Special assignments to provide experience with organisms infrequently encountered.

PATH-C 442 Bacteriology III (2 cr.) P: PATH C440 and PATH C441. At the end of this course, students should be able to handle usual and somewhat unusual hospital bacteriologic and mycologic problems independently.

PATH-C 450 Serology I (2 cr.) Introduction to serologic and immunologic principles.

PATH-C 451 Serology II (2 cr.) P: PATH C450. Additional experience in adapting complement fixation, agglutination, hemagglutination, precipitin, and flocculation techniques to diagnostic procedures. * This course is offered intermittently and is not part of the traditional curriculum.

PATH-C 471 Clinical Chemistry I (2 cr.) Training and experience with more frequently used chemistry tests, e.g., determination of glucose and urea nitrogen by automated and manual methods.

PATH-C 472 Clinical Chemistry II (2 cr.) P: PATH C471. Limited experience with less frequently performed special procedures.

PATH-C 473 Clinical Chemistry III (2 cr.) P: PATH C471 and PATH C472. Special equipment utilization; preparation and maintenance of solutions.

PATH-C 476 Clinical Chemistry IV (2 cr.) P: PATH C471, PATH C472, and PATH C473. Advanced procedures, method development, special projects.

PATH-C 477 Clinical Chemistry V (2 cr.) P: PATH C472, PATH C472, PATH C473, and PATH C476. Training and experience in special technical and methodological microprocedures.

PATH-C 491 Blood Bank I (2 cr.) Review of serologic principles and technical fundamentals of transfusion practice; comprehensive consideration of blood groups and Rh factors, extensive practice with pre-transfusion techniques and safety practices. Other blood types, antigen-antibody relationships with techniques for demonstrating these. Elementary knowledge of genetics is helpful.

PATH-C 492 Blood Bank II (2 cr.) P: PATH C491. Transfusion service bloods provide problem cases in isoimmunization and sensitization, Rh titration, etc. Responsibility for blood bank operation and application to special transfusion problems placed before the student.

PATH-C 493 Blood Bank III (2 cr.) P: PATH C491 and PATH C492. Required for students working toward special certificate in blood banking. Emphasis on supervision, reference techniques, and such accessory functions as plasma production.

Cytotechnology

* This course is offered intermittently and is not part of the traditional curriculum.

PATH-A 412 Gynecologic Cytology, Normal (3 cr.) Detailed microscopic study of normal squamous, endocervical, and endometrial epithelial cells, as well as other non epithelial cells. Cellular changes seen with microbiological infections, repair, inflammation, degeneration, artifact, and vitamin deficiency status.

PATH-A 422 Gynecologic Cytology, Abnormal (3 cr.) Histopathology and cytopathology of lesions of the female genital tract. Detailed studies in the cytologic diagnosis of dysplasia, carcinoma-in-situ, and invasive cancer of this anatomic area. Differential diagnosis of these lesions includes the severity, site of origin, and grade where appropriate.

PATH-A 432 Pulmonary Cytology (3 cr.) Systematic study of normal, nonmalignant, and malignant cells in the lower respiratory system.

PATH-A 442 Cytology of Body Fluids (2 cr.) Cytology of the eye, central nervous system, synovial membranes, and serosal cavities in fluids associated with nonmalignant and malignant disease processes.

PATH-A 453 Cytology of the Gastrointestinal Tract (2 cr.) Study of cells associated with nonmalignant and malignant diseases of the gastrointestinal tract, including the oral cavity, esophagus, stomach, and small and large intestines.

PATH-A 454 Urinary Tract Cytology (2 cr.) Clinical cytologic study of cells from normal, nonmalignant, and malignant diseases of the urinary tract, to include the urethra, ureters, renal pelvis, bladder, prostate, seminal vesicles, and kidney.

PATH-A 455 Cytology of Fine Needle Aspiration (2 cr.) The study of nonmalignant and malignant cells aspirated from lung, thyroid, salivary glands, breast, liver, prostate, lymph nodes, soft tissue masses, and miscellaneous organs; and the study of fine needle aspiration techniques.

PATH-A 462 Techniques in Medical Cytology (2 cr.) Fixation and staining procedures, preparation of monolayers, smears, and cell blocks from fluids and other exfoliates; use of filter techniques and microscopy.

PATH-A 465 I Certification Internship (3 cr.) Includes the fall semester of clinical internships where students gain practical experience by working with routine cytology material.

PATH-A 465 II Certification Internship (3-6 cr.) Includes six months of clinical internships. Students gain further practical experience by working with routine cytology material. Conferences and lectures provide additional experience.

PATH-A 470 Seminar in Cytology (2 cr.) Review of current literature pertaining to diagnostic cytology. Reports and discussions by students and faculty.

PATH-A 490 Investigations in Cytopathology (1-3 cr.) To provide the student with an experience in the realm of scientific investigation related to cytopathology. The investigation may be conducted as a research project or a literature review.

Emergency Medical Services

EMER-E 201 Emergency Medical Technician Basic I (3 cr.) This course focuses on well-being of the EMT, basic patient assessment and airway management, and special considerations for the pediatric and geriatric patient.

EMER-E 202 Emergency Medical Technician Basic II (3 cr.) The content of the course covers specific medical emergencies, trauma, and basic pharmacology.

EMER-E 210 The Paramedic and Pulmonology (3 cr.) This course provides an in-depth study of the anatomical and physiological foundation of respiration and the management of respiratory diseases and disorders. Students will have the opportunity to perform adult and pediatric advanced airway management and ventilation

techniques and practice pharmacologic intervention during simulation.

EMER-E 213 Paramedic as Team Member (6 cr.) Students will have the opportunity to use interview and physical exam techniques in assessing patients across the lifespan in prehospital and hospital environments. Scheduled and supervised clinical rotations include the advanced life support ambulance, the 911 communications center, the emergency department, anesthesia, and the pediatric clinic.

EMER-E 214 Introduction to Paramedic Practice (3 cr.) This course focuses on the roles and responsibilities, health and safety, and medical, legal and ethical issues that affect the paramedic. Other content includes illness and injury prevention. The course also helps students acquire the skills to perform a patient assessment.

EMER-E 215 Essentials/Pharmacology & EKG (6 cr.) Course introduces the principles and procedures necessary for the paramedic to properly administer medication in the prehospital environment. Topics include pharmacokinetics, pharmacodynamics, identification of medication, and drug dosage calculations. Students will have the opportunity to practice medication administration and vascular access techniques. General principles of pathophysiology will also be presented.

EMER-E 220 The Paramedic and Medical Matters (3 cr.) This course provides study of the pathophysiology and prehospital management of various medical emergencies. Topics include neurology, endrocrinology, allergies and anaphylaxis, gastroenterology, urology, hematology, toxicology, environmental agents, infectious and communicable diseases, psychiatry, gynecology, and obstetrics. Students will have the opportunity to practice pharmacologic intervention during simulation.

EMER-E 221 The Paramedic and Trauma (3 cr.) This course focuses on the assessment and management of the trauma victim. Also included are rescue techniques, mass casualty and triage principles, and stress management techniques.

EMER-E 223 Paramedic as Team Player (5 cr.) Students will engage patients across the lifespan in prehospital and hospital environments to assess and manage a variety of pulmonary, cardiovascular and other medical emergencies. Scheduled and supervised clinical rotations include ALS ambulance, emergency department, anesthesia, intensive care unit, cardiac catheterization lab, pediatric clinic, labor and delivery, and special care nursery.

EMER-E 226 The Paramedic and Cardiology (3 cr.) This course introduces electrophysiology and electrocardiology and various cardiovascular emergencies. Topics include ECG interpretation, recognition of cardiac dysrhythmias, management of cardiovascular emergencies. Students will have the opportunity to practice ACLS and PALS skills, including pharmacologic intervention and electric therapy during simulations.

EMER-E 233 Paramedic as Team Leader (5 cr.) Students will have the opportunity to be in charge of various prehospital emergencies while under the supervision of a certified paramedic preceptor on an ALS ambulance. Other clinical rotations include emergency department, intensive care, and burn units. This course emphasizes assessment-based management.

EMER-E 243 Paramedic Professional Progress (5 cr.) Students will continue to have the opportunity to be in charge of various prehospital emergencies while under the supervision of a certified paramedic preceptor on an ALS ambulance. The student will have the opportunity to practice PEPP and PALS skills and prepare for the NREMT-Paramedic examination.

EMER-E 246 Contemporary EMS Issues (3 cr.) This course will introduce local response and resources for abuse and assault, mass casualty incidents, triage, weapons of mass destruction, and crime scence awareness. Other topics reviewed include ambulance operations, rescue, and hazardous materials.

EMER-E 299 Independent Study in Paramedic Science (1-4 cr.) Special topics, projects, or readings for students enrolled in paramedic science.

Graduate School

GRAD-G 505 Responsible Conduct of Research (1 cr.) The purpose of this course is to provide its students with a formal setting to learn about the basic rules and acceptable standards required for anyone conducting scientific research. It will help its students obtain knowledge and develop skills for dealing with potential ethical problems in the research laboratory on their own. This course is designed for all beginning graduate students working in the life sciences or related fields and other researchers who require basic training in the responsible conduct of research.

GRAD-G 510 MD/Ph.D. Special Options Course (0 cr.)

GRAD-G 620 Research Topics: Adolescent Health (3 cr.)

GRAD-G 651 Introduction to Biostatistics I (3 cr.) P: One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. G651 is an introductory level biostatistics course designed for healthcare professionals. It is the first in the G651 and G652 series on biostatistics methodology. The course covers topics such as data description and presentation techniques, probability and probability distributions, sampling distributions, statistical inferences from small and large samples, analysis of categorical data, analysis of variance, correlation and simple linear regression analysis. Upon completion of the course, students will achieve a basic understanding of the concepts and techniques of data description and statistical inferences. Students will also acquire a working knowledge of SPSS, a commonly used statistical computation program. Students will be able to understand and interpret the statistical analyses in research articles published in medical journals. Students that complete the course with grade B or better will have adequate preparation for G652.

GRAD-G 652 Introduction to Biostatistics II (3 cr.) P: G651 or equivalent to G651. G652 is an advanced applied biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic

biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, multi-factor analysis of variance, analysis of covariance, analysis of repeated measures, logistic regression model, and survival analyses. Upon completion of the course, students are expected to understand the appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers.

GRAD-G 660 Clinical Research Methods (3 cr.)

GRAD-G 664 Mentored Clinical Research (1-9 cr.) This is an organized research project in the form of an organized scientific contribution or comprehensive analysis conducted under the mentorship of a faculty scientist from the individual CITE enrollee's core discipline. The capstone experience is submission of an abstract to a scientific meeting, defense of one's research before an advisory committee, and completion of a first-authored paper deemed suitable for publication in a scientific journal.

GRAD-G 667 Tools and Tehniques in Translational Research (3 cr.)

GRAD-G 704 Physiological Proteomics (1 cr.) This is a fundamentals-based course on theory and practice of contemporary proteomics techniques. Graduate students will learn to select and apply appropriate proteomic technologies in their research through exposure to protein analytical, quantitative, and informatic approaches to physiologically-relevant biomedical problems.

GRAD-G 707 Physiology of Smooth Muscle (1 cr.) Advanced study of the physiology of the smooth muscle tissues with focus on the normal physiology and pathophysiology of airway smooth muscle and the airways. Biochemical and physiologic mechanisms in the regulation of contraction, growth, and phenotypic expression in smooth muscle tissues will be explored. Focus will be on contemporary molecular and cellular and whole animal approaches for the study of muscle physiology, including tissue transfection and the genetic modification of smooth muscle tissues, organ culture, and methods for the measurement of contractility and contractile protein activation in intact and permeabilized tissues including confocal imaging, and in vivo measurement of airway function.

GRAD-G 708 Cardiac & Coronary Physiology of Exercise (1 cr.) Given the current epidemic and foreseeable continuing trend of obesity and diabetes in the U.S., emphasis will be placed on responses and adaptations of the heart and coronary circulation to exercise in the setting of obesity- and diabetes-induced coronary disease. Concepts of exercise stimulus, quantification of work, and in vivo responses and adaptations will be fundamental to studies of cellular and molecular mechanisms of myocardial and coronary artery responses and adaptations to exercise. The approach taken will be the use of current textbooks, select reviews, original research papers, interactive discussion, and laboratory demonstrations and projects.

GRAD-G 714 Development of the Vascular System (1 cr.) This advanced level course is offered to graduate students who have an interest in vascular biology. Concepts of vascular development will be explored with an emphasis on the experimental techniques used to unravel organ development. The course will provide an in-depth knowledge of the physiology, cell, and molecular biology of the development of the vascular system by means of introductory lectures, assigned reviews of current literature, group discussions, and laboratory demonstrations with an emphasis on the experimental techniques used to examine developmental systems. The course will comprise a mixture of didactic lecture, student reading, and presentation of original research and review articles, group discussions, and laboratory demonstrations. The course will comprise four one-hour sessions per week over a four-week session.

GRAD-G 715 Biomedical Science I (3 cr.) One of three biomedical science courses intended for incoming doctoral graduate students in the School of Medicine or other graduate students. Covers molecular and metabolic aspects of cellular function. The course will explore topics in the biochemical basis of biological systems, including biological macromolecules, protein ligand interactions, cell-signaling, and metabolic processes.

GRAD-G 716 Biomedical Science II (3 cr.) Second of three biomedical science courses intended for incoming doctoral graduate students in the School of Medicine or other graduate students. Topics covered include DNA structure and replication, recombination and repair, genomics and processes of inheritance, gene expression, eukaryotic systems, and molecular genetics and disease.

GRAD-G 717 Biomedical Science III (3 cr.) Third of a group of three biomedical science core courses intended for incoming doctoral graduate students in the School of Medicine or other graduate students. Organization and function of cells, tissues and physiologic systems using disease examples. Topics include neurophysiology, musculoskeletal, renal, cardiovascular, gastrointestinal, endocrine and pulmonary systems, and cancer.

GRAD-G 718 Research in Biomedical Science (1-4 cr.) A laboratory research rotation course. Allows incoming basic science doctoral graduate students in the School of Medicine programs to take research rotations in laboratories affiliated with all of the school graduate programs.

GRAD-G 761 Molecular and Cellular Physiology of Ion Transport (1 cr.) Advanced ion transport topics are selected by students from current areas of research on ion channels, pumps, and exchangers. Specific topics include transporter biophysical characteristics, long-term regulation, effects on cell and organ function, electrophysiological and optical methods for study. Format: textbooks, reviews, original research papers, interactive discussion, computer simulations, and laboratory demonstrations and projects.

GRAD-G 804 Cellular and Molecular Biology (3 cr.) Cellular and molecular biology for medical students that emphasizes the structural organization, biochemistry, and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine.

GRAD-G 819 Basic Bone Biology (3 cr.) P: One semester of introductory biology. An introduction to basic bone biology, including bone morphology, composition and physiology; cell biology of bone cells; measurement techniques; adaptation to the mechanical and metabolic environments; regulatory factors and mineral homeostasis; and growth and development.

GRAD-G 825 Advanced Topics in Molecular Biology (2 cr.) The course will highlight selected topics adjusted each year to reflect the most current advancements in molecular biology and will include lectures and paper discussions on: chromatin structure and regulation; transcriptional control; RNA structure and processing; RNAi and miRNA; RNA decay; translational control and its integration in gene expression.

GRAD-G 831 Concepts & Controversies in Cardiovascular Science (2 cr.) P: Graduate level physiology course. The focus of this course is topical areas of advanced cardiovascular research, emphasizing modern approaches to study cardiovascular function. Topics will change each semester but may include: regulation of vascular tone, cardiovascular development, control of cardiac function, myopathies, atherosclerosis, and blood pressure. Format: Journal Club/Seminar and facilitated interactive student discussion.

GRAD-G 855 Experimental Design and Research Biostatistics (1 cr.) This course will provide students with a functional understanding of experimental design and statistical testing in the biological sciences. Students will learn why a thoughtful approach to the design of their experiments and a rigorous, unbiased testing of their results are both important to their work and future careers. Students will receive an introduction to basic statistical theory with a practical focus on interpreting printouts from a variety of statistical programs(rather than a focus on students carrying out their own calculations). Practical examples of experimental design and statistical testing-both good examples and bad-will be worked through for a variety of real situations in biomedical research.

Histotechnology

"P" refers to a course prerequisite, and "C" to a course that must be taken concurrently.

PATH-H 101 Histotechnology I (3 cr.) C: PATH H181. Teleconference lectures and related written supplemental assignments with focus on specimen receipt and accessioning, laboratory safety, laboratory chemistry and math, instrumentation, and fixation.

PATH-H 102 Histotechnology II (3 cr.) P: PATH H101; C: PATH H182. Teleconference lectures and related written supplemental assignments with focus on decalcification, tissue processing and embedding, microtomy, general staining theories, and nuclear and cytoplasmic staining.

PATH-H 103 Histotechnology III (3 cr.) P: PATH H102; C: PATH H183. Teleconference lectures and related written supplemental assignments with focus on special staining methodology to include connective tissue, carbohydrates, amyloid, lipids, microorganisms, pigments, and minerals.

PATH-H 104 Histotechnology IV (3 cr.) P: PATH H103; C: PATH H184. Teleconference lectures and related written supplemental assignments with focus on special staining methodology to include nerve and special cells, enzyme and immunohistochemical staining, with an overview of selected topics.

PATH-H 105 Histotechnology Credential Theory (12 cr.) Special credit awarded for ASCP registry status or for histology experience and accomplishment of partial registry exam. Contact program director for further information.

PATH-H 181 Histotechnology Practicum I (3 cr.) C: PATH H101. Clinical practicum experience in topics covered in PATH H101, performed under direct supervision of designated registered histologist.

PATH-H 182 Histotechnology Practicum II (3 cr.) P: PATH H101, PATH H181; C: PATH H102. Clinical practicum experience in topics covered in PATH H102, performed under direct supervision of designated registered histologist.

PATH-H 183 Histotechnology Practicum III (3 cr.) P: PATH H102, PATH H182; C: PATH H103. Clinical practicum experience in topics covered in PATH H103, performed under direct supervision of designated registered histologist.

PATH-H 184 Histotechnology Practicum IV (3 cr.) P: PATH H103, PATH H183; C: PATH H104. Clinical practicum experience in topics covered in PATH-H104, performed under direct supervision of designated registered histologist.

PATH-H 185 Histotechnology Credential Practicum (12 cr.) Special credit awarded for ASCP registry status or for histology experience and accomplishment of partial registry exam. Contact program director for further information.

PATH-H 201 Comprehensive Experience in Histotechnology (6 cr.) (Capstone course) P: Completion of 50 credit hours toward Associate of Science in Histotechnology, to include a technical writing course. This course emphasizes critical thinking, problem-solving skills, and literature searches associated with technical and scholarly writing. Introduces students to management issues, supervision, quality assurance principles, and other issues associated with histotechnology laboratory employment.

Medical Biophysics and Biomolecular Imaging

BIOP-A 610 Research in Biophysics (1-15 cr.)

BIOP-A 612 Special Problems in Biophysics (1-15 cr.)

Other Courses

MGEN-G 788 Next Generation Sequencing (3 cr.)

MGEN-Q 603 Medical Genetics (2 cr.) A comprehensive course in human genetics emphasizing the principles of genetics and their application to clinical medicine through the family history, clinical findings, and laboratory studies. Examples of specific problems, their evaluation, and genetic counseling will be used to supplement didactic material. Designed to develop proficiency for Competency III "Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention," Competency VIII "Problem Solving," Level 1.

MGEN-Q 640 Special Topics in Human Genetics (1-3 cr.) P: Basic genetics. A continuing, nonrepeating series of lectures and/or review of publications on newer advances in human genetics; discussions in specific areas of human genetics not presently available to all students. Additional credits may be obtained by study of a specific area under individual tutelage.

MGEN-Q 682 Medical Genetics - FWCME (2 cr.) This lecture course covers probability, population genetics, inheritance, metabolic diseases, hemoglobinopathies, genetic diagnosis, and counseling.

Medical Imaging Technology

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

RADI-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard transverse, parasaggital, and coronal planes are included, using images from all three imaging modalities. A discussion of technique, artifact, and pathology-related alterations of cross-sectional anatomic appearances is included.

RADI-R 407 Seminar (1-5 cr.) Individual and group study focusing upon advances in medical imaging.

RADI-R 408 Topics (.5-4 cr.) Study of selected topics in radiologic sciences. May be repeated for credit if topics differ.

RADI-R 451 Medical Imaging Theory (3 cr.) P: Math, Physics, RADI R404. Lectures on the physical principles of advanced imaging modalities, including computed tomography, magnetic resonance, ultrasound, and interventional imaging. Image evaluation of normal studies is stressed. Student presentations and journal reports are required.

RADI-R 452 Medical Imaging Applications (3 cr.) P: RADI R451. Lectures on and evaluations of the computed tomographic, magnetic resonance, ultrasound, and interventional images as applied to pathologic conditions of specific body areas. Student presentations and journal reports are required.

RADI-R 481 Clinical Practicum: Interventional Imaging (.5-8 cr.) P: RADI R404, RT(R). Clinical experience in the performance of interventional imaging studies.

RADI-R 482 Clinical Practicum: Computed Tomography (.5-8 cr.) P: RADI R404, RT(R). Clinical experience in the performance of computed tomographic imaging studies.

RADI-R 483 Clinical Practicum: Magnetic Resonance Imaging (.5-8 cr.) P: RADI R404. Clinical experience in the performance of magnetic resonance imaging studies.

RADI-R 484 Clinical Practicum: Ultrasound Imaging (.5-8 cr.) P: RADI R404. Clinical experience in the performance of ultrasound imaging studies.

RADI-R 485 Clinical Practicum (.5-8 cr.) P: RADI R404. Clinical experience in medical imaging studies. Specific area of experience will be determined by availability of instruction.

Medical Sciences

MSCI-X 503 Problem-Based Learning in Medical Science (2 cr.) A small group, problem-based learning course designed to emphasize active, self-directed learning and application of basic biomedical science to clinical problems - Fall and Spring class.

MSCI-X 804 Cellular and Molecular Biology (3 cr.) Cellular and molecular biology that emphasizes the structural organization, biochemistry and molecular biology of cells. Includes cellular processes, development, and differentiation and their relationship to medicine.

Medicine

MED-M 505 Human Genetics and Development (2 cr.) An introduction to the genetics of human traits and inheritable diseases; normal and abnormal development of the human from embryonic life through early childhood. Open to medical students only.

MED-M 605 Introduction to Medicine 1 (10 cr.) A multidepartmental course designed to introduce clinical medicine. Includes medical history-taking and physical examination skills learned at the bedside with direct patient contact. Clinical medicine is surveyed concurrently with the emphasis on pathophysiology and diagnosis. Problem-solving skills are stressed, including synthesis and interpretation of medical data.

MED-P 610 Molecular Basis of Medicine (6 cr.) This step deals with the basic principles of biochemistry and molecular biology as they apply to medicine. Specifically, in this step, the student will gain a working knowledge of amino acids, proteins, enzymes, thermodynamics, digestion, and metabolism of carbohydrates, lipid, protein, and amino acids (both catabolic and anabolic pathways), metabolic control, lipoprotein metabolism and lipid transport, nitrogen waste disposal, heme metabolism, purine and pyrimidine metabolism, structure of nucleic acids, replication of DNA, synthesis of RNA and protein, genetic code and genetic control in eukaryotes, recombinant DNA technology, the biochemistry of vision, muscle and nerve metabolism, integration of metabolism, vitamins and nutrition, and hormone action. Offered by the Northwest Center only.

MED-P 620 Human Structure (12 cr.) Human Structure is an intensive integrated step combining cell biology, histology, gross anatomy, embryology, and radiology that is designed to acquaint the medical student with the structures of the human body from gross to subcellular. A combination of small-group, case-based sessions, supervised laboratory periods, and selected general lectures are used to instruct the students in this step. The clinical cases are designed to stimulate student-directed learning and problem solving with materials gathered from pathology, surgery, and radiology. The laboratories will offer experience in viewing normal structures from gross dissections to electron micrographs. The emphasis of the step is on gathering a general understanding of the correlations of structure with function and on the views of the body possible with the various macroscopic and microscopic imaging techniques. Offered by the Northwest Center only.

MED-P 650 Invasion and Defense (11 cr.) This interdisciplinary course deals with the nature of infectious agents and tumors and the host response to invasion and

injury. Students learn the concepts of general pathology, immunology, microbiology, infectious diseases, and elements of pharmacology through discussion and problem solving of clinical cases and independent study. Offered by the Northwest Center only.

Medicine Registration

MEDC-M 700 Junior Year in Medicine (18 cr.)

MEDC-M 800 Senior Year in Medicine (16 cr.)

Nuclear Medicine Technology

The RADI courses with R100- or R200-level numbers are found in the radiography section of this bulletin. “P” refers to a course prerequisite, and “C” to a course that must be taken concurrently.

RADI-R 404 Sectional Imaging Anatomy (3 cr.) An in-depth study of sectional anatomy pertinent to ultrasound, computed tomography, and magnetic resonance imaging. Standard traverse, parasaggital, and coronal planes are included, using images from all three imaging modalities. A discussion of technique, artifact, and pathology-related alterations of cross-sectional anatomic appearances included.

RADI-R 407 Seminar (1-5 cr.) Selected topics.

RADI-R 408 Topics in Radiologic Sciences (.5-4 cr.) Study of selected topics in radiologic sciences. May be repeated once for credit if topics differ.

RADI-R 410 Project in Nuclear Medicine Technology I (1-5 cr.) Basic knowledge required to become a critical consumer of medical literature, data handling and interpretation, plus application of basic medical research statistics

RADI-R 411 Project in Nuclear Medicine Technology II (2 cr.) Independent readings, research, and written assignments in preparation for a research or literature search project in nuclear medicine.

RADI-R 412 Physics and Instrumentation of Nuclear Medicine I (2 cr.) An introduction to the physical disciplines of nuclear medicine. Lectures and laboratory exercises on radiation physics, computer programming, and the statistics of radiation measurements.

RADI-R 413 Project in Nuclear Medicine Technology III (2 cr.) Independent readings and research on a selected topic in nuclear medicine. A paper in published form must be written and presented at a research meeting.

RADI-R 417 Physics and Instrumentation of Nuclear Medicine II (2 cr.) A continuation of RADI-R 412. Lectures and exercises on electronic principles, the operational fundamentals of radiation counting devices and imaging systems, and quality assurance programs.

RADI-R 422 Radionuclide Measurements (2 cr.) Lectures and laboratory sessions emphasizing the clinical utilization of nuclear counting and imaging systems and principles of quantitative measurements.

RADI-R 423 Nuclear Medicine In-Service I (1 cr.) Attend and participate in presentations of selected topics in nuclear medicine and related areas.

RADI-R 424 Nuclear Medicine In-Service II (1 cr.) Attend and participate in presentations of selected topics in nuclear medicine and related areas.

RADI-R 424 Nuclear Medicine In-Service III (1 cr.) Attend and participate in presentations of selected topics in nuclear medicine and related areas.

RADI-R 427 Radiopharmaceuticals (2 cr.) Lectures and laboratories concerning properties and preparation of radiopharmaceuticals.

RADI-R 432 Application of Radionuclides I (3 cr.) Lectures covering the clinical aspects of nuclear medicine procedures, including the physiological and technical procedures for each type of study.

RADI-R 433 Application of Radionuclides II (2 cr.) P: RADI R432. Lectures covering the clinical aspects of nuclear medicine procedures. Includes pathology related to procedures and the role technologists play in helping physicians gather information for accurate interpretations.

RADI-R 437 Radiation Protection in Nuclear Medicine (1 cr.) Lectures on the principles of radiation protection in nuclear medicine.

RADI-R 438 Essential Radiology I (1 cr.) Selected topics in radiology to acquaint the nuclear emdicine technology student with a broader understanding of other areas of radiology as well as a more in-depth knowledge about nuclear medicine image/data interpretation and the interconnection of nuclear medicine with other radiology procedures.

RADI-R 439 Essential Radiology II (2 cr.) Selected topics in radiology to acquaint the nuclear emdicine technology student with a broader understanding of other areas of radiology as well as a more in-depth knowledge about nuclear medicine image/data interpretation and the interconnection of nuclear medicine with other radiology procedures.

RADI-R 445 Clinical Nuclear Medicine Practicum I (4-8 cr.) Practical clinical application of nuclear medicine theory.

RADI-R 446 Clinical Nuclear Medicine Practicum II (2-8 cr.) Continuation of RADI R445.

RADI-R 447 Clinical Nuclear Medicine Practicum III (2-8 cr.) Continuation of RADI R446.

RADI-R 449 Medical Imaging Theory for Nuclear Medicine Technologists (1-2 cr.) Lectures on the physical principles of advanced imaging modalities, especially those related to the practice of nuclear medicine.

Other Courses

MICR-G 901 Advanced Research (6 cr.)

MNEU-G 901 Advanced Research (6 cr.)

MED-I 200 Service Learning in the Medical Setting for Pre-Professional Students (0 cr.) This undergraduate course is associated with the Life-Health Sciences Internship program. This is a zero credit hour course offered once a year in the spring semester of the internship. Only LHSI students may register for MED-I200. Successful completion of the course is dependent on completion of at least 240 work hours over the course of

the internship period and the presentation of a poster at the end of year poster session.

MICR-J 210 Microbiology & Immunology (4 cr.) C: Lab

SMEP-M 500 State Medical Program - Municie (8-12 cr.)

MBIO-M 540 Medical Microbiology/Medical Immunolgy (5 cr.)

MED-S 400 Service Learning in the Medical Setting for Pre-Professional Students (3 cr.) This course introduces pre-medical students to the medical setting and engages them in serving the medically underserved communities. By incorporating students in providing underserved health care prior to medical school, we hope to stimulate a lasting appreciation for care of the underserved. The course will provide the opportunity for students to work closely with Affiliate Faculty members of the Indiana University School of Medicine. Having students in the Community Health Centers will facilitate relationships between the student, the community, and the institutions (hospitals and institutions of higher learning). In addition to the much sought after exposure to practicing physicians, students will also gain leadership and communication skills. By utilizing these skills in a real life situation, full assimilation of the skills will be possible.

SMEP-S 500 State Medical Program - South Bend (20-0 cr.)

Pathology and Laboratory Medicine

PATH-C 601 General Pathology (5 cr.)

PATH-C 603 General Pathology (6 cr.) Introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes.

PATH-C 623 General Pathology (7 cr.) An introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes.

PATH-C 643 General Pathology (4 cr.) Introduction to mechanisms of disease through demonstration, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes.

PATH-C 663 General Pathology (6 cr.) Introduction to mechanisms of disease through demonstrations, lectures, laboratory, and conferences; emphasis on basic concepts and principles of disease processes.

PATH-C 683 General Pathology (6 cr.) Students will be introduced to pathologic terminology and disease processes by lectures, laboratory exercises, case studies, autopsies, and medicine/pathology conferences.

PATH-C 800 Advanced Pathology (1-12 cr.) P: C603 Subject material and hours arranged to conform to needs of students.

PATH-C 859 Research in Pathology (1-12 cr.) Supervised initiation of a research project in pathology. Counseling in the completion of a thesis.

PATH-C 901 Advanced Research (6 cr.)

Other Courses

PHAR-F 605 Principles of Pharmacology I (4 cr.) P: P531-P532 or consent of instructor. Basic principles and clinical aspects of modern pharmacology presented in lectures. Physicochemical properties of drugs. Drugs that affect the autonomic nervous system. Drugs that act on cardiovascular and renal systems. Chemotherapy of cancer, infections, and parasites.

PHAR-F 624 Medical Pharmacology (6 cr.) In this course, the drugs are classified as to site and mechanism of action and representative members of each class of drugs are discussed. The emphasis is on rational clinical uses.

PHAR-F 664 Pharmacology (6 cr.) Comprehensive lectures, discussions, reviews, and laboratories with emphasis on the principles of drug action. Representative members of the most important groups of drugs are discussed in detail with regard to sites and mechanisms of action, and ‘‘dry’’ laboratories are designed to involve the student in various types of pharmacological problem-solving skills.

PHAR-F 684 Pharmacology - FWCME (6 cr.) Pathology of the organ systems will be presented by lectures, laboratory exercises, case studies, and pathology/ medicine conferences. Etiologies, morphologic, physiologic changes will be noted; course coverage will be correlated with the Introduction to Clinical Medicine course as much as possible.

PHAR-F 840 Advanced Pharmacology and Toxicology (3 cr.) Advanced studies of pharmacodynamic mechanisms in cardiovascular, central nervous system, and renal pharmacology and toxicology. Experimental design related to recent advances and current hypotheses concerning drug action and toxicity.

PHAR-G 901 Advanced Research (6 cr.)

Radiation Therapy

“P” refers to a course prerequisite and “C” to a course that must be taken concurrently.

RAON-J 300 Simulation/Treatment Procedures (6 cr.) P: RADI R110, RADI R112, and RADI R108. Lecture and laboratory sessions emphasizing the clinical utilization of simulators and treatment machines.

RAON-J 301 Orientation to Radiation Oncology (4 cr.) P: R.T.(R). An overview of radiation oncology and the role of the radiation therapist. Presentations will orient students to the physical and biological basis of radiation oncology equipment, procedures, tumor pathology, and patient interaction.

RAON-J 302 Radiation Oncology Techniques I (3 cr.) P: R.T.(R) or RADI R118, RAON J300, and RAON J350. Lecture and laboratory sessions presenting concepts of treatment-planning techniques of the head, pelvis, spine, lung, and brain. To include implant localization techniques.

RAON-J 303 Clinical Oncology I (3 cr.) P: R. T.(R) or RADI R118, and RAON J300. Examines the roles and principles of tumor pathology, surgical oncology, radiation oncology, and medical oncology. To include the characteristics, growth patterns, and treatment modalities utilized for tumors of the lung and central nervous system.

RAON-J 304 Radiation Oncology Patient Care (2 cr.) P: R.T.(R) or RADI R112. Concepts of radiation oncology patient care, including considerations of patients' physical and psychological condition. Factors influencing patients' general health during and following a course of radiation therapy treatments will be identified.

RAON-J 305 Clinical Dosimetry I (2 cr.) Review of fundamental mathematics concepts as they relate to practical dosimetry and performing routine calculations pertaining to patient set-up and treatment.

RAON-J 306 Clinical Dosimetry II (2 cr.) P: RAON J305. Development of computer treatment planning skills in radiation oncology.

RAON-J 307 Medical Imaging and Processing in Radiation Oncology (2 cr.) Fundamentals of radiologic exposure techniques, latent image formation, and processing of radiographs utilized in radiation oncology.

RAON-J 350 Clinical Experience: Basic (3 cr.) P: RADI R110 and RADI R112. Clinical observation and assistance in the clinical skills of radiation therapy technology under the direct supervision of a registered radiation therapist or equivalent.

RAON-J 351 Clinical Practicum I (3 cr.) P: R.T.(R) or RAON J350. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist or equivalent.

RAON-J 400 Physics of Radiation Oncology I (2 cr.) P: R.T.(R) or RADI R241; MATH 153 and 154 or MATH 159; PHYS P201 or PHYS 218. Fundamental principles of the physical quantities of radiation and atomic and nuclear theory. To include discussions of radiation oncology equipment.

RAON-J 401 Physics of Radiation Oncology II (2 cr.) P: RAON J400. Continuation of RAON J400 with emphasis on the interactions of ionizing radiation with matter, radiation detection and measurement devices, radiation units, equipment calibration, brachytherapy, and calculation techniques. Principles and concepts of radiation protection are discussed.

RAON-J 402 Radiation Oncology Techniques II (3 cr.) P: RAON J302. Lecture and laboratory sessions present concepts of treatment-planning techniques of breast, esophagus, mantel and inverted-Y, pituitary, total body and hemi-body, and common palliative portals.

RAON-J 403 Clinical Oncology II (3 cr.) P: R.T.(R) and RAON J303 or RADI R108, RADI R110, RADI R112, RADI R118, RAON J300, and RAON J303. Examines the characteristics, growth patterns, and treatment modalities utilized for tumors of the female genital, urological, male genital, breast, head and neck, bone and soft tissue, hematopoietic, alimentary tract, lumphorecticular, and pediatric sites. Student case presentations required.

RAON-J 404 Quality Management in Radiation Oncology (3 cr.) P: RAON J300 or RAON J301, RAON J305, and RAON J350. Identification and application of a comprehensive quality- management program in a radiation oncology facility. Includes discussion on the operations and functions of a radiation oncology facility with emphasis on quality improvement techniques.

RAON-J 406 Radiation and Cancer Biology (2 cr.) Emphasis on the modern principles of cellular and molecular biology as they relate to normal and cancer cell response both in vitro and in vivo to various radiation types, e.g., X/gamma rays, neutrons, and charged particles. Topics include dose time, fractionation, repair, tumor kinetics, hyperthermia, and radiation protection.

RAON-J 409 Senior Project in Radiation Oncology (3 cr.) Individual research in radiation oncology. Research proposal requires the approval of the program director.

RAON-J 450 Clinical Practicum II (4 cr.) P: RAON J351. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RAON-J 451 Clinical Practicum III (6 cr.) P: RAON J450. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RAON-J 452 Clinical Practicum IV (5 cr.) P: RAON J451. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

RAON-J 453 Clinical Practicum V (5 cr.) P: RAON J452. Clinical application of patient positioning immobilization, block fabrication, patient simulation techniques, treatment delivery, dosimetry, treatment planning, patient care management, and radiation protection under the direct supervision of a registered radiation therapist.

Radiaton Oncology

RAON-D 602 Concepts for Preparation and Planning in Medical Dosimetry II (1 cr.)

RAON-D 603 Clinical Oncology and Dosimetric Considerations (1 cr.)

RAON-D 605 Medical Physics for Radiation Oncology II (2 cr.)

RAON-D 607 Clinical Practicum II – Intermediate Planning in Medical Dosimetry (4 cr.)

RAON-D 691 Clinical Rotation in Radiation Therapy Physics I (6 cr.)

RAON-D 692 Clinical Rotation in Radiation Therapy Physics II (6 cr.)

Radiography

"P" refers to a course prerequisite and "C" to a course that is taken concurrently.

RADI-R 108 Medical Terminology (1 cr.) Introduction to origin and derivation of medical words as well as their meaning. This course uses a self-instructional format.

RADI-R 110 Introduction to Radiography (3 cr.) Introduction to the functions and basic procedures of

a diagnostic radiography department. Emphasis is placed on radiographic equipment, radiation protection, positioning terminology and procedures used on typical radiographic examinations. Includes laboratory and clinical observations.

RADI-R 112 Patient Care I (3 cr.) Introduction to health care practices in the radiology department. Provides an overview of the field of radiology, ethics, patient care, and professional standards. Includes lab.

RADI-R 114 Radiographic Procedures I (4 cr.) P: RADI R110 and RADI R112. Concepts in radiography with emphasis on the radiographic procedures used to demonstrate the skeletal system and major contrast media procedures. Includes image study.

RADI-R 115 Radiographic Procedures I Lab (1 cr.) C or P: RADI R114. Practice and instruction in methods of performing radiographic examinations presented in R114.

RADI-R 118 Principles of Radiography I (4 cr.) P: MATH 110 or 111 and RADI R110. Basic concepts of radiation, its production, and its interactions with matter. Introduction to imaging production including digital radiography.

RADI-R 124 Radiographic Procedures II (3 cr.) P: RADI R114. Concepts in radiography with emphasis on radiographic procedures used for the skull, advanced orthopedics, vascular and sectional anatomy, fluoroscopy, and contrast media.

RADI-R 128 Principles of Radiography II (4 cr.) P: RADI R118. In-depth study of the properties that effect the quality of the radiographic image and exposure conversion.

RADI-R 150 Radiography Clinical Lab I (1 cr.) C: RADI R151 or RADI R152. Supervised laboratory activities to promote understanding of physical and imaging principles needed to facilitate learning in the Basic Clinical Experience courses.

RADI-R 151 Basic Clinical Experience I (3 cr.) C: RADI R150. Clinical application of radiographic positioning, procedure, and exposure on cooperative, uncomplicated patients, while under the supervision of a registered radiologic technologist.

RADI-R 152 Basic Clinical Experience I (2 cr.) C: RADI R151 and RADI R153. Clinical application of radiographic positioning, procedure, and exposure on cooperative, uncomplicated patients, while under the supervision of a registered radiologic technologist.

RADI-R 153 Pediatric Clinical Experience I (3 cr.) C: RADI R152 or RADI R172. Clinical application of radiographic positioning, procedure, and exposure on cooperative, uncomplicated patients in a pediatric practice environment, while under the supervision of a registered radiologic technologist.

RADI-R 155 Clinical Re-entry 1 (1 cr.) Clinical application of radiographic positioning, procedure, and exposure emphasizing refamiliarization with skills and knowledge needed to continue the clinical experience courses, while under the supervision of a registered radiologic technologist.

RADI-R 170 Radiography Clinical Lab II (1 cr.) P: RADI R108 and RADI R150, C: RADI R171 or RADI R172. Supervised laboratory activities to promote understanding of physical and imaging principles needed to facilitate learning in the Basic Clinical Experience and Clinical Competency Experience courses.

RADI-R 171 Basic Clinical Experience II (3 cr.) C: RADI R170. Clinical application of radiographic positioning, procedure, and exposure on cooperative, uncomplicated patients, while under the supervision of a registered radiologic technologist.

RADI-R 172 Basic Clinical Experience II (1 cr.) C: RADI R153 and RADI R170. Clinical application of radiographic positioning, procedure, and exposure on cooperative, uncomplicated patients, while under the supervision of a registered radiologic technologist.

RADI-R 210 Radiographic Pathology (2 cr.) P: anatomy/physiology, RADI R114 and RADI R124. A survey of the changes that occur in the diseased state to include general concepts of disease, causes of disease, clinical symptoms and treatment, and diseases that affect specific body systems. Emphasis is placed on the imaging appearance of disease.

RADI-R 212 Patient Care II (1 cr.) P: RADI R112. Overview of extended patient care procedures including venipuncture, pharmacology, electrocardiography, and code-response procedures.

RADI-R 214 Radiographic Procedures III (3 cr.) P: RADI R124. An introductory course designed to familiarize the student with terminology, equipment, procedures and principles of various modalities in radiologic sciences. Included are magnetic resonance imaging (MRI), computed tomography (CT), ultrasound (US), mammography, nuclear medicine, radiation therapy, bone densitometry and interventional radiology (IR).

RADI-R 216 Advanced Non-Contrast Imaging (2 cr.) P: RADI R124. Presentations, problem solving, and discussion on methods of performing radiographic procedures on patients with trauma or disease conditions that necessitate adaptation of routine procedures. Topics will include chest, surgical procedures, bone fractures, and arthritides.

RADI-R 218 Processing Theory (1 cr.) Concepts in radiography with emphasis on the fundamentals of wet and dry processing.

RADI-R 224 Advanced Contrast Imaging (1 cr.) P: RADI R124. Selected topics in radiographic imaging using contrast media, with emphasis on knowledge needed for effective clinical practice.

RADI-R 226 Imaging a Diverse Population (2 cr.) P: RADI R124. The study of biophysical and psychosocial changes throughout the lifespan emphasizing imaging adaptations. Topics will cover age-specific considerations as well as those needed for the growing ethnically and culturally diverse groups that present themselves for imaging studies.

RADI-R 228 Principles of Radiography III (3 cr.) P: RADI R128. Topics include methods of producing radiographic technical factor charts, automatic exposure

controls, rare earth screen technology, digital imaging, and a cumulative examination over the principles courses.

RADI-R 236 Seminar in Radiography (.5-3 cr.) Individual and group study focusing on current and emerging imaging topics. May be repeated for credit if topics differ.

RADI-R 238 Topics in Radiography (.5-3 cr.) Selected topics in imaging. May be repeated for credit if topics differ. Prerequisites may be required for topic.

RADI-R 241 Radiographic/Fluoroscopic Equipment (2 cr.) P: RADI R140 or PHYS P201 or PHYS 218. A detailed study of equipment used to generate an x-ray beam.

RADI-R 243 Quality Control in Radiography (2 cr.) P: RADI R241. A laboratory course emphasizing methods of assuring the adequate function of radiographic equipment. Major topics include: anode heel effect, inverse square law, film sensitometry, radiation intensity, and quality control testing.

RADI-R 262 Radiation Biology and Protection in Diagnostic Radiology (1 cr.) P: RADI R140. Study of the biological effects of ionizing radiation and the standards and methods of protection. Emphasis is placed on x-ray interactions. Also included are discussions on radiation exposure standards and radiation monitoring.

RADI-R 271 Clinical Competency Experience 1 (2-4 cr.) P: RADI R172. Clinical application of radiographic positioning, procedure, and exposure emphasizing adaptation of practice to specific patient needs, while under the supervision of a registered radiologic technologist.

RADI-R 272 Clinical Competency Experience 2 (2-4 cr.) P: RADI R271. Clinical application of radiographic positioning, procedure, and exposure emphasizing adaptation of practice to specific patient needs, while under the supervision of a registered radiologic technologist.

RADI-R 274 Experience in Imaging Modalities (2 cr.) P: RADI R172. Exploration and basic skill development in selected imaging modalities, including sonography, MRI, and vascular-interventional radiology, while under the supervision of a registered radiologic technologist.

RADI-R 275 Pediatric Clinical Experience II (2 cr.) Clinical application of radiographic positioning, procedure, and exposure, emphasizing adaptation of practice to specific patient needs in a pediatric practice environment, while under the supervision of a registered radiologic technologist.

RADI-R 408 Topics: (3 cr.)

RADI-R 415 Essential Radiology for the Imaging Technologist I (2 cr.) This course is designed to introduce students to Medical Imaging modalities and the decision making process to determine which imaging method is appropriate for a particular disease, pathology, or injury.

RADI-R 416 Essential Radiology for the Imaging Technologist II (1 cr.)

RADI-R 424 Nuclear Medicine In-Service II (1 cr.)

RADI-R 434 Ultrasound Physics I (3 cr.)

RADI-R 438 Essential Radiology I (1 cr.)

RADI-R 441 Nuclear Medicine Management (1 cr.)

RADI-R 449 Medical Imaging Theory for Nuclear Medicine Technologists (1 cr.)

RADI-R 456 Medical Imaging Technology Project I (2-3 cr.)

Respiratory Therapy

"P" refers to a course prerequisite and "C" to a course that must be taken concurrently.

PULM-F 303 Introduction to Human Disease for Respiratory Therapists (2 cr.) This course gives respiratory therapy students a general introduction to a broad variety of human diseases. Etiology, diagnosis, and treatment will be discussed.

PULM-F 311 Cardiorespiratory Physiology (3 cr.) This course focuses on the normal anatomy and physiology of the cardiorespiratory system, including lung mechanics, ventilation, perfusion, diffusion, gas transport, and acid-base balance.

PULM-F 315 Cardiorespiratory Assessment and Patient Care (3 cr.) Basic cardiorespiratory assessment, vital signs, laboratory studies, and charting. Includes required preclinical skills and practice.

PULM-F 325 General Respiratory Care (4 cr.) This course focuses on basic respiratory therapy procedures. Physiologic applications, effects on the cardiopulmonary system, and hazards for each therapeutic procedure are discussed. Topics include physical principles, airway care, humidity and aerosol therapy, medical gas therapy, hyperinflation therapy, and chest physical therapy.

PULM-F 326 Respiratory Care Techniques I (2 cr.) C: PULM F325. This course focuses on the most important clinical laboratory procedures and on procedures used by the respiratory therapist. Specifically, this course instructs students in patient assessment, oxygen administration, humidity and aerosol therapy, chest physical therapy, hyperinflation therapy, and monitoring expired gas.

PULM-F 333 Cardiorespiratory Pharmacology I (2 cr.) This course provides an overview of the basics of pharmacology therapeutics, focusing on dosages and solutions and bronchodilator drugs. Indications, side effects, mechanism of action, and route of administration are discussed.

PULM-F 350 Cardiorespiratory Diseases (3 cr.) This course outlines general cardiorespiratory diseases of the adult, including acute and chronic disorders. Respiratory therapeutics applied to these diseases are discussed.

PULM-F 355 Life Support (3 cr.) This course includes care of the artificial airway, cardiovascular monitoring and supportive therapy, principles of ventilatory care, and maintenance as well as physiologic effects and complications of airway pressure therapy.

PULM-F 356 Respiratory Care Techniques II (2 cr.) C: PULM F355. This course focuses on the most important clinical laboratory procedures and equipment used by the respiratory therapist to support critically ill patients. Specifically, this course instructs students in mechanical

ventilators, pressure and heart rate monitors, pulmonary mechanics devices, and arterial blood gas sampling.

PULM-F 371 Pulmonary Diagnostics (3 cr.) This course outlines and discusses both normal and abnormal lung volumes and capacities, mechanics of ventilation, inspiratory and expiratory flows, and diffusion of the lung. Additional specialty.

PULM-F 385 Respiratory Care Practicum I (3 cr.) This course applies cardiopulmonary assessment techniques, information gathering, and communication skills in providing general respiratory care in the clinical setting, including medical gas, humidity and aerosol therapy delivery, and treatment modalities.

PULM-F 395 Respiratory Care Practicum II (4 cr.) This clinical practicum introduces students to variations in oxygen delivery and basic mechanical ventilation. Treatment modalities and hemodynamic monitoring on mechanically ventilated patients will be integrated.

PULM-F 405 Neonatal-Pediatric Respiratory Care (3 cr.) This course outlines fetal physiology, cardiorespiratory transition, and respiratory management of neonatal pathologies, including respiratory distress syndrome. Cardiorespiratory techniques for the pediatric patient as well as pediatric trauma and transport are reviewed.

PULM-F 410 Independent Study/Respiratory Therapy (2 cr.) An opportunity for the student of respiratory therapy to identify a relevant area of concern within the field and to develop a tangible solution to or outcome of the concern. Reports and discussion by the students and faculty.

PULM-F 420 Introduction to Research in Respiratory Care (2 cr.) This course examines research in respiratory care and applies basic statistics and concepts of research design.

PULM-F 430 Management and Leadership for Respiratory Care (3 cr.) Specific theory and practice applied to directing and managing a respiratory therapy department, including the managerial functions of budgeting, controlling, organization, planning, staffing, and coordinating. Leadership and skills pertinent to these functions as well as effective communication and professionalism are included.

PULM-F 440 Advanced Cardiac Life Support (2 cr.) This course introduces students to the didactic and technical skills needed for successful proficiency of Advanced Cardiac Life Support standards as set forth by the American Heart Association.

PULM-F 444 Cardiorespiratory Pharmacology II (2 cr.) P: PULM F333. An overview of pharmacologic agents and their effect on the various body systems. Drug effects on the respiratory, circulatory, and nervous systems are emphasized.

PULM-F 445 Seminar in Cardiorespiratory Care (1-5 cr.) Seminar is designed to meet the specialty selected by the student. Students may repeat this course with a new specialty area requested. Each student is required to take a minimum of one hour and a maximum of five hours.

PULM-F 451 Cardiorespiratory Monitoring and Special Techniques (3 cr.) This course reviews electrocardiograms, intracranial pressure monitoring, capnography, and pulmonary artery monitoring techniques. Case studies emphasizing these special procedures are presented.

PULM-F 456 Respiratory Care Practicum III (6 cr.) This course allows students to apply advanced patient assessment techniques, information gathering skills, and communication and leadership skills in the neonatal/pediatric and adult critical care clinical settings.

PULM-F 461 Pulmonary Rehabilitation and Geriatrics (3 cr.) This course gives an overview of rehabilitation therapies and techniques applicable to chronic lung disease, as well as respiratory therapy home care. Basic concepts of gerontology and geriatrics are presented.

PULM-F 480 Patient Education Techniques for Respiratory Therapists (3 cr.) Education techniques for patients and families dealing with chronic respiratory disease. Topics include asthma, chronic obstructive pulmonary disease, and smoking cessation education. Assessment of learning readiness, reading levels, and patient comprehension will be addressed.

PULM-F 485 Respiratory Care Practicum IV (6 cr.) Students will manage patients in critical care settings with emphasis on cardiopulmonary assessment and monitoring. They will participate in pulmonary rehabilitation, home care, advanced cardiac life support, pulmonary functions, polysomnography, and other special procedures.

Department of Public Health

Welcome to the IU School of Medicine Department of Public Health!

The IU School of Medicine Department of Public Health offers the following programs:

- Doctor of Philosophy (Ph.D.) in Epidemiology
- Doctor of Philosophy (Ph.D.) in Health Policy and Management
- Doctor of Philosophy (Ph.D.) in Biostatistics
- Master of Public Health (M.P.H.)
- Master of Health Administration (M.H.A.)
- Bachelor of Science in Public Health (B.S.P.H.)
- Bachelor of Science in Health Services Management (B.S.H.S.M.)

- Graduate Certificate in Public Health
- Graduate Health Policy Certificate
- Graduate Health Systems Management Certificate
- Undergraduate Public Health Area Certificate
- Undergraduate Environmental Studies Area Certificate

- Ph.D. Minor in Public Health
- Ph.D. Minor in Epidemiology
- Ph.D. Minor in Environmental Health Science
- Ph.D. Minor in Health Policy and Management
- Ph.D. Minor in Social and Behavioral Sciences
- Undergraduate Health Systems Administration Minor
- Undergraduate Environmental Science and Health Minor

Graduate Program Accreditations

The Master in Public Health Program is the only public health program in Indiana accredited by the Council on Education for Public Health.

The Master in Health Administration is the only M.H.A. Program in Indiana accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

Department Overview

We are delighted that you are interested in public health education at Indiana University School of Medicine. The Department of Public Health offers a variety of educational programs. We are committed to ensuring that your education is rigorous, intellectually challenging and rewarding.

At the undergraduate level, students can pursue 120 credit hour degrees in Environmental Health Science (B.S. Public Health) or Health Services Management (B.S. Health Services Management). The Environmental Health Science major is one of 32 national programs and the only program in Indiana accredited by the National Health Science Protection and Accreditation Council.

Undergraduate certificates include the Certificate in Environmental Studies (30 credits) and the Certificate in Public Health (18 credits), which has options in environmental science and health and health administration. Undergraduate minors, which are 15 credits, are offered in environmental science and health and health systems administration. To learn more about the undergraduate program, visit the undergraduate link in this bulletin.

At the graduate level, students can pursue advanced study in public health through doctoral and master degrees and certificates and minors.

The 90 credit Doctor of Philosophy (Ph.D.) degree in Epidemiology and the Ph.D. in Health Policy and Management can be completed on a part time or full time basis. To learn more about the Ph.D. Program in Epidemiology, visit Ph.D. Program.

The 45 credit Master of Public Health (M.P.H.) degree offers five concentration areas: Epidemiology, Social and Behavioral Sciences, Health Policy and Management, Environmental Health Science, and Biostatistics. The program is fully accredited by the Council on Education for Public Health. Joint degrees include the M.D./M.P.H., D.D.S./M.P.H., M.S.W./M.P.H., M.H.A./M.P.H., and the M.S. in Bioethics/M.P.H. To learn more about the program, visit M.P.H Program.

The 51 credit Master of Health Administration (M.H.A) degree offers advanced study in health administration. This is the only M.H.A Program in Indiana accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The program is also a member of the Association of University Programs in Health Administration. Joint degrees include the Master of Health Administration-Doctor of Jurisprudence (M.H.A-J.D.), which is offered with the Indiana University School of Law, and the Master of Health Administration-Master of Business Administration (M.H.A-M.B.A), which is offered with the Indiana University Kelley School of Business. To learn more about the program, visit the M.H.A Program.

Graduate certificate programs include the Graduate Certificate in Public Health (15 credits), the Graduate Certificate in Health Policy (17-18 credits), and the Graduate Certificate in Health Services Management (15 credits). To learn more about the Graduate Certificate Program, visit Graduate Certificate Program.

The 12 credit minors are available to students currently enrolled in doctoral programs. To learn more about the doctoral minors available in Public Health and Epidemiology, visit Doctoral Minors.

Through the Office of Public Health Practice, the Department of Public Health offers quality non-credit educational programs for public health professionals. The Office of Public Health Practice offers a broad spectrum of educational activities using a variety of training modalities, including distance learning technologies. To learn more on the Office of Public Health Practice and to view a listing of current training opportunities, visit the center's webpage.

Mission Statement

The mission of the Department of Public Health is to improve the health of the residents of Indiana, the United States and the world through teaching/learning, research and collaborative community practice.

Values Statement

The IU Department of Public Health is dedicated to the pursuit of health for all people. Health is defined as the capacity to develop full human potential, not simply the absence of disease. In promoting the health of communities, DPH emphasizes the prevention of disease and injury and recognizes the interconnectedness of the physical environment and ecosystem to the health of the community. DPH strives to ensure that the interests of the public are represented in health policies and practices and supports activities that promote this comprehensive view.

The department is committed to the principles of equality, shared decision-making, and a focus on the social, biological and environmental determinants of health which are central tenets of healthy communities and social justice. DPH embraces collaborative and participatory activities as a means of working collectively with other institutions and organizations in the community, across the state, nationally and internationally to ensure healthy communities and populations, a prerequisite for social justice.

While the traditional regulatory, legal and legislative functions of public health remain as important as ever today, public health is dynamic and must respond in innovative ways to emerging challenges to world health.

Undergraduate Degree Accreditation

The Environmental Health Science major is one of 31 national programs and the only program in Indiana accredited by the National Health Science Protection and Accreditation Council.

Admissions

Undergraduate Admission (Prior to January 1, 2012)

- Direct and Dual Admission
- External and Intercampus Transfer Admission
- Probationary Admission

Undergraduate Admission (Effective January 1, 2012)

- Direct and Dual Admission
- External and Intercampus Transfer Admission
- Probationary Admission

Graduate Admission

The Department of Public Health offers the Ph.D. (Epidemiology, Health Policy and Management, Biostatistics); Master of Health Administration; Master of Public Health with concentrations in Epidemiology, Environmental Health Science, Health Policy and Management, Social and Behavioral Science, and Biostatistics (beginning in the Fall of 2011); and certificates & minors.

Application information about graduate study, including literature and application requirements and materials, may be obtained from the Department of Public Health's website (http://www.pbhealth.iupui.edu/).

Undergraduate Admission (Prior to January 1, 2012)

Students can be admitted to the Department of Public Health through direct admission or as transfer students within the IU systems, or from other institutions.

Students admitted to the Department of Public Health are required to attend the Undergraduate Orientation, which is scheduled during the early part of the fall and spring semesters. The orientation provides students with an opportunity to become acquainted with the undergraduate teaching faculty and staff, and orients students to the Department of Public Health's policies and procedures to ensure a successful transition to the Department.

Direct and Dual Admission

The Department of Public Health has a special program to admit freshman students simultaneously to the Department of Public Health and to the University College. To be eligible for this dual admission applicants must meet the general university and campus requirements for admission, have a minimum combined Scholastic Aptitude Test (SAT) math and critical reading test score of 1000 or ACT of 21, and have a 3.0 high school grade point average.

Students who do not qualify for dual admission at Indianapolis, or who choose not to apply for freshman-level direct entry may be admitted to the Department of Public Health after they have completed 12 credit hours with 2.0 or better cumulative and semester grade point averages, and completed ENG-W 131 with a letter grade of a "C" or higher.

Undergraduate External and Intercampus Transfer Admission

External Transfer

Students transferring from other institutions will receive direct admission to the Department of Public Health, provided students have completed 12 hours of coursework and earned cumulative and semester (last semester at previous institution) grade point averages of 2.0 or better.

Intercampus Transfer

Permanent and temporary intercampus transfer students transferring from any campus of Indiana University will receive direct admission to the Department of Public Health, provided students have completed 12 hours, have earned cumulative and semester (last semester at previous institution) grade point averages of 2.0 or better, and have earned a 2.3 in courses that apply toward the major.

Undergraduate Probationary Admission

Applicants who do not meet the undergraduate admission requirements are not eligible for admission until they have met the admission requirements. Applicants who do not meet the Department of Health's admission requirements may seek admission to University College.

Undergraduate Admission (Effective January 1, 2012)

Effective January 1, 2012, students who transfer into the undergraduate programs with college credit must have completed at least 12 credit hours and have at least

a 2.5 undergraduate GPA to be admitted. To remain in good standing, students must maintain a cumulative grade point average of 2.5.

Students can be admitted to the Department of Public Health through direct admission or as transfer students within the IU systems or from other institutions.

Students admitted to the Department of Public Health are required to attend the Undergraduate Orientation, which is scheduled during the early part of the fall and spring semesters. The orientation provides students with an opportunity to become acquainted with the undergraduate teaching faculty and staff, and orients students to the Department of Public Health's policies and procedures to ensure a successful transition to the Department.

Direct and Dual Admission

The Department of Public Health has a special program to admit freshman students simultaneously to the Department of Public Health and to the University College. To be eligible for this dual admission, applicants must meet the general university and campus requirements for admission, have a minimum combined Scholastic Aptitude Test (SAT) math and critical reading test score of 1000 or ACT of 21 and have a 3.0 high school grade point average.

Students who do not qualify for dual admission at Indianapolis, or who choose not to apply for freshman-level direct entry may be admitted to the Department of Public Health after they have completed 12 credit hours with 2.5 or better cumulative and semester grade point averages, and completed ENG-W 131 with a letter grade of a "C" or higher.

Undergraduate External and Intercampus Transfer Admission

External Transfer

Students transferring from other institutions will receive direct admission to the Department of Public Health, provided students have completed 12 hours of coursework and earned cumulative and semester (last semester at previous institution) grade point averages of 2.5 or better.

Intercampus Transfer

Permanent and temporary intercampus transfer students transferring from any campus of Indiana University will receive direct admission to the Department of Public Health, provided students have completed 12 hours, have earned cumulative and semester (last semester at previous institution) grade point averages of 2.5 or better.

Undergraduate Probationary Admission

Applicantswho do not meet the undergraduate admission requirements are not eligible for admission until they have met the admission requirements. Applicants who do not meet the Department of Health's admission requirements may seek admission to University College.

Environmental Studies Certificate

The certificate in environmental studies provides students with an inter-disciplinary program of study that is designed to introduce students to selected aspects of current thinking and research on the nature, causes, and solutions of environmental problems as they affect human health and the environment. The certificate provides students with grounding in ecology, chemistry, economics, finance and budgeting, environmental health, and physical systems of the earth and more in-depth study in courses related to environmental management, basic sciences, geographic systems, and earth sciences.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs at Indiana University or other accredited colleges or universities who are in good academic standing may pursue the certificate in environmental studies, providing they have completed two semesters of college level chemistry and a college level course in algebra (or higher math course). The certificate in environmental studies is not a stand-alone certificate.

2. Public Health students majoring in Environmental Health Science are not eligible for the Environmental Studies certificate.

3. Students must declare their intention to earn the certificate prior to completing fifteen (15) semester hours creditable toward the certificate by completing an application, which is available online or at the Department of Public Health Student Services, 714 N. Senate Avenue, EF 200. Students may also contact the Undergraduate Academic Advisor at 317-278-0753 for the application or if they have questions.

General Requirements

1. A minimum of 32 credit hours.

2. A minimum cumulative grade point average of 2.0.

3. A maximum of six (6) hours of appropriate credit from another institution may be applied toward this certificate.

4. Credit work for this certificate may be taken at any campus of the Indiana University system.

NOTE: Some courses listed below are not offered every semester. Students should check with the Undergraduate Academic Advisor to determine the availability of specific courses at given times.

Certificate Requirements (10 courses, 32 credit hours minimum)

The following courses:

- BIOL-K341 Principles of Ecology (3 cr.)
- CHEM-C101/121 Elementary Chemistry I with Lab (5 cr.) **OR**
  CHEM-C105/125 Principles of Chemistry I with Lab (5 cr.)
- ECON-E201 Introduction to Microeconomics (3 cr.) P: Sophomore Standing
- ECON-E202 Introduction to Macroeconomics (3 cr.) P: Sophomore Standing
- SPEA-V372 Government Finance and Budgets (3 cr.)

ONE of the following courses:

- SPEA-E162 Environment and People (3 cr.)
- PBHL-A316 Environmental Science and Health (3 cr.)

ONE of the following courses:

- GEOG-G107 Physical Systems of the Environment (3 cr.)
- GEOL-G107 Environmental Geology (3 cr.)
- GEOL-G110 Geology: The Earth's Environment (3 cr.)

THREE of the following courses:

- PBHL-A316 Environmental Health (3 cr.)
- PBHL-A424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.)
- PBHL-A451 Air Pollution and Control (3 cr.)
- CHEM-C207 Introduction to Biochemistry (4 cr.)
- CHEM-C310 Analytical Chemistry (3 cr.)
- CHEM-C341 Organic Chemistry Lectures I (3 cr.)
- ECON-E485 Social Control of Industry (3 cr.)
- GEOG-G303 Weather and Climate (3 cr.)
- GEOG-G304 Meteorology and Climatology (3 cr.)
- GEOG-G315 Environmental Conservation (3 cr.)
- GEOL-G300 Environmental and Urban Geology (3 cr.)
- GEOL-G303 Geologic Mapping and Field Methods (4 cr.)
- GEOL-G406 Introduction to Geochemistry (3 cr.)
- GEOL-G415 Geomorphology (3 cr.)
- GEOL-G451 Principles of Hydrogeology (3 cr.)
- PHYS-200 Physical Environment
- PHYS-218 General Physics I (4 cr.)
- SOC-R465 Population and Human Ecology (3 cr.)
- SPEA-K300 Statistical Techniques (3 cr.) **P:MATH-M118 or** other approved option

Certificate Programs

- Certificate in Environmental Studies
- Certificate in Public Health

Public Health Certificate

The certificate in Public Health includes two emphasis areas: Environmental Science and Health and Health Administration. The certificate is designed to provide students in both emphasis areas with an overview of each area followed by more focused study in areas basic to each field. An internship is encouraged for both emphasis areas.

Students in the environmental science and health option will complete survey courses in environmental health and epidemiology, a skills course, and four courses from a list including applications in environmental mathematics methods, toxicology, water and wastes, policy, food safety, worker health and safety, and techniques.

Students in the health administration option will complete survey courses in health systems administration and finance, a skills course, and four courses from a list including applications in advanced finance, human resources, economics, strategic planning, policy, marketing, and law.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs at Indiana University or other accredited colleges or universities and who are in good academic standing may pursue the certificate in public health. The certificate in public health is not a stand-alone certificate.

2. Students pursuing the environmental health science option must have completed two semesters of college level chemistry and a college level course in algebra (or higher math course).

3. Public Health students majoring in Environmental Health Science or Community Health are not eligible for the public health certificate.

4. Students must declare their intention to earn the certificate prior to completing nine (9) semester hours creditable toward the certificate by completing an application which is available online, or at the Department of Public Health, 714 N. Senate Avenue, EF 200. Students may also contact the Undergraduate Academic Advisor at 317-278-0753 for the application, or if they have questions.

General Requirements

1. A minimum of 18 credit hours.

2. A minimum cumulative grade point average of 2.0.

3. Course work for this certificate may be taken at any campus of the Indiana University system.

4. A maximum of six (6) hours of appropriate credit from another institution may be applied toward this certificate.

NOTE: Some courses listed below for the environmental science and health are not offered every semester. Students should check with the Undergraduate Academic Advisor to determine the availability of specific courses at given times.

Certificate Requirements (6 courses, 18 credit hours minimum)

Environmental Science and Health option:
The following courses:

- PBHL-A316 Environmental Health (3 cr.)
- PBHL-A322 Principles of Epidemiology (3 cr.)

FOUR of the following courses:

- PBHL-A410 Introduction to Environmental Toxicology (3 cr.)
- PBHL-A424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.)
- PBHL-A416 Environmental Health Policy (3 cr.)
- PBHL-A428 Food Science and Sanitation (3 cr.)
- PBHL-A433 Industrial Hygiene and Radiological Health (3 cr.)
- PBHL-A459 Environmental Science and Health Data Analysis (3 cr.) **P: PBHL-A316, 1 sem. each of statistics & chemistry**
- PBHL-A460 Techniques in Environmental Science and Health (4 cr.) **P: PBHL-A459**
- PBHL-A380 Environmental Health Internship (3 cr.)

Health Administration option:
The following courses:

- PBHL-H320 Health Systems Administration (3 cr.)
- PBHL-H352 Health Finance and Budgeting (3 cr.) **P: PBHL-H200, BUS-A200, or BUS-A201**

FOUR of the following courses:

- PBHL-H353 Advanced Health Finance and Budgeting (3 cr.) **P: PBHL-H352**
- PBHL-H354 Health Care Economics (3 cr.) **OR** ECON-E387 Health Economics (3 cr.)
- PBHL-H401 Strategic Planning for Health Care Organizations (3 cr.)
- PBHL-H420 Health Policy (3 cr.)
- PBHL-H432 Health Care Marketing (3 cr.)
- PBHL-H441 Legal Aspects of Health Care Administration (3 cr.) **OR** SPEA-V376 Law and Public Policy (3 cr.)
- PBHL-P400 Topics in Public Health (3 cr.)
- PBHL-H456 Managed Care (3 cr.)
- PBHL-H472 Applied Health Care Administration (3 cr.) **P: PBHL-H474**
- SPEA-V373 Human Resources Management in the Public Sector (3 cr.)
- PBHL-H380 Internship in Health Services Management (1-3 cr.)

Bachelor of Science in Public Health - Environmental Health Science

The Bachelor of Science in Public Health, Environmental Health Science major consists of a minimum of 66 credit hours of general education requirements, 40 credit hours of course work in the major, and electives to total 120 credit hours. The Environmental Health Science major is accredited by the Environmental Health Science and Protection Accreditation Council. Students enrolled in this major are eligible for special scholarship and internship opportunities. For more information, contact the academic advisor or faculty mentor for Environmental Health Science.

The curriculum provides students with knowledge, skills and abilities in the following competency areas: policy and management, foundation and methods, applications in environmental health science, and environmental health science integrative experience.

The following degree requirements are required of all students majoring in environmental health science and admitted to Indiana University beginning with the Fall Semester, 2008. Students who are returning to Public Health but have not enrolled in classes for three or more consecutive years will be required to follow these degree requirements.

Some courses in the major are not offered each semester. Students should contact the Office of Student Services in the Department of Public Health for advising information about the course rotation and to ensure that they will meet graduation requirements.

General Education (23 courses) - 66 credit hours
1. Communications (4 courses) - Minimum of 12 credit hours

Four courses for a minimum of 12 credit hours.
The following courses:

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.) OR BUS-X 204 Business Communications (3 cr.) OR TCM 220 Technical Report Writing (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)
- COMM-C 223 Business and Professional Communication (3 cr.)

2. Social Sciences and Humanities (4 courses) - Minimum of 12 credit hours

Social Sciences
One approved course for a minimum of 3 credit hours from any of the following subject areas:

- Anthropology
- Economics
- Geography
- Journalism
- Linguistics
- Political Science
- Psychology
- Sociology

Humanities
One approved course for a minimum of 3 credit hours from any of the following subject areas:

- Afro-American Studies
- Classical Studies
- Communication& Theater
- Comparative Literature
- English
- Fine Arts
- Folklore
- Foreign Languages &Literatures
- History
- Music
- Philosophy
- Religious Studies

3. Science (12 courses) - Minimum of 33 credit hours

The following courses:

- BIOL-N 212 Human Biology (3 cr.)
- BIOL-N 213 Human Biology Laboratory (1 cr.)
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- PHYS-P 201 General Physics I (5 cr.)**P: MATH 15900 or equivalent (MATH 15300 and Math 15400)**

The following courses:

- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.) **P: CHEM-C 105**
- CHEM-C 126 Experimental Chemistry II (2 cr.) **P: CHEM-C 125**
- CHEM-C 341 Organic Chemistry I (3 cr.) **P: CHEM-C 106**
- CHEM-C 343 Organic Chemistry I Laboratory (2 cr.) **P: CHEM-C 126; P: or C: CHEM-C 341**

Two Additional Science Courses from the following list (or other courses approved by the Faculty Advisor):

- BIOL-N 214 Human Biology (3 cr.) **P: BIOL-N 212AND**
- BIOL-N 215 Human Biology Laboratory (1 cr.) **P: or C: BIOL-N 214**
- BIOL-N 217 Human Physiology (5cr.)
- BIOL-N 261 Human Anatomy (5 cr.)

- BIOL-K 101 Concepts of Biology I (5 cr.)
- BIOL-K 103 Concepts of Biology II (5 cr.)
- BIOL-K 341 Principles of Ecology and Evolution **P: BIOL-K 103**
- CHEM-C 101 Elementary Chemistry (3 cr.) **AND**
- CHEM-C 121 Elementary Chemistry Laboratory (2 cr.) **P: or C: CHEM-C 101**
- CHEM-C 110 The Chemistry of Life (3 cr.) **AND**
- CHEM-C 115 Laboratory of the Chemistry of Life (2 cr.) **P: or C: CHEM-C 110**
- CHEM-C 342 Organic Chemistry II (3 cr.) **P: CHEM-C 341**
- CHEM-C344 Organic Chemistry II Laboratory (2 cr.) **P: CHEM-C 342; P: or C: CHEM-C 342**
- GEOL-G 107 Fundamentals of Geology (3 cr.)
- GEOL-G 109 Fundamentals of Earth History (3 cr.)
- GEOL-G 110 Physical Geology (3 cr.) **AND**
- GEOL-G 120 Physical Geology Laboratory (1 cr.) **P: or C: GEOL-G 110**
- GEOL-G 406 Introduction to Geochemistry (3 cr.) **P: GEOL-G 205, CHEM-C 106, or consent of instructor**
- PHYS-P 202 General Physics II (5 cr.) **P: PHYS-P 201**
- PSY-B 105 Psychology as a Biological Science(3 cr.)

4. Quantitative Methods (5 courses) - Minimum of 14 credit hours

The following computer courses:

- SPEA-V 261 Computers in Public Affairs (3 cr.) **OR** SPEA-V 369 Managing Information Technology (3 cr.)
- GEOG-G 338 Introduction to Geographic Information Systems (3 cr.)

One of the following mathematics sequences or higher -level mathematics course:

- MATH 15300 Algebra and Trigonometry I (3 cr.) **AND** MATH 15400 Algebra and Trigonometry II (3 cr.)

OR

- MATH 15900 Precalclulus

One statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.) **R: MATH-M 118 or higher course**

Environmental Health Science Major(13 courses) - Minimum of 40 credit hours

1. Policy and Management (3 courses) - Minimum of 9 credit hours

The following policy courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- PBHL-A 416 Environmental Health Policy (3 cr.)

One of the following management courses:

- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)

2. Foundation and Methods (5 courses) - Minimum of 16 credit hours

EACH of the following courses:

- PBHL-A 316 Environmental Health Science (3 cr.)
- PBHL-A 322 Epidemiology (3 cr.)
- PBHL-A 410 Introduction to Toxicology (3 cr.)
- PBHL-A 459 Environmental Science and Health Data Analysis (3 cr.) **P: PBHL-A 316, SPEA-K300, 1 semester of chemistry**
- PBHL-A 460 Techniques in Environmental Science and Health (4 cr.) **P: PBHL-A 459**

3. Applications in Environmental Health Science (4 courses) - Minimum of 12 credit hours

EACH of the following courses:

- PBHL-A 424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.)
- PBHL-A 428 Food Science and Sanitation (3 cr.)
- PBHL-A 433 Industrial Hygiene (3 cr.)
- PBHL-A 451 Air Pollution and Control (3 cr.)

4. Environmental Health Science Experience (1 course) - Minimum of 3 credit hours

- PBHL-A 380 Environmental Health Science Internship (1-6 cr.) **OR**
- PBHL-A 466 Public Health Field Experience (1-3 cr.)

General Electives

A minimum of 106 credit hours of required courses are listed for this curriculum (66 credit hours in general education and 40 credit hours in the major). In addition, students must take a sufficient number of elective courses to total a minimum of 120 credit hours for the degree.

Grade Point Average Requirement

1) Students who matriculate into this program prior to January 1, 2012 must obtain at least a 2.0 cumulative grade point average (GPA), a 2.0 semester GPA, and a minimum GPA of at least 2.3 in the major courses to remain in good standing. The cumulative and major GPAs must be met for graduation.

2) Effective January 1, 2012, student who are admitted of this date must obtain at least a 2.5 cumulative GPA and a semester GPA of 2.5 to remain in good standing and graduate from the program.

Program Deviations

Course substitutions and course waivers must be approved by the faculty advisor.

Bachelor of Science in Health Services Management

The Bachelor of Science in Health Services Management degree consists of a minimum of 44 credit hours of general education requirements, a minimum of 51 credit hours of coursework in the major, and electives to total 120 credit hours. Collectively these requirements track the AUPHA certification criteria. The curriculum provides students with knowledge, skills and abilities the following competency areas: general management, health services management, health services applications, and health services integration.

The capstone is the integrative experience that brings together and builds on the competency areas.

General Education (14 courses) - Minimum of 44 credit hours

1. Communications (4 courses) - Minimum of 12 credit hours.
The following writing course:

- ENG-W 131 Elementary Composition I (3 cr.) (C or higher)

One of the following writing courses:

- ENG-W 231 Professional Writing Skills (3 cr.)**OR**
- BUS-X 204 Business Communications (3 cr.)

One of the following speech courses:

- COMM-R 110 Fundamentals of Speech Communication (3 cr.)
- COMM-C 223 Business and Professional Communication (3 cr.)**OR**
- COMM-C 180 Introduction to Personal Communicatin (3 cr.)

2. Social Sciences and Humanities(4 courses)-Minimum of 12 credit hours

Social Sciences
The following economics courses:

- ECON-E 201 Introduction to Microeconomics **P: Sophomore Standing**
- ECON-E 202 Introduction to Macroeconomics **P: Sophomore Standing**

One approved course for a minimum of 3 credit hours from any of the following subject areas:

- Anthropology
- Economics
- Geography
- Journalism
- Linguistics
- Political Science
- Psychology
- Sociology

Humanities
One approved course for a minimum of 3 credit hours from any of the following subject areas:

- Afro-American Studies
- Classical Studies
- Communications & Theater
- Comparative Literature
- English
- Fine Arts
- Folklore
- Foreign Languages and Literature
- History
- Music
- Philosophy
- Religious Studies

3. Science (2 courses with labs) - Minimum of 8 credit hours

Two approved courses from the Basic Sciences, such as Biology, Chemistry or Physics

Recommended courses:

- BIOL-N 212 Human Biology (3 cr.) and BIOL N213 Human Biology Laboratory (1 cr.)
- BIOL-N 214 Human Biology**P: BIOL-N 212**(3 cr.) and BIOL N215 Human Biology Laboratory **P: or C: BIOL-N 213**(1 cr.)

4. Quantitative Methods (3 courses) - Minimum of 9 credit hours

The following computer courses:

- SPEA-V 261 Computers in Public Affairs (3 cr.) **OR**
- BUS-K201 The Computer in Business (3.0)
- SPEA-V 369 Managing Iformation Technology (3 cr.)

One mathematics course such as M118, M119, or higher:

- MATH-M 118 Finite Mathematics (3 cr.) is recommended

One statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.) **R: MATH-M 118 or higher**

Health Services Management Major (18-19 courses) - Minimum of 51-54 credit hours

1. Introduction to Careers in Health Care (1 course) - 3 credit hours

- PBHL-H 120 Contemporary Health Care (3 cr,)

2. General Management (5 courses) - Minimum of 15 credit hours

The following courses:

- SPEA-V 263 Public Management (3 cr.) **OR** SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 352 Health Finance and Budgeting: **P: BUS-A 200, BUS-A 201, or PBHL-H200**

One of the following:

- SPEA-V 348 Management Science (3 cr.) **P: SPEA-K 300, MATH-M 118**
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)

One of the following:

- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)

3. Health Services Managment (5 courses) - Minimum of 15 credit hours

The following courses:

- PBHL-H 320 Health Systems Administration (3 cr.)
- PBHL-A 322 Principles of Epidemiology (3 cr.)
- PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.) **P: PBHL-H 352**
- PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.)
- PBHL-H 474 Health Administration Ethics Seminar (3 cr.)

4. Health Services Applications (5 courses) - Minimum of 15 credit hours

Five of the following courses:

- PBHL-A 316 Environmental Science and Health (3 cr.)
- PBHL-H 354 Health Economics (3 cr.)
- PBHL-H 411 Chronic and Long-term Care Administration (3 cr.)
- PBHL-H 420 Health Policy (3 cr.)**P: PBHL-H320**
- PBHL-H 432 Health Care Marketing (3 cr.)
- PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.)
- PBHL-H 455 Topics in Health Care Administration (3 cr.)

5. Health Services Management Experience (2 courses) - Minimum of 3 credit hours

The following courses:

- PBHL-H 365 Health Services Practicum (3 cr.) **Requires Junior Standing in the major**
- PBHL-H 380 Health Services Management Internship(1-6 cr.)

6. Health Services Management Capstone (1 course) - Minimum 3 credit hours

- PBHL-H 472 Applied Health Administration (3 cr.) **P: PBHL-H 474**

General Electives

A minimum of 95 credit hours of required courses are listed for this curriculum (44 credit hours in general education and 51 credit hours in the major). In addition, students must take a sufficient number of elective courses to total a minimum of 120 credit hours required for the degree.

Grade Point Average Requirement

1) Students who matriculate into this program prior to January 1, 2012 must obtain at least a 2.0 cumulative grade point average (GPA), a 2.0 semester GPA, and a minimum GPA of at least 2.3 in the major courses to remain in good standing. The cumulative and major GPAs must be met for graduation.

2) Effective January 1, 2012, student who are admitted of this date must obtain at least a 2.5 cumulative GPA and a semester GPA of 2.5 to remain in good standing and graduate from the program.

Program Deviations

Course substitutions and course waivers must be approved by the faculty advisor.

Degree Programs

Bachelor of Science in Public Health degree

The Bachelor of Science in Public Health (B.S.P.H.) degree combines coursework in communications, mathematics, the basic sciences (biology, chemistry, physics) and public health with an emphasis on protecting human health and the quality of the built and natural environment from environmental hazards through pollution prevention and control. Employment areas include indoor and outdoor pollution, water supply and wastewater treatment, solid and hazardous waste, workplace health and safety, general environmental health, childhood lead poisoning and asthma control, environmental health education, environmental toxicology and microbiology, sustainability, housing safety and vector control, food safety and defense, hazardous materials, homeland security, and others.

The Environmental Health Science major is an excellent option for any student who:

- enjoys science and wants to apply what he/she learns,
- cares about human health and the environment
- likes to develop solutions to complex problems,
- wants to make a difference, and
- enjoys a job with variety.

The Environmental Health Science major is accredited by the National Environmental Health Science and Protection Accreditation Council (NEHAC). Students who are enrolled in an accredited program are eligible for special internships, grants and awards available only to accredited programs. Interested students can visit the Department of Public Health website for more information.

The curriculum requirements are available at the following link: Bachelor of Science in Public Health (B.S.P.H.).

Bachelor of Science in Health Systems Management

The Bachelor of Science in Health Systems Management (B.S.H.S.M.) combines coursework in general education (communications, liberal arts, science, and quantitative methods), health care policy, finance and management to prepare students for positions in the health care arena in nonclinical work. The health care arena includes acute care, physician practice, and long-term care, insurance companies, and government. Positions are available in government and the private and not-for-profit sectors. Available positions include office manager, billing agent, project coordinator, HR recruiting specialist, marketing manager, claims adjudicator, clinical liaison, customer service representative, admissions staff, marketing specialist, and others.

The Health Services Management major is an excellent option for any student who:

- has an interest in management and administration,
- wants to work in health care but in a nonclinical occupation,
- enjoys working and interacting with people,
- likes to work in a rapidly changing environment, and

- wants a rewarding career that involves helping others.

The curriculum requirements are available at the following link: Bachelor of Science in Health Systems Management (B.S.H.S.M.).

Bachelor of Science in Public Health - Community Health

The Bachelor of Science in Public Health, Community Health major consists of a minimum of 48 credit hours of general education requirements, 54 credit hours of course work in the major, and electives to total 120 credit hours.

The curriculum provides students with knowledge, skills and abilities in the communications, social sciences and humanties, basic sciences, quantitative methods, pubic health core and electives totaling to 120 credit hours.

The following degree requirements are required of all students majoring in community health admitted to Indiana University beginning with the Fall Semester, 2011. Students who are returning to Public Health but have not enrolled in classes for three or more consecutive years will be required to follow these degree requirements.

General Education (16 courses) - 48 credit hours

1. Communications (4 courses) - Minimum 12 credit hours

Four courses for a minimum of 12 credit hours.
The following courses:

- ENG-W 131 Elementary Composition I (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.) OR BUS-X 204 Business Communications (3 cr.) OR TCM 220 Technical Report Writing (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)
- COMM-C 223 Business and Professional Communication (3 cr.)

2. Social Sciences and Humanities (4 courses) - Minimum of 12 credit hours

Social Sciences

Two approved courses for a minimum of 6 credit hours from any of the following subject areas:

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science
- Psycology
- Sociology

Humanities

Twp approved course for a minimum of 6 credit hours from any of the following subject areas:

- Afro-American Studies
- Classical Studies
- Communications & Theater
- Comparative Literature
- English
- Fine Arts
- Folklore
- Foreign Languages & Literatures
- History
- Music
- Philosophy
- Religious Studies
- Journalism
- Speech

3. Science - Minimum 18 credit hours

- BIOL-N 212 Human Biology (3 cr.)
- BIOL-N 213 Human Biology Laboratory (1 cr.)
- BIOL-N 217 Human Physiology (5 cr.)
- BIOL-N261 Human Anatomy (5 cr.)
- BIOL-N322 Introductory Principles of Genetics (3 cr.)
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- CHEM-C 101 Elementary Chemistry (3 cr.)
- CHEM-C 121 Elementary Chemistry Laboratory (2 cr.) **P: or C: Chem-C101**
- CHEM-C 110 The Chemistry of Life (3 cr.) **AND**
- CHEM-C 115 Laboratory of the Chemistry of Life (2 cr.) **P: or C: CHEM-C 110**
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- CHEM-C 106 Principles of Chemistry II (3 cr.) **P: CHEM-C 105**
- CHEM-C 126 Experimental Chemistry II (2 cr.) **P: CHEM-C 125**Two Additional Science Courses from the following list (or other courses approved by the Faculty Advisor):

4. Quantitative Methods (2 courses) - Minimum 6 credit hours

Two of the following courses:

- MATH-M 118 Finite Math P: MATH 11000 or MATH 11100 (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- PBHL-P3XX Survey Methods in Public Health (3 cr.)

Community Health Major (18 courses) - 54 credit hours

5. Public Health Core Courses (10 courses) - Minimum 30 credit hours

Each of the following **FIVE** courses:

- PBHL-A 322 Pinrciples of Epidemiology (3 cr.)
- PBHL-A 316 Environmental Health Science (3 cr.)
- PBHL-B 3XX Biostatistics for Public Health (3 cr.)
- PBHL-P 3XX Public Health Systems (3 cr.)
- PBHL-P 3XX Social and Behavioral Sciences in Public Health (3 cr.)

FIVE of the following courses:

- PBHL-H 320 Health Systems Administration (3 cr.)
- PBHL-P 101 Disesase, Disasters and Disparities: An Intro. to Public Health (3 cr.)
- PBHL-P 3XX Careers in Public Health (3 cr.)
- PBHL-P 3XX Public Health Ethics (3 cr.)
- PBHL-P 4XX Practicum in Public Health (3 cr.)
- PBHL-P 4XX Capstone Seminar (3 cr.)

6. Public Health Electives (8 Courses: at least 4 must be PHBL) - Minimum 24 Credit Hours

- PBHL-A 416 Environmental Health Policy (3 cr.)
- PBHL-A 428 Food Science and Sanitation (3 cr.)
- PBHL-A 4XX Topics in Epidemiology (3 cr.)
- PHBL-H 120 Contemporary Health Issues (3 cr.)
- PBHL-H 352 Health Finance and Budgeting (3 cr.) **P: BUS-A 200, BUS-A 201, OR PBHL-H 200**
- PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.) **P: PBHL-H 352**
- PBHL-H 354 Health Care Economics (3 cr.)
- PBHL-H401 Strategic Planning for Health Care (3 cr.)
- PBHL-H 411 Chronic and Long-term Care Administration (3 cr.)
- PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.)
- PBHL-H 455 Topics in Health Administration (3 cr.)
- PBHL-H 474 Health Administration Ethics Seminar (3 cr.) **P: PBHL-H 320 and Senior Standing**
- PBHL-P 3XX Public Health Education Intervention Methods (3 cr.)
- PBHL- P 3XX Program Planning in Public Health (3 cr.)
- PBHL-P 400 Topics in Public Health (3 cr.)
- PBHL-P466 Public Health Field Experience (3 cr.)
- ANTH-A 377 African American Health Care (3 cr.)
- ANTH-A 460 Disease and Human Evolution (3 cr.)
- ANTH-B 370 Human Variation (3 cr.)
- ANTH-E 445 Medical Anthropology (3 cr.)
- COMM-C 392 Health Communication (3 cr.)
- ECON-E 307 Current Economic Issues: Health Economic Issues (3 cr.)
- ECON-E 387 Health Economics (3 cr.)
- HIST-H 364 History of Medicine and Public Health (3 cr.)
- MHHS-M 492 Topics in Medical Humanities/Health Studies (3 cr.)
- PHIL-P 393 Biomedical Ethics (3 cr.)
- PSY-B 365 Stress & Health (3 cr.)
- PSY-B 394 Drugs and Behavior (3 cr.)
- PSY-B 396 Alcohol, Alcoholism, and Drug Abuse (3 cr.)
- REL-R 384 Religion, Ethics and Health (3 cr.)
- SHRS-N 250 Health & Rehabilitation Systems Across the World (3 cr.)
- SHRS-N 310 Aging and the Older Person (3 cr.)
- SHRS-N 340 Psychological Aspects of Disabilities (3 cr.)
- SHRS-N 350 Survey of Programs for Older Adults (3 cr.)
- SHRS-N 370 Psychosocial Aspects of Aging (3 cr.)
- SOC-R 285 AIDS and Society (3 cr.)
- SOC-R 321 Women and Health (3 cr.)
- SOC-R 382 Social Organization of Health Care (3 cr.)
- SOC-R 415 Sociology of Disability (3 cr.)

Degree Electives

A minimum of 102 credit hours of required courses are listed for this curriculum (48 credit hours in general education, 30 credit hours in the major, and 24 public health electives). In addition, students must take a sufficient number of elective courses to total a minimum of 120 credit hours.

Grade Point Average Requirement

In order to be admitted to this degree program, a student must have earned a 2.5 undergraduate cumulative and previous semester GPA. In addition, students must maintain at least a 2.5 semester and cummulative grade point average (GPA) to remain in good academic standing and graduate from this program.

Program Deviations

Course substitutions and course waivers must be approved by the faculty advisor.

Internships and Research

Internship Program

In hiring decisions, employers give preference to students who have related work experience, and internships are an excellent way to gain related work experience and an investment in the students future that will have long-term benefits. IUPUI posts many more internship opportunities than are filled each year, which means that students can choose among many various experiences to acquire job skills and contacts for future positions.

The Environmental Health Science major requires 3 credits of internship, which is equivalent to 240 contact hours. The Health Services Management major (B.S.H.S.M.) allows students to take 1-6 credit hours of internship (1 credit hour = 80 contact hours) as elective credit.

In addition to local opportunities, students are encouraged to consider internship experiences with national or international organizations. More information on the process of acquiring and registering for an internship is available at the Department of Public Health website, link to Completing the Internship.

JRCOSTEP (for Environmental Health Science majors)

Each year, the U.S. Public Health Service hires about 25-35 students for summer Junior Commissioned Officer Student Training and Extern Program (JRCOSTEP) positions. These positions are available to students in environmental health degree programs accredited by the National Environmental Health Science and Protection Council, and the B.S.P.H is one of these programs. Most JRCOSTEP positions are with the Indian Health Service (IHS) in many different areas of the United States, including Alaska. Other agencies that typically hire one or two JRCOSTEPs per summer are: ATSDR, CDC, Coast Guard, and the National Park Service.

The JRCOSTEP students are Commissioned Officers for the summer and they earn about $2000 a month as an Ensign in the Public Health Service. In addition to being paid, JRCOSTEPs have unique opportunities to apply what they have learned to environmental health issues and to gain new knowledge, skills and abilities related to real world problems.

These positions are competitive, so students are encouraged to meet with the Director of Undergraduate Education shortly after they enter the B.S.P.H degree program to discuss their interest in the JRCSTEP program, to learn more about

students experiences in the program, and to discuss strategies to strengthen their applications.

National Student Research Competition (for Environmental Health Science majors)

Students are invited to enter a national research competition sponsored by the Association of Environmental Health Academic Programs (AEHAP). This competition is available only to students enrolled in degree programs accredited by the National Environmental Health Sciences and Protection Council, and the B.S.P.H is one of these programs.

Students whose projects are selected as winners will be invited to give a 20-minute presentation at the National Environmental Health Association's Annual Educational Conference and Exhibition. Students may win a $500 award and up to $1,000 in travel expenses to the annual conference. Projects are typically submitted in April for consideration for the June conference, so it is important to get started early. The research submission guidelines are available at http://www.aehap.org/students/scholarships_srcompetion.htm. Students are encouraged to consider this opportunity and discuss their interest with their faculty mentor.

Minors

Environmental Health Science (5 courses, 15 credit hours minimum)

The minor in environmental health science is designed to introduce students to selected aspects of current thinking and research on the nature, causes, and solutions of environmental problems as they affect human health and the environment. After completing the survey course on environmental health, students may select four (4) courses from a list of courses that includes toxicology, water and wastes, air pollution, policy, food science, workplace health and safety, data analysis, and techniques in environmental health.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs at Indiana University or other accredited colleges or universities who are in good academic standing may pursue the minor in environmental health science, providing they have completed two semesters of college level chemistry and a college level course in algebra (or higher math course).

2. Public Health students majoring in Environmental Health Science are not eligible for the Environmental Health Science minor.

3. Students must declare their intention to receive a minor by completing an application, which is available online or at the Department of Public Health Student Services, 714 N. Senate Avenue, EF 200. Students may also contact the Undergraduate Academic Advisor at 317-278-0753 for the application or if they have questions. This application should be completed at the same time the student completes an application for graduation for the baccalaureate degree.

4. Students who successfully complete the requirements for the Environmental Health Science minor with a 2.0 GPA or above for all courses credited to the minor will have the minor conferred with their degree.

NOTE: Some courses listed below are not offered every semester. Students should check with the Undergraduate Academic Advisor to determine the availability of specific courses at given times.

Minor Requirements (5 courses, 15 credit hours minimum)

The following course:

- PBHL-A316 Environmental Health (3 cr.)

FOUR of the following courses:

- PBHL-A 410 Introduction to Environmental Toxicology (3 cr.)
- PBHL-A 424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.)
- PBHL-A 451 Air Pollution and Control (3 cr.)
- PBHL-A 416 Environmental Health Policy (3 cr.)
- PBHL-A 428 Food Science and Sanitation (3 cr.)
- PBHL-A 433 Industrial Hygiene and Radiological Health (3 cr.)
- PBHL-A 459 Environmental Science and Health Data Analysis (3 cr.) **P: PBHL-A 316, 1 semester each of statistics and chemistry**
- PBHL-A 460 Techniques in Environmental Science and Health (3 cr.) **P: PBHL-A459**

Program Deviations - Course substitutions and course waivers must be approved by the faculty advisor.

Health Systems Administration (5 courses, 15 credit hours)

The minor in Health Systems Administration is designed to introduce students to selected aspects of current thinking and research on the administration of health systems. After completing the survey course on health systems administration, students may select four (4) courses from a list that includes health care finance and budgeting, human resources, economics, strategic planning, policy, marketing, and law.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs at Indiana University who are in good academic standing may pursue the minor in health systems administration.

2. Public Health students in the BSHSM are not eligible for the Health Systems Administration minor.

3. Students must declare their intention to receive a minor by completing an application, which is available online or at the Department of Public Health Student Services, 714 N. Senate Avenue, EF 200. Students may also contact the Undergraduate Academic Advisor at 317-278-0753 for the application or if they have questions. This application should be completed at the same time the student completes an application for graduation for the baccalaureate degree.

4. Students who successfully complete the requirements for the Health Systems Administration minor with a 2.0 GPA or above for all courses credited to the minor will have the minor conferred with their degree.

Minor Requirements (5 courses, 15 credit hours minimum)

The following course:

- PBHL-H 320 Health Systems Administration (3 cr.)

FOUR of the following courses (12 credit hours):

- PBHL-H 352 Health Finance and Budgeting (3 cr.) **P: BUS-A 200, BUS-A 201, OR PBHL-A200**
- PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.) **P: PHBL-H 352**
- PBHL-H 354 Health Economics (3 cr.)
- PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.)
- PBHL-H 420 Health Policy (3 cr.) **P: PBHL-H 320**
- PBHL-H 432 Health Care Marketing (3 cr.)
- PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.) **OR**
  SPEA-V 376 Law and Public Policy (3 cr.)
- PBHL-P 400 Topics in Public Health (3 cr.)
- PBHL-H 456 Managed Care (3 cr.)
- PBHL-H 472 Applied Health Administration (3 cr.) **P: PBHL-H 474**
- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)
- PBHL-H380 Internship in Health Services Management (1-3 cr.)

Program Deviations - Course substitutions and course waivers must be approved by the faculty advisor.

RISE

The **RISE to the IUPUI Challenge** is a campus initiative that challenges students to include at least two of the four rise experiences (research, international, service learning, and experiential learning) into their academic programs of study. The Department of Public Health fully supports this initiative and encourages students to take advantage of these additional opportunities to enhance their intellectual and professional development. Students who participate in RISE will gain valuable skills, knowledge, and experiences valued by employers. After a student successfully completes at least two RISE experiences, a notation will be placed on the students official transcript recognizing this milestone. More information about the RISE initiative is available at http://academicaffairs.iupui.edu/plans/rise.cfm.

Bachelor of Science in Public Health - Environmental Health Science Major

The Bachelor of Science in Public Health (B.S.P.H.) 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.

A student who is awarded the Bachelor of Science in Public Health – Environmental Health Science major will demonstrate the IUPUI Principles of Undergraduate Learning (PULs), which were initially approved in 1998 and revised in 2007 by the faculty (http://academicaffairs.iupui.edu/plans/pul/) and learning outcomes specific to the major.

The PULs, which underpin an IUPUI student's general education and permeate education in the major, tell our students and other stakeholders what an IUPUI undergraduate will know and be able to do upon graduation. The PULs provide the overarching learning outcomes for each student's education at IUPUI, and these, in turn, are linked to the learning outcomes for each degree program and for courses in each degree program.

BSPH Learning Outcomes

The B.S.P.H. - 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 graduates with the B.S.P.H. - Environmental Health Science major will demonstrate the 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)

Courses in the Major: SPEA-V170, V263/V366; PBHL-A416, A316, A460, A416, A380/A466

General Education Courses: ENG-W131, ENG-W231/BUS-X204/TCM-220; COMM-R110, C223; GEOG-G338; SPEA-V261/V360

2. Apply statistical and other quantitative analysis tools and techniques to identify, characterize, and manage issues and problems in environmental science and health. (PULs 1d and e, 2, 3, 4)

Courses in the Major: PBHL-A322, A459, A460, A423, A433, A451

General Education Courses: SPEA-K300 or approved statistics course, SPEA-V261/V369; GEOG-G338, MATH-15300, 15400

3. Anticipate, recognize, evaluate, and solve environmental science and health problems by applying scientific and technical knowledge and principles. (PULs 1, 2, 3, 4)

Courses in the Major: PBHL-A316, A416, A322, A459, A460, A410, A423, A428, A433, A451

General Education Courses: SPEA-K300; GEOG-G338; BIOL-N212/213, N251; PHYS-P201; CHEM-C105/125, 106/126, C341/343; two additional science courses

4. Monitor a community's environmental health status using epidemiological tools, laboratory techniques, and field methods appropriate to individual issues. (PUL1, 2,3, 4)

Courses in the Major: PBHL-A322, A459, A460, A380/A466

General Education Courses: BIOL-N251; PHYS-P201; CHEM-C105/125, 106/126, 341/343; SPEA-K300; GEOG-G338

5. Participate in developing and implementing plans and policies to improve environmental health using scientific and technical knowledge. (PULs 1, 2, 3, 4, 5, 6)

Courses in the Major: SPEA-V170, PBHL-A316, A416, A322, A459, A460, A423, A433, A451

6. Work effectively in a team-setting by applying organizational knowledge and leadership skills. (PULs 1, 2, 3, 4, 5, 6)

Courses in the Major: SPEA- V263/V366; PBHL-A316, A416, A459, A460, A380/A466

7. Recognize and demonstrate sensitivity to diverse points of view. (PUL 5)

Courses in the Major: SPEA-V170, V263/V366; PBHL-A316, A380/A466

General Education Courses: approved courses in the social sciences and humanities

8. Seek principled solutions to environmental health problems. (PUL 6)

Courses in the Major: SPEA-V170; PBHL- A322; A316, A416, A423; A433, A451, A460

General Education Courses: approved courses in the social sciences and humanities

Bachelor of Science in Health Services Management

The Bachelor of Science in Health Services Management (B.S.H.S.M) 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.

A student who is awarded the Bachelor of Science in Health Services Management degree will demonstrate the IUPUI Principles of Undergraduate Learning (PULs), which were initially approved in 1998 and revised in 2007 by the faculty.

The PULs, which underpin an IUPUI students general education and permeate education in the major, tell our students and other stakeholders what an IUPUI undergraduate will know and be able to do upon graduation. The PULs provide the overarching learning outcomes for each students education at IUPUI, and these, in turn, are linked to the learning outcomes for each degree program and for courses in each degree program.

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.

At student who graduates with the Bachelor of Science in Health Services Management degree will demonstrate the 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)

Courses in the Major: PBHL-H120,H320, H322, H353, H401, H474, H316, H432, H441, H465, H380, H466; SPEA-V263,V362, V366, V348, V443, V491

2. Use statistical and other quantitative analysis tools and techniques to understand issues and problems in health care organizations and systems. (PUL 1d, 2; also PUL 3, 4)

Courses in the Major: PBHL-H352, H322, H316, H432; SPEA-V362

3. Use basic financial tools, principles and practices to review and analyze financial performance of organizations and implement controls as required.(PUL 1d, 2; also PUL 3,4)

Courses in the Major: PBHL-H352, H353

4. Apply human resource best practices for management of human capital in an organization. (PULs 4, 5)

Courses in the Major: SPEA-V366, V373, V443, V435

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 organizations market share. (PULs 2, 3, 4)

Courses in the Major: PBHL-H432

6. Participate in developing and implementing plans and policies to improve the delivery of health services.(PULs 2, 3, 4, 5, 6)

Courses in the Major: PBHL-H320, H401; SPEA-V263, V362, V348, V379

7. Work individually and within a team-setting by applying organizational knowledge and leadership skills.(PULs 1, 2, 3, 4, 5, 6)

Courses in the Major: PBHL-H352, H353; SPEA-V263, V362, V366

8. Recognize and demonstrate sensitivity to diverse points of view. (PUL 5)

Courses in the Major: PBHL-H352, H354, H401, H420; SPEA-V362, V366,V443

9. Seek principled solutions to health services delivery issues. (PUL 6)

Courses in the Major: PBHL-H316, H320, H354, H401, H472, H474

Student Learning Outcomes

Bachelor of Science

- Health Services Management
- Public Health (Community Health Major)
- Public Health (Environmental Health Science Major)

Certificates and Minors

- Environmental Health Science Minor
- Environmental Studies Certificate
- Public Health Certificate

Certificates and Minors

Certificate in Environmental Studies

A student who earns the Certificate in Environmental Studies will demonstrate the following learning outcomes:

- Describe the major components of the Earth's systems and the role these play in environmental problems and solutions.
- Apply basic principles of chemistry, geology, and ecology to the identification of environmental problems and solutions.
- Identify key contaminants that pollute the air, land, water or the built environment and articulate common sources of these materials.
- Recognize how economics and finance contribute to the creation and solution of environmental problems.
- Describe techniques that are used to eliminate or control hazards that can cause harm to human health and the environment.

Certificate in Public Health

A student who earns the Certificate in Public Health will demonstrate the following learning outcomes:

- Describe contemporary environmental issues in terms of sources, effects, and solutions.
- Characterize the distribution of health effects from environmental contaminants using common epidemiological principles and techniques.
- Locate and interpret environmental regulations focused on air, land, or water pollution.
- Apply the commonly used mathematical and scientific principles to the identification and solution of environmental problems.

Minor in Environmental Health Science

A student who earns the Minor in Environmental Health Science will demonstrate the following learning outcomes:

- Describe the ways humans can have a negative impact on their environment.
- Identify contaminants and common sources of these contaminants that pollute the air, land, and water, and built environment.
- Explain ways humans are exposed to environmental pollution and the adverse effects it can have on health and safety.
- Explain the approaches that are used to assess the scope and extent of risk associated with environmental/occupational hazards.
- Describe the techniques that are used to eliminate or control hazards that can cause harm to human health and the environment**.**

Bachelor of Science in Public Health - Community Health Science Major

The B.S.P.H. major in Community Health will prepare students to provide health education, promote healthy lifestyles and healthy choices, prevent diseases, and enhance quality of life in communities. Students will obtain a foundation in understanding the social determinants of health, distribution of health and illness in diverse populations, and the disease risks among human populations.

The Community Health major focuses on interdisciplinary efforts to address the physical, social, behavioral, mental, and environmental health concerns of communities and population at risk for disease and injury. Graduates will plan and evaluate health services in communities. They will coordinate the community efforts of government agencies and private organizations.

Competencies

The competencies for the B.S.P.H. in Community Health are:

1. Assess individual and community needs for health education.
2. Plan health education strategies, interventions, and programs.
3. Implement health education strategies, interventions, and programs.
4. Conduct evaluation and research related to health education.
5. Administer health education strategies, interventions, and programs.
6. Serve as a health education resource person.
7. Communicate and advocate for health and health education.

Undergraduate Programs

General Information

The Department of Public Health offers undergraduate degrees, certificates, and minors.

Bachelor of Science Degrees

- Bachelor of Science in Public Health, Environmental Health Science major (accredited by the National Environmental Health Science and Protection Accreditation Council)
- Bachelor of Science in Health Services Management (B.S.H.S.M.)

Certificates

- Environmental Studies
- Public Health

Minors

- Environmental Health Science
- Health Systems Administration

General information concerning these programs can be obtained by linking to the undergraduate degree, certificate or minor in this bulletin or by visiting our Web site at http://www.pbhealth.iupui.edu/.

Admissions

Ph.D. Programs

- Ph.D. in Epidemiology
- Ph.D. in Health Policy and Management

Master's Programs

- Master of Health Administration (M.H.A.)
- Master of Public Health (M.P.H.)

Joint Degree Programs

- Master of Health Administration-Doctor of Jurisprudence (M.H.A.-J.D.)
- Master of Health Administration-Master of Business Administration (M.H.A.-M.B.A.)

Graduate Certificates

- Health Policy
- Health Systems Management
- Public Health

Certificate Admissions

Certificate in Health Policy

The Graduate Certificate in Health Policy adheres to the same admission criteria as the M.H.A Program. To view M.H.A admission criteria and how to apply, please visit M.H.A Admissions.

Certificate in Health Systems Management

The Graduate Certificate in Health Systems Management adheres to the same admission criteria as the M.H.A. Program. To view M.H.A. admission criteria and how to apply, please visit M.H.A. Admissions.

Certificate in Public Health

The Graduate Certificate in Public Health adheres to the same admission criteria as the M.P.H. Program. To view M.P.H. admission criteria and how to apply, please visit M.P.H. Admissions.

Dual Degree Admissions

Master of Health Administration-Doctor of Jurisprudence (M.H.A.-J.D.)

Applicants must apply for admission to each school and must meet the admission criteria published in each school's bulletin. Normally, applicants should apply to both the School of Law-Indianapolis and the Indiana University School of Medicine's Department of Public Health at the same time. However, a person enrolled in the School of Law may apply for admission to the Graduate Program in Health Administration up to the end of the second year of law study (approximately 57 credit hours). A student formally enrolled in the study of health administration may seek admission to the School of Law-Indianapolis up to the end of the first year of full-time study leading to the award of the Master of Health Administration (approximately 30 hours of graduate credit).

Department of Public Health M.H.A. Admissions
School of Law-Indianapolis J.D. Admissions

Master of Health Administration-Master of Business Administration (M.H.A.-M.B.A.)

To participate in the joint program, students must apply to and be accepted into both the Indiana University School of Medicine's Department of Public Health, Master of Health Administration program and the Indianapolis Kelley School of Business Master of Business Administration program.

Department of Public Health M.H.A. Admissions
Kelly School of Business-Indianapolis M.B.A. Admissions

M.H.A. Admissions

Application, admission, and degree-granting requirements and regulations shall be applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin. All applicants must have a bachelor's degree from an accredited university or college, show evidence of satisfactory preparation in math and computer skills and have acceptable academic record.

Fall Semester Deadlines: The deadline for submission for *International* applicants is February 1. The deadline for submission for *U.S.* applicants is July 15. Applications received after these dates will not be given priority.

Mandatory Orientation Dates and Times: Check the Department of Public Health's website for specific information. Under *Academic Programs* click *Master of Health Administration (M.H.A.),* on the right-hand navigation click *Admissions*.

Spring Semester Deadlines: The Master in Health Administration (M.H.A.) Program does not accept applications for admission in the spring term; students are admitted for matriculation in the fall only. The only exception to this is if the applicant has completed the Graduate Certificate in Health Systems Management from IU, in which case the applicant may be considered for spring admission.

Transfer Credit: Students transferring from an accredited program or school may transfer up to 9 credit hours of coursework, in which a grade of B or better was awarded, into the M.H.A. Program. To be considered for transfer credit, submission of the course syllabus and Request for Evaluation of Transfer Credit Form is required. Please note that a separate form must be completed for each course requesting to be evaluated for transfer. Students will be notified by mail regarding the results of their request(s) for transfer credit.

Click here and scroll down to access the Evaluation of Transfer of Credit Form.

Criteria for Applicants

Both International and U.S. Applicants must possess a baccalaureate degree from an accredited university or college, submit their official GRE scores, send in your official transcripts*, complete undergraduate courses in accounting,

microeconomics, and statistics, and show competency in communication skills (written and oral).

*__NOTE:__ If you attended any Indiana University campus, you do not need to send transcripts for your IU credits.

Students meeting the above requirements are not guaranteed admission. Other admission factors include references, the personal statement, and personal interview (if applicable).

Application Instructions

If you are applying to a dual program, please be sure to send copies of all documents to both programs. Students who have completed the Graduate Certificate in Health Systems Management or Health Policy and are applying to the M.H.A. program must complete a new application using new log in information. Your application will be reviewed by the M.H.A. Admissions Committee once all supporting documents and requirements have been met.

When filling out the online application, you must select either *Master of Health Administration* or *Graduate Certificate in Health Policy or Health Systems Managment* as the program of your choice.

Application Fee

International Applicants: Applicants who hold non-immigrant or exchange visas are required to submit application and application fee to the Office of International Affairs (OIA). Applicants with a US citizenship, Permanent Residency, Asylee or Refugee status with a foreign bachelor degree are required to submit application and application fee to the Office of International Affairs (OIA).

U.S. Applicants: A non-refundable $50.00 fee (only payable by American Express, Discover, MasterCard, or Visa) is required in order to process application.

Graduate Record Examination (GRE)

Applicants are required to submit official scores from the GRE taken within the past 5 years. A minimum total score (Verbal and Quantitative scores combined) of 1000 is expected of applicants. When submitting your GRE scores, use IUPUI school code 1325 and departmental code 0616. Information about the GRE is available at www.gre.org. The following exams can be substituted for the GRE: LSAT, GMAT, or MCAT. A petition to waive the GRE can be submitted with the application if individuals (1) already have a graduate or professional degree or (2) completed a graduate certificate from the IU Department of Public Health with a GPA of 3.5 or higher. Mail submitted score to:

IU Department of Public Health Admission
Master of Health Administration Program 714 N. Senate Avenue Suite 250 Indianapolis, IN 46202

The GRE is in the process of revising the scoring system. Visit www.GRE.org for more information.

Revised GRE Scoring System

*GRE revised General Test (taken on or after August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	130 - 170 (1 point increments)
Quantitative Reasoning	130 - 170 (1 point increments)
Analytic Writing	0 - 6 (half point increments)

*__NOTE:__ GRE® revised General Test Scores will be reported beginning in November 2011. View the detailed score reporting schedule. If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure. Scores are valid for five years.

*GRE General Test (taken prior to August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	200 - 800 (10 point increments)
Quantitative Reasoning	200 - 800 (10 point increments)
Analytic Writing	0 - 6 (half point increments)

*__NOTE:__ In November, a newly designed score report will be introduced when score reporting begins for the GRE revised General Test. For individuals who took the GRE General Test prior to August 1, 2011, the score report will include your Verbal Reasoning and Quantitative Reasoning scores on the 200-800 scale as well as estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130-170 score scale.
If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.

Test of English as a Foreign Language (TOEFL)

Applicants who are not native English speakers or who received their bachelor's degree outside the United States must submit official TOEFL scores (taken within the past two years) or proof of English proficiency. Scores can be sent to IUPUI School Code 1325 or mailed to:

IU Department of Public Health Admission
Master of Health Administration Program
714 N. Senate Avenue Suite 250
Indianapolis, IN 46202
The following TOEFL score is expected of applicants to the MHA program:

Internet-based TOEFL	minimum score: 106
Computer-based TOEFL	minumum score: 263
Paper-based TOEFL	minimum score: 620
IELTS	minimum score: 7

For more information on IUPUI TOEFL requirements, visit the Office of International Affairs. For more information about the TOEFL exam, visit www.toefl.org.

IUPUI English Placement Test

International students who reside in the U.S. at the time of application must submit either TOEFL, ILETS or IUPUI EAP (English for Academic Purposes) exam scores. International applicants who do not reside in the U.S. at the time of application must submit their TOEFL or ILETS scores with their application and, if admitted to the MHA Program, must also complete the EAP Exam upon arrival to Indianapolis. The USMLE and ECFMG do not fulfill the required proof of English proficiency when applying to the MHA Program. Applicants who have passed the USMLE or ECFMG must also submit TOEFL, ILETS or EAP scores.

For further information on the EAP, contact thehttp://liberalarts.iupui.edu/english/index.php/academics/eap/eap_home.

Personal Statement
The personal statement should be a minimum of 500 words and a maximum of 750 words in length and can be uploaded to the online application. In your own words, describe experiences that have shaped your interest in health administration. Indicate why you are interested in the MHA Program or Graduate Certificate in Health Policy or Health Systems Management. Outline your professional goals; immediate and long term. In your personal statement, it is imperative that you cite your sources if you include any statements or quotes that are not your original thought. All personal statements are submitted to www.turnitin.com by the Department of Public Health to ensure originality and proper citation.

Resume
Applicants must submit a resume. For each position on the resume, provide the job title, employing agency, dates employed, and responsibilities held. Indicate any additional strengths or skills such as fluency in foreign languages, research experience, teaching experience, community service and demonstration of leadership skills. Include professional certifications, honors, and awards. Please email your resume to pbhealth@iupui.edu or mail it to:

IU Department of Public Health Admission
Master of Health Administration Program
714 N. Senate Avenue Suite 250
Indianapolis, IN 46202

Transcripts
You will need to submit official transcripts, marksheets and diplomas from all colleges/universities attended. The IUPUI Office of International Affairs will evaluate your transcripts to determine if eligibility requirements for graduate study have been met. Official documents should be mailed to:

IU Department of Public Health Admission
Master of Health Administration Program
714 N. Senate Avenue Suite 250
Indianapolis, IN 46202

Recommendations
The MHA Program expects that at least three letters of recommendations will be submitted from professional sources that can provide an unbiased critical assessment of your abilities, skills, and strengths and weaknesses. Examples of professional and academic sources are academic advisors, professors, preceptors or immediate supervisors. Examples of sources that are not acceptable include coworkers, colleagues, classmates and relatives.

NOTE: All recommenders are required to provide an e-mail address for online submission. If electronic submission is not possible, click here and scroll down to access the MHA Recommendation Form. This link applies to both U.S. and International applicants.

Interview
A personal interview of required of any applicant who:

- has earned a undergraduate degree within the year they are applying or
- holds a baccalaureate degree earned outside the United States or
- is invited at the discretion of the Admission Committee.

Photo
Applicants are required to email a clear and visible 2 x 3 photo taken with the last 12 months to pbhealth@iupui.edu.

M.H.A. Supplemental Questions
M.H.A. applicants are also required to provide responses to supplemental questions. Click here and scroll down to access the Admissions Supplemental Questions. Email responses to pbhealth@iupui.edu.

Helpful Websites

Graduate Record Examination, (GRE) - http://www.gre.org
Educational Testing Service (ETS) - http://www.ets.org
IUPUI Office of International Affairs
- http://international.iupui.edu
IUPUI Office of Financial Aid - http://www.iupui.edu/finaid/

M.P.H. Admissions
Application, admission, and degree-granting requirements and regulations shall be applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin. All applicants must have a bachelors degree from an accredited university or college, show evidence of satisfactory preparation in math and computer skills and have acceptable academic record.

Fall and Spring Semester Deadlines: To view the semester deadlines visit the Department of Public Health's website. Under *Academic Programs* click *Master of Public Health.* In the right-hand navigation click *Admission*.

Transfer Credit

Evaluation of Transfer or Credit Form

A non-CEPH accredited M.P.H. program
The Department of Public Health will consider up to 9 credit hours of graduate work for transfer into the MPH Program. Students transferring from a non-CEPH (Council on Education for Public Health) accredited program or school may transfer no more than 9 credit hours of coursework, in which a grade of B or better was awarded, into the M.P.H. Program. To be considered for transfer credit, submission of the course syllabus and Request for Evaluation of Transfer Credit Form is required. Please note that a separate form must be completed for each course requesting to be evaluated for transfer. Students will be notified by mail regarding the results of their request(s) for transfer credit.

A CEPH accredited M.P.H. program
Students transferring from a CEPH accredited program or school may transfer up to 15 credit hours of coursework, in which a grade of B or better was awarded, into the MPH Program. To be considered for transfer credit, submission of the course syllabus and Request for Evaluation of Transfer Credit Form is required. Please note that a separate form must be completed for each course requesting to be evaluated for transfer. Students will be notified by mail regarding the results of their request(s) for transfer credit.

Application, admission, and degree-granting requirements and regulations shall be applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.All

applicants must have a bachelor's degree from an accredited university or college, show evidence of satisfactory preparation in math and computer skills and have acceptable academic record.

Criteria for Applicants

Both International and U.S. Applicants must possess a baccalaureate degree from an accredited university or college, submit their official GRE scores*, send in your official transcripts**, complete a minimum of one year of undergraduate mathematics (e.g. algebra, statistics or finite math), and show competency in communication skills (written and oral).

***NOTE:** Submit GRE scores if cumulative undergraduate GPA is below a 3.0 or if you are an international student.

**If you attended any Indiana University campus, you do not need to send transcripts for your IU credits.

Students meeting the above requirements are not guaranteed admission. Other admission factors include references, the personal statement, and personal interview (if applicable).

Application Instructions

If you are applying to a dual program, please be sure to send copies of all documents to both programs. Students who have completed the Graduate Certificate in Public Health and are applying to the MPH Program must complete a new application using new log in information.

When filling out the online application, you must select either *Master of Public Health*or *Graduate Certificate in Public Health*as the program of your choice. Your application will be reviewed by the MPH Admission Committee once all supporting documents and requirements have been met.

Application Fee

International Applicants: Applicants who hold non-immigrant or exchange visas are required to submit application and application fee to the Office of International Affairs (OIA). Applicants with a US citizenship, Permanent Residency, Asylee or Refugee status with a foreign bachelor degree are required to submit application and application fee to the Office of International Affairs (OIA).

U.S. Applicants: A non-refundable $50.00 fee (only payable by American Express, Discover, MasterCard, or Visa) is required in order to process application.

Graduate Record Examination (GRE)

Applicants with a GPA below a 3.0 or international applicants with a bachelor's degree earned a country outside the U.S. are required to submit official scores from the GRE taken within the past 5 years. The GRE is not required of applicants who have a graduate or professional degree from a U.S. or Canadian college or university. A minimum total score (Verbal and Quantitative scores combined) of 1000 is expected of applicants. When submitting your GRE scores, use IUPUI school code 1325 and departmental code 0616. Information about the GRE is available at www.gre.org. The following exams can be substituted for the GRE: DAT, ECFMG, LSAT, OAT, GMAT, MCAT, or USMLE. A petition to waive the GRE can be submitted with the application if individuals (1) already have a graduate or professional degree or (2) completed a graduate certificate from the IU Department of Public Health with a GPA of 3.5 or higher. Mail submitted score to:

IU Department of Public Health Admission 714 N. Senate Avenue Suite 250 Indianapolis, IN 46202
The following GRE scores are expected of applicants to the MPH program:

Verbal Reasoning	minimum score: 450
Verbal & Quantitative Combined	minimum score: 1000
Analytic Writing	4.0

The GRE is in the process of revising the scoring system. Visit www.GRE.org for more information.

Revised GRE Scoring System

*GRE revised General Test (taken on or after August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	130 - 170 (1 point increments)
Quantitative Reasoning	130 - 170 (1 point increments)
Analytic Writing	0 - 6 (half point increments)

***NOTE:** GRE® revised General Test Scores will be reported beginning in November 2011. View the detailed score reporting schedule. If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.Scores are valid for five years.

*GRE General Test (taken prior to August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	200 - 800 (10 point increments)
Quantitative Reasoning	200 - 800 (10 point increments)
Analytic Writing	0 - 6 (half point increments)

***NOTE:** In November, a newly designed score report will be introduced when score reporting begins for the GRE revised General Test. For individuals who took the GRE General Test prior to August 1, 2011, the score report will include your Verbal Reasoning and Quantitative Reasoning scores on the 200-800 scale as well as estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130-170 score scale.
If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.

Test of English as a Foreign Language (TOEFL)

Applicants who are not native English speakers or who received their bachelor's degree outside the United States must submit official TOEL scores (taken within the past two years) or proof of English proficiency. Scores can be sent to IUPUI School Code 1325 or mailed to:

IU Department of Public Health Admission 714 N. Senate Avenue Suite 250 Indianapolis, IN 46202
The following TOEL score is expected of applicants to the MHA program:

Internet-based TOEFL	minimum score: 106
Computer-based TOEFL	minumum score: 263
Paper-based TOEFL	minimum score: 620
IELTS	minimum score: 7

For more information on IUPUI TOEFL requirements, review the Office of International Affairs section on English proficiency for graduate students. For more information about the TOEFL exam, visit www.toefl.org.

IUPUI English Placement Test

International students who reside in the U.S. at the time of application must submit either TOEFL, ILETS or IUPUI EAP (English for Academic Purposes) exam scores. International applicants who do not reside in the U.S. at the time of application must submit their TOEFL or ILETS scores with their application and, if admitted to the MHA Program, must also complete the EAP Exam upon arrival to Indianapolis. The USMLE and ECFMG do not fulfill the required proof of English proficiency when applying to the MPH Program. Applicants who have passed the USMLE or ECFMG must also submit TOEFL, ILETS or EAP scores.

For further information on the EAP, contact the http://liberalarts.iupui.edu/english/index.php/academics/eap/eap_home.

Personal Statement

The personal statement should be a minimum of 500 words and a maximum of 750 words in length and can be uploaded to the online application. In your own words, describe experiences that have shaped your interest in health administration. Indicate why you are interested in the MPH Program or Graduate Certificate in Public Health. Outline your professional goals; immediate and long term. In your personal statement, it is imperative that you cite your sources if you include any statements or quotes that are not your original thought. All personal statements are submitted to www.turnitin.comby the Department of Public Health to ensure originality and proper citation.

Resume

Applicants must submit a resume. For each position on the resume, provide the job title, employing agency, dates employed, and responsibilities held. Indicate any additional strengths or skills such as fluency in foreign languages, research experience, teaching experience, community service and demonstration of leadership skills. Include professional certifications, honors, and awards. Please email your resume to pbhealth@iupui.edu or mail it to:

IU Department of Public Health Admission 714 N. Senate Avenue Suite 250 Indianapolis, IN 46202

Transcripts

You will need to submit official transcripts, marksheets and diplomas from all colleges/universities attended. Your undergraduate cumulative GPA will be calculated based on all undergraduate transcripts. The IUPUI Office of International Affairs will evaluate your transcripts to determine if eligibility requirements for graduate study have been met. Official documents should be mailed to:

IU Department of Public Health Admission 714 N. Senate Avenue Suite 250 Indianapolis, IN 46202

Recommendations

The MPH Program expects that at least three letters of recommendations will be submitted from professional sources that can provide an unbiased critical assessment of your abilities, skills, and strengths and weaknesses. Examples of professional and academic sources are academic advisors, professors, preceptors or immediate supervisors. Examples of sources that are not acceptable include coworkers, colleagues, classmates and relatives.

NOTE: All recommenders are required to provide an e-mail address for online submission. If electronic submission is not possible, click here to download a pdf version of the MPH Recommendation Form.

Interview

A personal interview of required of any applicant who:

- has earned a undergraduate degree within the year they are applying or
- holds a baccalaureate degree earned outside the United States or
- is invited at the discretion of the Admission Committee.

The MPH Admissions Committee conducts interviews using Skype video conferencing for applicants who are unable to travel to Indianapolis for the interview. Skype is a free software application that allows users to connect through the internet to communicate. Note that applicants will need access to a webcam and microphone for the interview.

Skype System Requirements (taken from Skype website)

- PC running Windows 2000, XP, Vista or 7. (Windows 2000 users require DirectX 9.0 for video calls).
- Internet connection (broadband is best, GPRS is not supported for voice calls, and results may vary on a satellite connection).
- Speakers and microphone built-in or separate.
- For voice and video calls we recommend a computer with at least a 1GHz processor, 256 MB RAM and of course a webcam.
- For High Quality Video calls you will need a high quality video webcam and software, a dual-core processor computer and a fast broadband connection (384 kbps).

Photo

Applicants are required to email a clear and visible 2 x 3 photo taken with the last 12 months to pbhealth@iupui.edu.

Helpful Websites

Graduate Record Examination, (GRE) - http://www.gre.org
Educational Testing Service (ETS) - http://www.ets.org
IUPUI Office of International Affairs
- http://international.iupui.edu
IUPUI Office of Financial Aid - http://www.iupui.edu/finaid/

Ph.D. Admissions

Application, admission, and degree-granting requirements and regulations shall be applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

Admission into a Department of Public Health Ph.D. Program is based on completion of a baccalaureate degree, although it is anticipated that many applicants will have completed a post baccalaureate degree in public health or other health related discipline.

Fall semester application deadline: December 15

All required application documents must be submitted by the Ph.D. program deadline, with the exception of recommendation letters, which may be submitted up to two weeks past the deadline.

Online Application Process

Online Application: To access the application for Department of Public Health Ph.D. Programs, go to the*IUPUI Graduate Office* home page http://www.iupui.edu/gradoff/, click on *Graduate Degree Programs and Admissions*, then *Online Application*.

If you already have an IU account, use your user name and password to log on to the application. If you do not have an IU account, create a guest account with a user name and password. When completing the online application, under "Educational Objectives" select "GRAD SCH-PUBLIC HEALTH-MED", then choose the appropriate Ph.D. Program as the major.

Personal Statement: The candidates personal statement should be approximately 750 words and must be uploaded to the online application. Please include the following components in your personal statement:

- Describe experiences that have shaped your interest in the Ph.D. Program area to which you are applying.
- Indicate why you are seeking doctoral training in the Ph.D. Program area.
- List the factors that led you to apply to the program.
- Include any interests you have in specific aspects of the Ph.D. Program area.
- Outline your professional goals, both immediate and long term.

Three Letters of Recommendation: The Department of Public Health expects that at least three letters of recommendations will be submitted with your application to a Ph.D. Program. These letters should be from professional sources that can provide an unbiased, current and critical assessment of your abilities, skills, and strengths and weaknesses related to successfully completing a doctoral program.

Examples of professional sources are academic advisors, professors, preceptors or immediate supervisors. Examples of sources that are not acceptable include coworkers, colleagues, classmates, family acquaintances and relatives.

The Department of Public Health requests that letters of recommendation be submitted electronically through the online application. The online application asks applicants to supply e-mail addresses for their referees. When the applicant submits the application, the system automatically sends recommendation forms to the referees. After completing the form, referees return them to the IUPUI Graduate Office via e-mail.

Submission of Documents

The following documents are required to be submitted directly to the Department of Public Health:

- Official transcripts from all colleges and universities attended.
- A copy of your current resume or CV.
- Scores on the GRE*, MCAT, LSAT, GMAT, DAT or other graduate entrance exam.
- TOEFL score for applicants whose native language is not English.
- Sample of scholarly writing (Required for the Health Policy and Management Ph.D. Program only) Applicants to the Ph.D. Program in Health Policy and Management must submit an electronic copy of a course paper or published article in which the applicant is the sole author.

Applicants should request that their test scores be mailed directly to IUPUI from the testing service. The IUPUI code is 1325. If possible, all other documents should be e-mailed to Suzanne Hancock, suehanco@iupui.edu. If e-mail transmission is not possible, hard copies of the documents can be mailed to:

IU Department of Public Health

Attn: Student Services Ph.D.Programs

714 N. Senate Avenue, Suite EF250 Indianapolis, IN 46202
***NOTE:** The Graduate Record Examination (GRE) is undergoing a major revision in 2011. After July 31, the old test will no longer be available. The revised test will be offered beginning August 1. Test scores for the new test will not be available until late November. Applicants can take the GRE during the months of August and September for a 50% discount. See the ETS GRE website for further details.

The GRE is in the process of revising the scoring system. Visit the ETS GRE website for more information.

Revised GRE Scoring System

*GRE revised General Test (taken on or after August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	130 - 170 (1 point increments)
Quantitative Reasoning	130 - 170 (1 point increments)
Analytic Writing	0 - 6 (half point increments)

***NOTE:** GRE® revised General Test Scores will be reported beginning in November 2011. View the detailed score reporting schedule. If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure. Scores are valid for five years.

*GRE General Test (taken prior to August 1, 2011)**

Measure	Scores Reported
Verbal Reasoning	200 - 800 (10 point increments)
Quantitative Reasoning	200 - 800 (10 point increments)
Analytic Writing	0 - 6 (half point increments)

***NOTE:** In November, a newly designed score report will be introduced when score reporting begins for the GRE revised General Test. For individuals who took the GRE® General Test prior to August 1, 2011, the score report will include your Verbal Reasoning and Quantitative Reasoning scores on the 200-800 scale as well as estimated Verbal Reasoning and Quantitative Reasoning scores on the new 130-170

score scale. If no questions are answered for a specific measure (e.g., Verbal Reasoning), then you will receive a No Score (NS) for that measure.

Review of Application

Applications will be carefully reviewed by the respective Admission Committee after the program deadline, if the application file is complete.

On-site Interview

- **In-person interview:** Applicants will be invited to participate in an in-person interview with several members of the Admission Committee. Alternative arrangements may be provided for applicants unable to be interviewed in-person.
- **Completion of an on-site essay:** Applicants participating in the interview process may be asked to write a short essay on a specific topic assigned to them using Microsoft Word. The purpose of this step is to allow the Admissions Committee to assess the applicant's English writing skills.

Pre-requisite Coursework

The Admissions Committee will determine each applicants acceptance or non-acceptance into the Ph.D. program by using the following selection criteria:

- **Scientific Leadership Potential:** Assessed by the applicants resume / curriculum vita, personal statement, and personal interview.
- **Ability to Engage in Advanced Graduate Work:** Assessed by the applicants personal interview, evaluation of letters of recommendation, overall grade point average in prior graduate work, and scores from the GRE or other graduate entrance exams.
- **Learning Goals and Objectives:** Assessed by the applicants personal statement and personal interview.

Helpful Websites

Graduate Record Examination, (GRE) - http://www.gre.org
Educational Testing Service (ETS) - http://www.ets.org
IUPUI Office of International Affairs
- http://international.iupui.edu
IUPUI Office of Financial Aid - http://www.iupui.edu/finaid/

Graduate Programs

At the graduate level, students can pursue advanced study in public health through doctoral and master degrees and certificates and minors.

The 90 credit Doctor of Philosophy (Ph.D.) degrees in Epidemiology, Health Policy and Management, and Biostatistics can be completed on a part-time or full-time basis. To learn more about the three Ph.D. programs, visit www.pbhealth.iupui.edu.

The 45 credit Master of Public Health (M.P.H.) degree offers five concentrations: Epidemiology, Social and Behavioral Sciences, Health Policy and Management, Biostatistics, and Environmental Health Science. The M.P.H. program is fully accredited by the Council on Education for Public Health. To learn more about the program, visit www.pbhealth.iupui.edu.

The 51 credit Master of Health Administration (M.H.A.) degree offers advanced study in health administration. This is the only M.H.A. program in Indiana accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The M.H.A. program is also a member of the Association of University Programs in Health Administration. To learn more about the M.H.A. program, visit the www.phhealth.iupui.edu.

The following joint degrees and coordinated curricula are offered on the IUPUI campus:

- M.D./M.P.H.
- D.D.S./M.P.H.
- M.S.W./M.P.H.
- M.H.A./M.P.H.
- M.S. in Bioethics/M.P.H.
- J.D./M.P.H.
- J.D./M.H.A.
- M.B.A./M.H.A.

Graduate certificate programs include the Graduate Certificate in Public Health (15 credits), the Graduate Certificate in Health Policy (17-18 credits), and the Graduate Certificate in Health Services Management (15 credits). To learn more about the Graduate Certificate Program, visit www.phhealth.iupui.edu.

The 12 credit minors are available to students currently enrolled in doctoral programs. To learn more about the doctoral minors available in six different areas, visit www.phhealth.iupui.edu.

Certificate Programs

Three graduate certificates are offered by the Department of Public Health at IUPUI: Certificate in Public Health, Certificate in Health Policy, and Certificate in Health Systems Management. Certificate programs are flexible and adaptable to the needs of either pre-career or in-service students. Program descriptions, admission requirements and curriculum requirements are available at the Graduate Certificate Program page.

Application, admission, and certificate-granting requirements and regulations of educational programs offered by the Department of Public Health are applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

Certificate in Public Health

The Graduate Certificate in Public Health is a 15-credit-hour program of study. The certificate program is designed to meet the needs of public health professionals who are seeking the opportunity to continue their education while working. This program consists of evening classes and is available to US citizens and permanent residents.

In order to receive the Graduate Certificate in Public Health, students must complete 15 credit hours of the approved public health course work with a minimum cumulative GPA of 3.0 (“B” grade on a 4.0 scale). The five core courses comprise the Graduate Certificate curriculum requirements. Transfer credit or course waivers are not allowed as substitution for any courses in the certificate program.

Students who have been awarded a Graduate Certificate in Public Health have two years to apply their credits toward the MPH degree. Graduates of the certificate program who do not apply to the MPH Program within two years after completion of the certificate program are not eligible to apply their 15 credits from the certificate program toward the MPH Program on the IUPUI campus. Admission to or successful completion of a certificate program does not guarantee subsequent admission to the MPH Program.

The 15 credit Graduate Certificate in Public Health consists of coursework in the five core areas of public health.

- **P517**: Fundamentals of Epidemiology (3cr)
- **P519**: Environmental Science in Public Health (3cr)
- **P500**: Social and Behavioral Science in Public Health (3cr)
- **P504**: U.S. Health Care Systems and Health Policy (3cr)
- **P551**: Biostatistics for Public Health I(3cr)

Certificate in Health Policy

Students in this 17-18 credit hour program complete courses taught by faculty from the Indiana University Schools of Medicine, Law, Nursing, Public and Environmental Affairs, and Liberal Arts.

Certificate in Health Systems Management

This 15 credit hour program provides health care professionals with the opportunity to further their understanding of the historical, economic, financial, and strategic aspects of the health care industry.

Contact Information

714 N. Senate Avenue Suite 250 Indianapolis, IN 46202
Phone: (317) 274-3126
Fax: (317) 274-3443
For more information visit the Department of Public Health website, or send an email to pbhealth@iupui.edu.

Master of Health Administration

The graduate program in health administration is offered by Indiana University School of Medicine's Department of Public Health. Recognized for its outstanding faculty, professional integration, and strong business ethics, the Indianapolis program reflects the exciting frontiers of the contemporary health care industry.

This advanced program attracts professionals and students interested in a variety of leadership opportunities in hospitals, managed care, ambulatory care, and voluntary health agencies. Opportunities also exist in consulting firms, corporate health programs, insurance, government, and other regulatory agencies. The program is fully accredited by the Commission on Accreditation of Healthcare Management Education and is a member of the Association of University Programs in Health Administration.

Approximately one-third of the students in the program have professional backgrounds; the remaining two-thirds come directly from undergraduate programs. In the classroom, this mix creates a dynamic environment of fresh perspectives and practical experience. The versatile faculty teach a rigorous interdisciplinary curriculum interwoven with current research and events. The M.H.A. program requires 51 graduate semester credit hours.

A summer internship between the first and second year of study is an excellent opportunity to learn from a health industry leader. The internship offers students valuable experience in the health care field and is an excellent opportunity to blend academic preparation with hands-on experience. Positions are available throughout the United States.

As an option, students may choose an administrative residency, a 10-12 month paid residency that can assist in the transition from classroom to workplace through intensive exposure to a selected management career. It blends academic preparation with administrative practice. Students with little health administration experience may find the residencies beneficial. Residents are selected through competitive application processes.

A mentorship program utilizing local M.H.A. alumni and friends of the school gives students the opportunity to meet a variety of practicing health care professionals. Mentors are available in all segments of the health care field and range from recent graduates to corporate officers and senior public officials.

Our students are successfully competing for national administrative fellowships after graduation. Fellowships have been awarded to M.H.A. program graduates from institutions that include Good Samaritan Health System in Nebraska; Winston Fellowship and Washington Hospital Group in Washington, D.C.; Baylor Medical Center in Houston; Cleveland Clinics in Cleveland; and the American College of Healthcare Executives in Chicago. Most fellowships provide a two-year paid administrative experience.

Admissions

In addition to the general requirements for admission to graduate study in Indiana University School of Medicine's Department of Public Health, the following requirements generally must be met for admission to the Graduate Program in Health Administration:

1. Applicants must possess an undergraduate degree from an accredited institution and have a minimum overall undergraduate grade point average (GPA) of 3.0 (B) on a 4.0 scale. Applicants with a minimum GPA of 3.0 during the last half of their undergraduate education are shown preference, however a 3.0 GPA does not guarantee admission.
2. Applicants must complete at least 3 credit hours each of undergraduate courses in introductory accounting, microeconomics, and statistics at an accredited institution with a minimum grade of C in each course. Students who have not completed these courses but who meet all other requirements may be accepted with deficiencies. These students are not usually permitted to enroll in the classes that require these courses as prerequisites until the deficiencies are removed.
3. Applicants must take the Graduate Record Examination (GRE) and achieve a composite score of at least 1,000 total in the quantitative and verbal sections or a GMAT total score of at least a 500. Note that achieving these scores does not guarantee admission. An applicant

with a GRE score lower than 500 in any section may be required to participate in special academic counseling and evaluation prior to any admission decision. Additional course work may be required, and admission as a provisional student may be stipulated. Applicants who have been awarded an advanced degree may petition the admissions committee for waiver of the GRE requirement.

Mid-Career Credit Option

The Graduate Admissions Committee of the Indiana University School of Medicine's Department of Public Health may grant up to a maximum of 12 credit hours toward the *MHA* degree for students who have had **significant professional level work experience** in management and policy development. "Professional" level work is that requiring extensive education or specialized training (e.g., at least an undergraduate degree) and gives substantial control over the manner in which it is done to the person performing it.

Credit will be granted for work experience gained before the student completes *36* credit hours of course work in the MHA program.

The following guidelines will be used by the Admissions Committee to award these credits:

1. To receive **THREE** (3) credit hours, a student must have had one to three year's professional experience in policy development or management with a health care organization in any of the following areas:
1. Directing programs
2. Preparing budgets
3. Making decisions on organizational or staff development
4. Analyzing, developing and evaluating policies
5. Conducting public or legislative relations programs
6. Program planning

2 To receive **SIX** (6) credit hours, a student must have had three to five years of managerial experience in a healthcare organization that includes significant responsibility for at least two of the following:
1. Directing programs
2. Preparing budgets
3. Making decisions on organizational or staff development
4. Analyzing, developing and evaluating policies
5. e. Conducting public or legislative relations programs
6. Program planning

Credit hours will be given in the MHA program only for managerial experience*.*

3 To receive **NINE** (9) credit hours, a student must have had at least five years of in a health care organization for at least four of the following:
1. Directing programs
2. Preparing budgets
3. Making decisions on organizational or staff development
4. Analyzing, developing and evaluating policies
5. Conducting public or legislative relations programs
6. Program planning

This experience must include supervising a significant number of staff, including other supervisors, managers or contract employees. ***Credit hours will be given in the MHA program only for managerial experience****.*

4 **TWELVE** (12) credit hours may be awarded by the Admissions Committee *in exceptional circumstances* to students who have had at least ten years of for multiple areas *of a health care organization.*

Credit hours will be given in the MHA program only for managerial experience.

Application Process and Policies Students are eligible to apply for Mid-Career credit at the time of application for graduate study or until they have competed *36* hours of course work in the MHA program. Professional experience acquired after the completion of *36* hours of course work in the MHA program will not be considered in awarding Mid-Career credit. Students may be awarded more Mid-Career credit than they can use to fulfill their degree requirements.

Tuition Charge for MCO Credit For every three credit hours of Mid-Career credit awarded, students will be charged for **one** (1) credit hour at the tuition-rate applicable to them.

Degree Requirements (51 credit hours)

A minimum of 51 credit hours, divided between required and elective courses, is required in the Master of Health Administration degree program. The M.H.A. curriculum begins with a foundation of theory and skill-building courses and makes a transition to course work that requires practical application of those skills in a variety of health care settings.

Part-time students must complete at least 6 credit hours each semester to remain in good standing. All students must complete the program's academic requirements within five calendar years of matriculation.

Required courses (45 credit hours):

- PBHL-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.)
- PBHL-H 502 Developing Strategic Capability in Health Care (3 cr.)
- PBHL-H 507 Management of Individual and Group Behavior (3 cr.)
- PBHL-H 508 Managing Health Care Accounting Information for Decision Making (3 cr.)
- PBHL-H 509 Financial Management Principles of Health Care (3 cr.)
- PBHL-H 514 Health Economics (3 cr.)
- PBHL-H 516 Health Services Delivery and the Law (3 cr.)
- PBHL-H 518 Statistical Methods for Health Services (3 cr.)
- PBHL-H 521 Management Science for Health Services Administration (3 cr.)
- PBHL-H 612 Marketing Health Services Delivery (3 cr.)
- PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)

- PBHL-H626 Health Services Human Resources Management (3 cr.)
- PBHL-H 628 Health Care Information Systems (3 cr.)

One of the following courses:

- PBHL-H 700 Residency (3-6 cr.) **OR**
- PBHL-H 702 Internship in Health Services Management (3 cr.) **OR**
- PBHL-H 735 Research in Health Administration (3-6 cr.)

Electives (6-9 credit hours):

Management Electives:

- PBHL-H 510 Health Services Financial Management (P: H 509) (3 cr.)
- PBHL-H 606 Health Services Quality Improvement and Risk Management (3 cr.)
- SPEA-V 566 Executive Leadership (3 cr.)
- SPEA-V 639 Managing Government Operations (3 cr.)
- SPEA-E 533 Environemental Management Systems: ISO 14001 Based (3 cr.)
- PBHL-H 640 Topics in Health Services Administration (with advisor's approval) (3 cr.)
- PBHL-H 630 Readings in Health Services Administration (3 cr.)
- BUS-X 572 Value Chain in Health Care (3 cr.) (with approval of Kelley School of Business)
- INFO-I 502 Informatics Management (3 cr.) (with approval of School of Informatics)
- INFO-I 530 Seminar in Health Information Applications (3 cr.) (with approval of School of Informatics)
- JOUR-J 528 Public Relations and Research (3 cr.) (P: J 321 or instructor's approval)

Policy Electives:

- PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.) **OR** PBHL-P 611 Policy Design Implementation and Management (3 cr.)
- PBHL-H 517 Managerial Epidemiology (3 cr.)
- PBHL-H 615 Health Care Outcomes and Decision Making (3 cr.)
- SPEA-V 512 Public Policy Process (3 cr.)
- SPEA-V 541 Benefit-Cost Analysis (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)
- SPEA-P 525 Geographical Information Systems for Planning (3 cr.)
- SPEA-P 527 Planning Applications of Geographical Information Systems (P: P525) (2 cr.)
- SPEA-H 640 Topics in Health Services Administration (3 cr.)
- SPEA-H 630 Readings in Health Services Administration (3 cr.)
- PHIL-P 547 Foundations of Bioethics (3 cr.)
- SOC-R 515 Sociology of Health and Illness (3 cr.)

Nonprofit electives:

- SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 557 Proposal Development and Grant Administration (3 cr.)
- SPEA-V 558 Fund Development for Nonprofits (3 cr.)
- PBHL-H 640 Topics in Health Services Administration (3 cr.)
- PBHL-H 630 Readings in Health Services Administration (3 cr.)
- ECON-E 514 The Nonprofit Economy and Public Policy (3 cr.)
- BUS-A 508 Accounting for Nonprofit Organizations (3 cr.) (with approval of Kelley School of Business)

Note: Other graduate-level electives may be approved by a faculty advisor.

Course Waivers, Substitutions, and Challenge Examinations

Students may petition the program director to waive or make substitutions for required courses based on completion of satisfactory equivalent course work or by examination (if available). The following guidelines govern the consideration of these types of petitions.

Waivers of Required Courses The requirement for a particular course may be waived if the student furnishes evidence of equivalent graduate course work completed within a reasonable period of time from an accredited institution. It should be noted that credit is not given with a waiver-only an exemption from a particular course; another course is always substituted.

Substitutions As a general rule, the substitution of a course for one that is required in the M.H.A. curriculum is prohibited. On rare occasions, petitions for substitutions may be considered, and students who believe they would benefit from such a procedure should discuss the matter with their advisors.

Challenge Examination Students who believe they possess mastery of the subject matter stipulated in a given required course may request a challenge examination. If, in the opinion of the faculty, the student has demonstrated the requisite knowledge, academic credit for the course is authorized. The university fee structure for the cost of such an examination applies.

Master of Health Administration–Doctor of Jurisprudence (M.H.A.-J.D.)

The Indiana University School of Medicine's Department of Public Health and the School of Law-Indianapolis have established a four-year, full-time program for the combined study of law and health administration. This course of study addresses the need for professionals who understand the legal and administrative frameworks necessary to function successfully as a health lawyer or a health services administrator.

The Master of Health Administration (M.H.A.) and the Doctor of Jurisprudence (J.D.) are awarded when the student meets the degree requirements of both schools. All courses are offered on the Indianapolis campus. Successful completion of this rigorous 127-credit-hour program provides the graduate sufficient depth and breadth in each discipline to be able to function effectively in the swiftly changing health field.

The delivery of health care and health services is the second largest industry in the United States, accounting for almost 14 percent of the gross national product. The importance of health care to our citizens has long been obvious.

What has become more apparent recently, however, is the growing impact of case law, statutes, and regulations on access to and availability of care; on the delivery of health care services; and, increasingly, on decisions relating to the appropriateness of individual treatment. For this reason, the Schools of Law and Indiana University School of Medicine's Department of Public Health have sought jointly to develop a strong academic curriculum to address the educational needs of health lawyers and health service administration executives as they seek to serve the public's needs.

Application and Admission

Applicants must apply for admission to each school and must meet the admission criteria published in each school's bulletin. Normally, applicants should apply to both the School of Law-Indianapolis and the Indiana University School of Medicine's Department of Public Health at the same time. However, a person enrolled in the School of Law may apply for admission to the Graduate Program in Health Administration up to the end of the second year of law study (approximately 57 credit hours). A student formally enrolled in the study of health administration may seek admission to the School of Law-Indianapolis up to the end of the first year of full-time study leading to the award of the Master of Health Administration (approximately 30 hours of graduate credit).

Academic Standing Grade point averages in the School of Law-Indianapolis and the Indiana University School of Medicine's Department of Public Health are computed separately. To continue in the joint program, the student must meet the academic standards in each school. A student failing in one school but meeting academic standards in the other may complete course work for the degree in the school in which the student is able to meet the academic standards. Such completion must be according to the same conditions (credit hours, internship, etc.) required of regular (noncombination) degree candidates. Students are eligible for honors in each school based on the criteria of each school.

Residency The student customarily completes the first 34 credit hours in the School of Law-Indianapolis. Thereafter, the student divides the remaining course work between the two schools, taking health administration courses and law courses concurrently. Thus, the student has a continuing educational experience in both schools.

Program Requirements (127 credit hours)

M.H.A. Requirements (45 credit hours)

Students must complete 43.5 credit hours distributed among the M.H.A. required core, electives, and a joint research paper.

Required Courses (34.5 credit hours):

- PBHL-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.)
- PBHL-H 502 Developing Strategic Capability (3 cr.)
- PBHL-H 507 Management of Individual and Group Behavior (3 cr.)
- PBHL-H 508 Managing Health Care Accounting Information for Decision Making (3 cr.)
- PBHL-H 509 Financial Management Principles of Health Care (3 cr.)
- PBHL-H 514 Health Economics (3 cr.)
- PBHL-H 518 Statistical Methods for Health Services (3 cr.)
- PBHL-H 521 Management Science for Health Services Administration (3 cr.)
- PBHL-H 612 Marketing for Health Services Delivery (3 cr.)
- PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)
- PBHL-H 626 Health Services Human Resources Management (3 cr.)
- PBHL-H 628 Health Care Information Systems (3 cr.)

Elective Courses (6 credit hours):

Six credit hours of elective courses, chosen from the following:

- PBHL-H 510 Health Services Financial Management (3 cr.)
- PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.)
- PBHL-H 517 Managerial Epidemiology (3 cr.)
- PBHL-H 615Health Care Outcomes and Decision Making (3 cr.)
- PBHL-H 630 Readings in Health Services Administration (1-3 cr.)

Joint Research Paper (6 credit hours):

PBHL-H 735 Research in Health Administration is to be completed in the last year of the combined program and jointly supervised by advisors from both schools.

J.D. Requirements (82 credit hours)

Students are required to complete 82 credit hours of law courses and to satisfy all requirements for the Doctor of Jurisprudence degree.

Master of Health Administration–Master of Business Administration (M.H.A.-M.B.A.)

The combined M.H.A.-M.B.A. program enables the student to take a sequence of courses leading to the attainment of both degrees. Successful completion of this 78-credit-hour program provides the graduate student with sufficient depth and breadth in each discipline to function effectively in a health care delivery system that is driven by business principles.

Admissions To participate in the joint program, students must apply to and be accepted into both the Indiana University School of Medicine's Department of Public Health, Master of Health Administration program and the Indianapolis Kelley School of Business Master of Business Administration program.

Academic Standing Grade point averages for the two schools are computed separately. To continue in the joint

program, the student must meet the academic standards in each school. Students failing in one school but meeting academic standards in the other school may complete work for the degree in the school in which they are able to meet the standards. Such completion must be upon the same conditions as required of regular (noncombination) degree candidates. Students are eligible for honors in each school based on the criteria of each school.

Program Advisors Once students have been accepted into this joint degree program, they should meet with academic advisors to plan course sequencing. All M.B.A. core courses must be taken as intact modules. Full-time students typically take two M.H.A. and two M.B.A. courses each semester. Part-time students take either two M.H.A. or two M.B.A. courses each semester. Since M.B.A. courses must be taken as a cohort, part-time students will need to sequence all the M.B.A. courses in a block.

Program Requirements (78 credit hours)

The following degree requirements are required of all students admitted to the program.

M.H.A. Requirements (39 credit hours)

Students are required to complete 34.5 credit hours of SPEA courses and to satisfy all requirements for the joint degree.

- PBHL-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.)
- SPEA-H 502 Developing Strategic Capability in Healthcare (3 cr.)
- PBHL-H 507 Management of Individual and Group Behavior (3 cr.)
- PBHL-H 508 Managing Health Care Accounting Information for Decision Making (3 cr.)
- PBHL-H 509 Financial Management Principles in Healthcare (3 cr.) (P: UG accounting)
- PBHL-H 510 Health Services Financial Management (3 cr.)
- PBHL-H 514 Health Economics (3 cr.)
- PBHL-H 516 Health Services Delivery and the Law (3 cr.)
- PBHL-H 518 Statistical Methods for Health Services (3 cr.)
- PBHL-H 612 Marketing Health Services Delivery (3 cr.)
- PBHL-H 623 Health Care Applications of Strategic Management (3 cr.)
- PBHL-H 627 Seminar in Advanced Health Finance (3 cr.)
- PBHL-H 702 Internship in Health Services Management (3 cr.) **OR**
- PBHL-H 735 Research in Health Administration (3-6 cr.)

M.B.A. Requirements (39 credit hours)

Students are required to complete 39 credit hours of business administration courses and to satisfy all requirements for the joint degree. For specific guidelines, see the Indianapolis Kelley School of Business Graduate Bulletin.

Degree Programs

Ph.D. Programs

- Ph.D. in Epidemiology
- Ph.D. in Health Policy and Management

Master's Programs

- Master of Health Administration (M.H.A.)
- Master of Public Health (M.P.H.)

Joint Degree Programs

- Master of Health Administration-Doctor of Jurisprudence (M.H.A.- J.D.)
- Master of Health Administration-Master of Business Administration (M.H.A.- M.B.A.)

Graduate Certificates

- Health Policy
- Health Systems Management
- Public Health

Master of Public Health

The Indiana University MPH Program is a unique program which can be completed on a part-time basis in three years, or on a full-time basis in two years. Most of the required MPH courses are offered in the evening to allow working professionals the opportunity to continue their education. Through case studies, group and individual projects, and internships, students will explore public health problems and issues, learn how to think critically and work in teams. Courses are taught by scholars and practitioners drawn from many disciplines and perspectives.

Application, admission, and degree-granting requirements and regulations of educational programs offered by the Department of Public Health are applied equitably to all individuals, applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

The MPH Program at IU School of Medicine is fully accredited by the Council on Education for Public Health.

Concentrations

Epidemiology

Concentration Advisors:
Gregory Steele, Dr.PH., MPH
Marie Swanson, PhD., MPH
, DrPH
, SciD
, MD, PhD

This concentration will prepare students to integrate the social, biological, environmental and analytic approaches to understanding determinants of health in populations. The principles and methods of epidemiology constitute a foundation essential for policy development related to surveillance activities and prevention strategies. Students will learn how to design and conduct studies, analyze data, and present findings in a variety of formats and for diverse audiences.

For more information about our Epidemiology program, click here.

Environmental Health

Concentration Advisors:

, HSD
, PhD

Students enrolled in this concentration learn to anticipate, recognize and assess environmental hazards that affect human health. Students study the impact of biological, physical and chemical factors on the health of communities. Students will acquire the skills necessary to identify susceptibility and intervention factors that lead to disease and/or its prevention.

For more information about our Environmental Health program, click here.

Health Policy and Management

Concentration Advisor: Cynthia Stone, Dr PH., MPH, RN
Nan Rong, PhD, MPH
Eric Wright, PhD

Students in this concentration will acquire skills in policy process, development and analysis. They will explore in depth current national and state public health issues and make policy recommendations to address those issues. In addition, they will develop strategic capability for managing health services organizations in a policy context.

For more information about our Health Policy and Management program, click here.

Social and Behavioral Sciences

Concentration Advisors:
David Everetts, MD, MPH
Silvia M. Bigatti, PhD
Lisa Hess, PhD

This concentration will prepare students to use behavioral science and educational content and research methods in the development, implementation, and evaluation of interventions designed to affect health behaviors in populations. Health assessment and program planning and evaluation are essential in understanding the psychosocial factors associated with health status. Students will learn how to use research, communications, and management tools to solve health problems in various professional settings including clinical, school, work site and community programs.

For more information about our Social and Behavioral Sciences program, click here.

Biostatistics (beginning Fall 2011)

Biostatistics is the development and application of statistical reasoning and methods in addressing, analyzing and solving problems in public health; health care; and biomedical, clinical and population-based research.

Student Learning Outcomes

- Epidemiology (Ph.D.)
- Health Policy and Management (Ph.D.)
- Master of Health Administration (M.H.A.)
- Master of Public Health (M.P.H.)
- Health Policy Certificate
- Health Systems Management Certificate
- Public Health Certificate

Doctor of Philosophy in Epidemiology (Ph.D.)

Upon completion of this Ph.D. program, graduates will have acquired the competency to:

- Design investigations of acute and chronic conditions as well as other adverse health outcomes in targeted populations.
- Analyze and evaluate data from epidemiologic investigations and surveillance systems.
- Differentiate special populations by race, ethnicity; culture; societal, educational, and professional backgrounds; age; sex; religion; disability; and sexual orientation.
- Critically evaluate results of epidemiologic studies, including analyses, interpretation and conclusions.
- Use current knowledge of causes of disease to guide epidemiologic practice.
- Prepare written and oral reports and presentations to effectively communicate necessary information to professional audiences, policy makers, and the general public.
- Develop community partnerships to support epidemiologic investigations.
- Prepare proposals for extramural peer-reviewed funding.
- Promote and model ethical conduct in epidemiologic practice.
- Bring epidemiologic perspectives to the development and analysis of public health policies.

Doctor of Philosophy in Health Policy and Management (Ph.D.)

Upon completion of this Ph.D. program, graduates will have acquired the competency to:

- Demonstrate in-depth knowledge of the history, structure, and operation of health care systems domestically and internationally.
- Understand and apply bioethical principles and theories and utilize them in research, policy and practice.
- Design and conduct health policy and services research studies.
- Access, manage and utilize administrative and other secondary data sources in research studies.
- Prepare grant applications and manage research projects.
- Analyze and evaluate policies and programs.
- Utilize and report the results of advanced quantitative and qualitative data analysis.
- Interpret and report the findings of original research for scholarly audiences.
- Translate and apply findings from original and existing research in policy and practice.
- Educate and train students and professionals about health policy and management.

Master of Health Administration (M.H.A.)

Upon completion of this Master's program, graduates will have acquired competencies in several domains.

- **Background information on the health care system**
- Understand an organization's place within the health care system and the larger community.
- Understand how decisions are made within the private, non-profit and government sectors; understand connections across these sectors.

- **Leadership/professionalism**
- Develop verbal and written communication and negotiation skills.
- Understand the principles of effective human resource management.
- Develop skills in relationship/team building.
- Develop an awareness of ethical standards for the profession.

- **Human resource management**
- Understand the principles of effective recruitment and personnel management.

- **Health Law/ethics**
- Have a broad understanding of legal context for health administration.
- Have a broad understanding of the values and ethics that underpin health care administration.
- Be sensitive to diversity in the population and its implications for health care delivery.

- **Quantitative Skills**
- Have a basic working knowledge of statistical analysis.
- Be able to measure and assess health status and health risks.
- Evaluate health care process improvements and performance.

- **Financial Skills**
- Have a command of the basic skills of accounting and financial management (e.g., prepare and manage budgets).
- Understand principles of sound investment decisions.

- **Information Skills**
- Understand the principles of information management, including security.
- Know sources for administrative and clinical information as appropriate for health care management and lifelong learning.
- Decision Making
- Develop analytic skills for effective decision making, including economics and management science.

- **Implementing Change**
- Understand the process of organizational development.
- Be able to identify the most appropriate business strategies, develop business plans around these strategies, and follow through with effective project management.
- Understand the principles of effective marketing.

- **Personal Development**
- talent development
- initiative
- innovative thinking

Master of Public Health (M.P.H.)

Upon completion of this Master's program, graduates will have acquired the competency to:

- Use biostatistical methods to analyze and report public health data.
- Specify approaches to assess, prevent and control environmental and occupational hazards to human health and safety.
- Use epidemiologic methods to collect, study, analyze and report the patterns of disease in human populations for diverse audiences.
- Identify and analyze the components and issues of leadership, including financing and delivery of public health services and systems.
- Apply policy process, development and analysis methods to address current national, state and local public health issues.
- Identify social and behavioral science factors, theories and models and develop, implement and evaluate interventions designed to positively affect health behaviors in populations.
- Collect and disseminate public health data through the use of technology and media.
- Explain how human biology influences health and public health practice.
- Exhibit high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- Use systems methods to analyze the effects of political, social and economic influences on public health systems at the individual, community, state, national and international levels.
- Demonstrate the impact of diversity and culture on public health across discipline areas.
- Demonstrate an understanding of the basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of public health data.

Epidemiology Concentration Competencies

- Understand and apply descriptive epidemiology to assess health status and the burden of disease in populations.
- Understand, apply, and interpret epidemiologic research methods and findings to the practice of public health.
- Demonstrate the ability to identify and use existing sources of epidemiologic data at the local, state, national, and international level.
- Understand the key components of public health surveillance and public health screening programs.
- Develop written and oral presentations based on epidemiologic analyses for both public health professionals and lay audiences.
- Demonstrate a basic level of epidemiologic data management and analysis using software such as SAS.

Environmental Health Science Concentration Competencies

- Describe federal and state regulatory programs, guidelines and authorities that control environmental health issues.
- Specify current environmental risk assessment methods.
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety.
- Explain the general mechanisms of toxicology and eliciting a toxic response to various environmental exposures.
- Discuss various risk management and risk communication approaches in relation to issues of environmental justice and equity.

Health Policy and Management Concentration Competencies

- Discuss the policy process for improving the health status of populations.
- Apply principles of strategic planning and organizational development to public health agencies.
- Demonstrate communication and leadership skills required for building community and organizational capacity.
- Apply the principles of budgeting, management and performance evaluation in organizational and community initiatives.

Social and Behavioral Science Concentration Competencies

- In collaboration with others, prioritize individual, organizational, community, and societal concerns and resources for public health programs, policies and interventions.
- Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- Apply evidence-based approaches in the development, implementation, and evaluation of social and behavioral science interventions in diverse populations.
- Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Identify the causes and conditions linked to social and behavioral factors that affect health of individuals and populations.
- Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Biostatistics Concentration Competencies

- Describe basic concepts of probability, random variation and commonly used statistical probability distributions.
- Apply descriptive techniques commonly used to summarize public health data.
- Apply common statistical methods for inference.
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- Interpret results of statistical analyses found in public health studies.
- Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Public Health Certificate

- Use biostatistical methods to analyze and report public health data.
- Specify approaches to assess, prevent and control environmental and occupational hazards to human health and safety.
- Use epidemiologic methods to collect, study, analyze and report the patterns of disease in human populations for diverse audiences.
- Apply policy process, development and analysis methods to address current national, state and local public health issues.
- Identify social and behavioral science factors, theories and models and develop, implement and evaluate interventions designed to positively affect health behaviors in populations.
- Exhibit high standards of personal and organizational integrity, compassion, honesty and respect for all people.
- Identify the impact of diversity and culture on public health across discipline areas.
- Identify the basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of public health data.

Health Policy Certificate

Background Information on the Health Care System

- Understand an organization's place within the health care system and the larger community.
- Understand how decisions are made within the private, non-profit and government sectors.
- Understand connections across these sectors.

Health Law/Ethics

- Have a broad understanding of legal context for health administration.
- Have a broad understanding of the values and ethics that underpin health care administration.
- Be sensitive to diversity in the population and its implications for health care delivery.

Quantitative Skills

- Have a basic working knowledge of statistical analysis.
- Be able to measure and assess health status and health risks.
- Evaluate health care process improvements and performance.

Decision Making

- Develop analytic skills for effective decision making, including economics and management science.

Personal Development

- Talent development
- Initiative
- Innovative thinking

Health Systems Management Certificate

Background Information on the Health Care System

- Understand an organization's place within the health care system and the larger community.
- Understand how decisions are made within the private, non-profit and government sectors.
- Understand connections across these sectors.

Leadership/Professionalism

- Develop verbal and written communication and negotiation skills.
- Understand the principles of effective human resource management.
- Develop skills in relationship/team building.
- Develop an awareness of ethical standards for the profession.

Human Resource Management

- Understand the principles of effective recruitment and personnel management.

Health Law/Ethics

- Have a broad understanding of the values and ethics that underpin health care administration.
- Be sensitive to diversity in the population and its implications for health care delivery.

Financial Skills

- Have a command of the basic skills of accounting and financial management (e.g., prepare and manage budgets).
- Understand principles of sound investment decisions.

Decision Making

- Develop analytic skills for effective decision making, including economics and management science.

Policies and Procedures

The Department of Public Health policies for undergraduate and graduate programs are applicable to all Public Health degrees and students. Questions about policies should be directed to the appropriate program director. Contact information is available at the Department of Public Health website at http://www.pbhealth.iupui.edu.

Graduate Policies

The academic regulations that apply to graduate programs and students in the Department of Public Health are available at the Department's Web site, available at http://www.pbhealth.iupui.edu/.

Undergraduate Policies

The following academic policies of the Department of Public Health are applicable to all Department of Public Health undergraduate programs.

Policies for Good Academic Standing, Dismissal and Reinstatement

Good Academic Standing

Matriculation Prior to January 1, 2012. Students are in good academic standing when their semester and their cumulative grade point averages are 2.0 or above, and their grade point average in all courses included in the Department of Public Health major requirements is at least 2.3. Students must be in good academic standing to graduate.

Matriculation Beginning January 1, 2012. Students are in good academic standing when their semester and their cumulative grade point averages are 2.5 or above. Students must be in good academic standing to graduate.

Probation

Matriculation Prior to January 1, 2012. A student will be placed on academic probation if his/her cumulative or semester grade point average is below 2.0 **or** if his/her Department of Public Health major GPA falls below 2.3. In order for the major GPA to be considered, students must have completed 12 or more credit hours in the major. If a student is not making satisfactory progress toward a degree at the conclusion of the probation semester, the student may be dismissed from the Department.

Matriculation Beginning January 1, 2012. A student will be placed on academic probation if his/her cumulative or semester grade point average is below 2.5. If a student is not making satisfactory progress toward a degree at the conclusion of the probation semester, the student may be dismissed from the Department.

Critical Probation

Matriculation Prior to January 1, 2012. Under special circumstances, students may be placed on critical probation. If the student is given the opportunity to enroll under critical probation, the Undergraduate Academic Progress Committee will establish strict conditions that must be met before the student will be allowed to register for future classes. Students who fail to return to good standing at the conclusion of critical probation may be dismissed from the academic program.

Matriculation Beginning January 1, 2012. Under special circumstances, students may be placed on critical probation. If the student is given the opportunity to enroll under critical probation, the Undergraduate Academic Progress Committee will establish strict conditions that must be met before the student will be allowed to register for future classes. Students who fail to return to good standing at the conclusion of critical probation may be dismissed from the academic program**.**

Dismissal

Matriculation Prior to January 1, 2012. If in the opinion of the Undergraduate Academic Progress Committee, a student is not making satisfactory progress toward his/her degree, he/she may be dismissed. Dismissed students will have their upcoming semester courses cancelled.

Matriculation Beginning January 1, 2012. If in the opinion of the Undergraduate Academic Progress Committee, a student is not making satisfactory progress toward his/her degree, he/she may be dismissed. Dismissed students will have their upcoming semester courses cancelled.

Reinstatement Students who have been formally dismissed may appeal their dismissal. Students who have been formally dismissed must apply to the Undergraduate Academic

Progress Committee for reinstatement. Students who have been dismissed are not eligible for reinstatement until at least one full regular semester (spring or fall) has passed since the dismissal.

Students petitioning for reinstatement must demonstrate by their petitions that they have prepared themselves to succeed in their studies at IUPUI.

Reinstatement is not automatic and depends on a determination that the student will succeed. This determination is based on a careful review of the student's grades leading up to the dismissal, the students' reinstatement petition, and any other relevant information. Before being reinstated, students may be required to participate in testing, advising, workshop sessions, or other activities designed to enable the student to succeed academically.

Policies for Dean's List, Grading, Grade Replacement, Grade Appeal, Incomplete, Withdrawal, Forgiveness

Dean's List Students who are enrolled in 6 or more hours of coursework are named to the Dean's List if they have earned a GPA of 3.5 or higher for the fall or spring terms. Courses must be taken for a letter grade; pass/fail credit hours are not counted in the Dean's List determination. The Dean's List is not computed for the summer sessions. Students with a grade of incomplete cannot be named to the Dean's List until the incomplete is removed.

Grading Policies The Department of Public Health follows the official grading system of Indiana University, described in the introductory section of the bulletin.

Grade Replacement The Department of Public Health students who have retaken a course (must be same department and course number) may request to have only the last grade computed in their grade point average. If a student earns the same or a higher grade after repeating a course, only the second grade will be counted in the GPA. Students may replace five grades for a total of 15 credit hours. Replacement does not occur automatically. Students must notify the Department of Public Health recorder that the course has been taken a second time and that they wish to use grade replacement for the course.

Grade Appeal A student may appeal a course grade at the completion of a course to resolve a grade discrepancy or a grade dispute. The appeal must be made within 90 days of the date when the grade was issued. In those rare instances when a student is unable to contact the professor who issued the grade, the student must give a notice of intent to appeal the grade within 90 days of the date when the grade was issued. The appeal should be made to the Director of Undergraduate Education.

Incomplete A grade of incomplete must be removed within the time specified by the instructor of the course; if not, the grade automatically changes to an F one calendar year after the Incomplete was given.

Students must formally withdraw from courses in the timeframe allowed by the Registrar's office. This information can be found at the web site www.registrar.iupui.edu.

Forgiveness Policy This policy applies to former IU students pursuing a first undergraduate degree who have been away from the IU system and have not attended any other college or university, including any campus of IU, for the last five years. This policy, which first became available to students returning to IUPUI in the fall of 1996, states that students may apply for forgiveness upon application for admission to a degree-granting unit. If the student has not yet been admitted to a degree-granting unit, the student should submit a notification of intent to petition for academic forgiveness as part of the academic advising process. If the petition is approved, the student starts with a fresh cumulative grade point index, after which all the rules of academic probation and dismissal (for the Department of Public Health) will apply. The Department of Public Health will evaluate the student's transcript, and all courses taken previously will remain on the permanent record. Only credit hours for courses with grades C or above, P, or S may be counted toward degree completion. After approval, the student must complete a minimum of 32 credit hours on the IUPUI campus in order to meet the graduation residency requirement.

Policies for Student Rights and Responsibilities, Confidentiality, and Academic Integrity

Student Rights and Responsibilities The Department of Public Health fully supports the rights and responsibilities of students as defined in the IUPUI *Code of Student Rights, Responsibilities, and Conduct*. The *Student Code* spells out the expectations for faculty and students, and it provides the framework for the Department of Public Health's judicial process, which can be accessed at the Department of Public Health website.

A student is entitled to rights in the pursuit of his or her education; freedom from discrimination and harassment; and freedom of association, expression, advocacy, and publication. A student also has the right to contribute to University governance, to receive accommodations for disabilities, and to access records and facilities. In accordance with federal law, student records are confidential and are available to other persons only under specific conditions as outlined in university regulations.

A student is responsible for upholding and following all applicable codes of conduct, including the IUPUI Student Code and course policies on classroom etiquette and disorderly conduct, and for obeying all applicable policies and procedures and all local, state, and federal laws. A student is responsible for facilitating the learning process, attending class regularly, completing class assignments and coming to class prepared. In addition, a student is responsible for planning his or her own academic program, planning class schedules, and for meeting the requirements for his or her degree or certificate programs. Faculty and academic advisors are available to assist students in meeting degree requirements. A student is responsible for maintaining and regularly monitoring his or her university accounts including e-mail and bursar accounts. A student is responsible for using university property and facilities in the pursuit of his or her education, while being mindful of the rights of others to do the same. A student is responsible for upholding and maintaining academic and professional honesty and integrity.

In accordance with Indiana University regulations, student records are confidential and are available to other persons

only under specific conditions as outlined in university regulations.

Academic Integrity Academic integrity is a basic principle of intellectual life that holds students responsible for taking credit only for ideas and efforts that are their own. Academic dishonesty violates that principle and undermines the bonds of trust and cooperation among members of the university community, and it is not tolerated. Academic misconduct includes cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. Students are responsible for knowing what behaviors and activities constitute these different forms of academic misconduct. Penalties and procedures that are applicable when academic misconduct or dishonesty occurs are described in the IUPUI *Code of Student Rights, Responsibilities, and Conduct.* More information about the Department of Public Health policy and procedures is available by linking to Academic Integrity.

Sex Offenders Screening Policy for Students/Applicants Students and applicants should be aware that criminal convictions may result in ineligibility for participation in certain courses/activities within the Department of Public Health. Questions regarding the Department's policy on such matters should be addressed to the appropriate program director.

Policies Concerning Degree Requirements

Students may choose to complete either the specific degree, certificate, or minor requirements published in the appropriate bulletin at the time of entry into the university or those in the bulletin current at the time of graduation.

Application for Degree All students must fill out an application for degree at the Department of Public Health records office. This application should be completed by September 10 for a December graduation, or January 10 for a May or August graduation.

Degree Completion Students are expected to complete the requirements for their undergraduate degree within 10 years of admission to the Department of Public Health. Students are allowed to continue beyond this time period only at the discretion of the Director of Undergraduate Education. If a student has not taken classes for three years or more, he/she must satisfy program requirements of the Department of Public Health in effect at the time of reactivation. Requests for deviation from requirements listed in the bulletin must be approved in writing by the Director of Undergraduate Education, whose decision is final.

Course Substitution and Course Waiver Requests for course substitutions and course waivers must be made to the faculty advisor.

Degrees Awarded with Distinction The Department of Public Health recognizes outstanding performance by awarding bachelor's and associate degrees with three levels of distinction to students who rank in the upper 10 percent of their Department of Public Health graduating class by major and have completed a minimum of 60 hours at Indiana University for a B.S. The levels of distinction are as follows: highest distinction, 3.90 and above; high distinction, 3.70 through 3.89; distinction, 3.50 through 3.69.

Double-Counting Generally, courses taken to meet a specific degree requirement cannot be double-counted (i.e., used to satisfy any other degree requirement). Students earning a Department of Public Health major, minor, or certificate may double-count two courses across any allowable combination of these programs. The following restrictions apply: 1) students are limited to two minors and 2) Department of Public Health students may not earn a certificate or minor in the same area as their major.

Grade Point Average Requirement

Matriculation Prior to January 1, 2012. A minimum cumulative GPA of 2.0 is required for the Bachelor of Science degrees. In addition, a Department of Public Health major GPA of 2.3 must be maintained in order to graduate. For students seeking certificates or minors from Department of Public Health, the minimum GPA requirement is 2.0 in all applicable course work.

Matriculation Beginning January 1, 2012. A minimum cumulative GPA of 2.5 is required for the Bachelor of Science degrees.

Hours Requirement Students must successfully complete a minimum of 120 credit hours for most Bachelor of Science degrees. Students may transfer no more than 90 credit hours (60 credits from a junior college) toward a Bachelor of Science degree. Class standing, based on total credit hours that count toward minimum degree requirements, is as follows: senior, 86 or more; junior, 56-85; sophomore, 26-55; freshman, fewer than 26.

Independent Study Credit With prior approval, a student may take three courses totaling no more than 10 credit hours by **correspondence** through the IU Division of Extended Studies, Independent Study Program. Under no circumstances may a student satisfy a major requirement by correspondence.

Internship Credit With Department of Public Health faculty approval, a student in good standing may earn a maximum of 15 credit hours of elective credit through the Department of Public Health **internship** program. The Department of Public Health internship program is described in more detail at the Department of Public Health website.

Other Academic Programs Department of Public Health students may choose to pursue a **minor** or **certificate** from another school or department or within Department of Public Health in an area other than their degree or major. Students interested in a minor should contact that department for additional information.

Pass/Fail Credit Deadlines for exercising this option are published on the Registrar's office website (http://www.registrar.iupui.edu) and are strictly enforced.

Matriculation Prior to January 1, 2012. A student in good academic standing may choose to take a maximum of eight elective courses (two per academic year) **Pass/Fail** for a B.S. degree.

Matriculation Beginning January 1, 2012. A student in good academic standing may choose to take a maximum of four elective courses (one per academic year) but not to exceed 12 credit hours total **Pass/Fail** for a B.S. degree.

Requirements for a Second Bachelor's Degree Students must petition the Department of Public Health for approval to work toward a second bachelor's degree. If permission is

granted, students are required to take a minimum of 30 credit hours beyond the credits used for the first bachelor's degree and to satisfy all the requirements for the second degree. Generally, the Department of Public Health encourages students to work toward a graduate degree or graduate certificate rather than a second bachelor's degree. Petitions should be submitted to the Undergraduate Curriculum Committee.

Honors College and Accelerated Master's Programs

The Department of Public Health has two programs for academically talented students. Both programs provide students with an opportunity to earn advanced degrees in an accelerated timeframe.

Honors College Professional Admissions Program (HPS) - The HPS program provides incoming freshman with an opportunity to earn the bachelor's and master's degrees in five years, rather than six years. This option is available for students interested in environmental health or health administration. For more information about admission requirements, contact the IUPUI Honors College at http://honorscollege.iupui.edu/about/.

Accelerated Master's Program (AMP) - The Accelerated Master's Program is a competitive program for outstanding Department of Public Health students who are seeking an advanced degree in health administration or environmental health. Participation in this program allows students to fulfill some graduate program requirements as undergraduates, and the graduate courses count for both graduate and undergraduate degree requirements. Students seeking admission to these programs must have at least 60 credit hours in the IU system at the time of admission and a cumulative GPA of 3.5 at the time of admission. For additional information students should contact the program director or academic advisor.

Department of Public Health

The Department of Public Health is home to two centers: The Indiana Public Health Training Center (IPHTC) and the Center on Health Policy. The IPHTC is a collaborative, multi-disciplinary center that promotes, supports, and delivers public health education to improve the skills and capabilities of Indiana'd public health professionals. The Center for Health Policy (CHP) collaborates with state and local government and public and private health care organizations to conduct high quality program evaluation and applied research on critical health policy-related issues.
Student organizations include the undergraduate and graduate student councils, which provide opportunities for all students to participate in school governance. These organizations sponsor activities for professional development, service contributions, and social networking. All students enrolled in a public health degree program are members of the undergraduate or graduate student councils.

Additional student organizations are the M.P.H. Student Association, the M.H.A. Student Association, which is open to all graduate health administration students, and Upsilon Phi Delta, a national honorary society for health administration programs.

Centers

Indiana Public Health Training Center (IPHTC)

The Indiana Public Health Training Center is dedicated to the improvement of public health practices for the health, safety, and welfare of Hoosiers. As a collaborative, multi-disciplinary center, the IPHTC promotes, supports, and delivers public health education to improve the skills and capabilities of Indiana's public health professionals. The IPHTC is Indiana's premier public health continuing education resource and is recognized for its collaboration, research, and leadership in public health.
The IPHTC provides continuing education to everyone interested in the important issues of public health. In a national effort to build competencies and improve capacity, courses help participants improve their knowledge and skill in public health. Learners have the opportunity to assess levels of competency, develop an education plan, and access competency-based courses to improve professional development. The IPHTC's services include:

- Online Training Through the Learning Management System (LMS), videos, courses, satellite downlinks, and MP3 files are available.
- On-site Sessions Face-to-face classes hosted by the Training Center are available throughout the state. A Public Health Speaker's Bureau provides local and national experts to speak at conferences, meetings, and events.
- Resource connection—Assistance in researching and connecting public health organizations.
- Technical Assistance—CD-ROMS, recordings, and electronic production services are also available.

To learn more about the IPHTC Office of Public Health Practice and a listing of current training opportunities, visit www.publichealthconnect.org.

Center for Health Policy (CHP)

The Center for Health Policy (CHP), created in 2006, is housed at Indiana University School of Medicine Department of Public Health. The CHP faculty and staff collaborate with state and local government, as well as public and private health care organizations in health policy and program development to conduct high quality program evaluation and applied research on critical health policy-related issues. The CHP faculty and staff serve as a bridge between academic health researchers and state and local government, health care organizations and community leaders.
To learn more about the Center for Health Policy, visit the www.healthpolicy.iupui.edu.

Faculty

For a complete and updated listing of the IU School of Medicine Department of Public Health faculty, please choose one of the websites below:

- Epidemiology and Environmental Health
- Health Policy and Management
- Social and Behavioral Science

Department and Program Administration staff can be found at the following websites:

- Office of Department Chair

- Offices of Academic Programs and Alumni Services
- Office of Administration and Finance

Graduate Courses

PBHL-A 609 Air Pollution and Health (3 cr.) This course provides an overview and foundation in the science and management of air quality, with a focus on health impacts and strategies to reduce these impacts. Course topics include the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid deposition, stratospheric ozone depletion, global warming and indoor air pollution.

PBHL-A 610 Environmental Toxicology (3 cr.) P: PBHL-A609 This course examines the extent and significance of toxic agents in the environment. It covers risk assessment of potential adverse health effect resulting from human exposure to toxic environmental agents. It also provides a background for understanding mechanistic and biologic specific processes of environmental agents.

PBHL-A 611 Environmental Health Risk Assessment (3 cr.) P: PBHL-A610 This course provides a foundation in the processes and tools of environmental risk assessment, which is the basis for making technical decisions related to environmental issues and human health. Course topics include methods of probabilistic risk analysis, toxicological estimation, regulatory requirements for risk assessment, and managing and communicating risk.

PBHL-A 611 Environmental Health Policy Analysis (3 cr.) This course provides students with a focus on the policy-making process and the many variables that comprise the dynamic framework for environmental policy formulation. The course explores the roles of politics, economics, science, health, values and ethics in setting policy through a consideration of key historical and contemporary issues.

PBHL-A 621 Solid and Hazardous Waste Management (3 cr.) This course provides students with a technical foundation in areas of solid and hazardous waste management that can be applied to the examination of policy options. Topics include characterization of the waste stream, regulations, health and environmental risks, liability issues, management techniques, and treatment and disposal options.

PBHL-A 622 Chemistry for Environmental Health Professionals (3 cr.) This course is designed to provide environmental health professionals, who are not chemists, with the technical background needed to understand and manage environmental health science issues. Topics include a detailed overview of basic principles of chemistry, followed by a more focused treatment of how these fundamentals apply to issues such as hazardous materials and wastes; water and air resources; pollution of the air, water, and land; and other related topics.

PBHL-A 623 Environmental Management Systems: ISO 14001 Based (3 cr.) This course provides students with the knowledge and skills to establish or improve an environmental management system that is compatible with ISO (International Organization for Standardization) 14001, an international, voluntary standard that is emerging as a best-management practice for environment.

PBHL-A 628 Food Safety and Sanitation (3 cr.) This course will examine the various hazards that cause food borne illness as well as the risk factors that are known to contribute to these diseases. Topics include etiological agents for common and emerging food borne diseases; basic concepts of food science and technology; food safety principles and practices that are recommended by the Food and Drug Administration's Food Code.

PBHL-A 633 Occupational Health and Safety for Public Health Professionals (3 cr.) This course provides a survey of technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; occupational hearing loss; radiation; prevention of accidents; cumulative trauma; and personal protective equipment.

PBHL-B 640 Design and Analysis of Medical Experiments (3 cr.) P: G652, P652, B641 or equivalent This is a course into the application of experimental design to biomedical experiments, such as randomization, blocking, factorial designs and stratification. The course addresses both clinical and pre-clinical investigation as well as design of experiments to evaluate medical devices, which will likely be encountered by biomedical researchers. It is addressed to second-year graduate students in biostatistics or epidemiology with a solid understanding of analysis of variance, regression and working knowledge of survial analysis.The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

PBHL-B 641 Linear Models in Public Health (3 cr.) P: P551 or equivalent This is a first course into two multivariate statistical procedures, the Analysis of Variance (ANOVA) and Regression with special focus in problems related to the Public Health sciences. This is an introductory course that will expose students to these methods, and consolidate their understanding of statistical inference (estimation and testing of statistical hypotheses) in the context of the two procedures. The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

PBHL-B 642 Applied Survival Analysis for Public Health (3 cr.) P: Students must have taken one course in basic statistics and another course in linear regression models. Students must have prior knowledge of SAS for completion of homework. The statistical methods covered in this course focus on “time to event” data, where the event can be response to treatment, relapse of disease, or death. Topics covered in this course include estimations of survival function and regression models for survival data. Specifically, this course covers the central functions of survival analysis: the hazard, survival, and cumulative hazard functions, nonparametric estimation of survival functions using life-table method and the Kaplan-Meier method, and comparison of survival distributions using the log-rank and other tests. In addition, we will discuss regression models for survival

outcomes with emphasis on the Cox proportional hazards model. Alternative models such as the accelerated failure time model and use of parametric distributions (exponential, Weibull) will also be considered. Class material will include presentation of statistical methods for estimation and testing, along with current software (SAS) for implementing analyses of survival data. Applications to real data will be emphasized.

PBHL-B 644 Applied Generalized Linear Models and Longitudinal Data Analysis (3 cr.) P: S tudents registering for this course are expected to have completed “Linear Models in Public Health” or its equivalents with a B or better grade. This is an introductory statistical method course on generalized linear models and longitudinal data analysis for students in various public health disciplines. The course focuses on the basic concepts and implementation of four extensions to classical linear regression models: (1) generalized linear models (including logistic and log-linear regression); (2) mixed effects models; (3) generalized linear mixed models; and (4) population average models based on generalized estimating equations (GEE).

PBHL-B 653 Applied Multivariate Statistical Methods (3 cr.) P: P551 and P652. B653 is an introductory multivariate statistics course. This course is applied and is intended for non-statisticians, for example, masters or PhD students in behavioral, psychological, educational or medical sciences, or other health care professionals. Students are expected to have taken two previous courses in statistics (introductory and intermediate) covering up through t-test, ANOVA, ANCOVA and linear regression. The overall objective of the course is to introduce the most commonly used multivariate statistical techniques with emphasis on applications to real data which will be analyzed with SPSS. The emphasis will be on concepts, assumptions, applications, and hands-on interpretation of SPSS results. Formulas or matrix algebra will not be emphasized.

PBHL-E 715 Design and Implementation of Observational Studies (3 cr.) P: P517 and Research Methods This course examines fundamental aspects of designing and implementing observational epidemiology studies. The focus is on developing strategies to increase the validity of the study results by using techniques to control for possible confounding factors and biases. Topics include sampling methods, sensitivity, data weighting, standardization, selection of cases and controls, matching, data collection and project management.

PBHL-E 720 Analysis and Interpretation of Observational Studies (3 cr.) P: This course is designed for students in the PhD program in Epidemiology. Advanced students in the Master of Public Health degree program, Epidemiology concentration may register for this course with the permission of the professor. P: PBHL-E 715 Design and Implementation of Observational Studies. This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding factors and biases.

PBHL-E 730 Analysis of Genetic Associations (3 cr.) P: P601 (Advanced Epidemiology), P652 (Biostatistics for Public Health II), and P730 (Molecular and Genetic Epidemiology), or signature of instructor required. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

PBHL-E 731 Design and Analysis of Genetic Association Studies (3 cr.) P: P601 (Advanced Epidemiology), P652 (Biostatistics for Public Health II), and P730 (Molecular and Genetic Epidemiology), or signature of instructor required. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

PBHL-E 750 Doctoral Topics in Public Health (3 cr.) Courses offered under this course number would include PhD courses on topics expected to be offered only once, such as those taught by visiting faculty, and those that are newly developed and have not yet been assigned a specific course number. The course will focus on a specific topic or technique related to the field of Public Health. The material to be studied will be determined by the instructor with input from the PhD faculty.

PBHL-E 751 Doctoral Readings in Epidemiology (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Epidemiology. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student’s concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement

PBHL-E 752 Doctoral Research in Epidemiology (1-3 cr.) This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Epidemiology. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student’s concentration advisor. The PhD

student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-E 765 Nutritional Epidemiology (3 cr.) P: P517 and P551 This course provides students with an overview of fundamental concepts and methods of nutritional epidemiology and the current state of knowledge on well-studied associations between diet and chronic diseases. Emphasis will be placed on the design, implementation, analysis, and interpretation of nutritional epidemiologic studies

PBHL-E 775 Doctoral Research Seminar in Epidemiology (1 cr.) This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

PBHL-E 780 Pharmacoepidemiology (3 cr.) P: P517 This is an introductory pharmacoepidemiology course. Students will learn how principles of modern epidemiologic methods are used to evaluate the safety, effectiveness, and utilization patterns of medical products (drugs, vaccines, and medical devices) in human populations, with a focus on observational studies. Related topics, including therapeutic risk management, data sources and ethical principles will be discussed. Advanced methodology, such as that utilized to address confounding by indication and misclassification will be introduced.

PBHL-G 651 Introduction to Biostatistics I (3 cr.) P: One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. G651 is an introductory level biostatistics course designed for healthcare professionals. This course will cover the topics on data presentation techniques, describing data with numerical summary measures, probability and probability distributions, sampling distributions, statistical inferences from small and large samples, analysis of categorical data, analysis of variance, correlation and simple linear regression analysis.

PBHL-G 652 Introduction to Biostatistics II (3 cr.) P: G651 or equivalent G652 is an advanced biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, analysis of covariance, logistic regression, and survival analyses. Upon completion of the course, students are expected to understand the appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers

PBHL-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.) Study of health, illness, and disease trajectories and the systemic components that mold the health care system. Ideological paradigms predicting utilization and health behaviors are addressed, as are guidelines for ethical decision making and problem analysis. Formulation and implementation of organizational and governmental policies and their associated theoretical assumptions are addressed.

PBHL-H 507 Management of Individual and Group Behavior (3 cr.) This course provides a conceptual framework for understanding behavior in the work environment by introducing concepts concerning effective management of people in organizations. Key theories and concepts in the field of organizational behavior will be introduced. The focus of this course is at the micro level of analysis, addressing topics such as individual theories of motivation, job design, and diversity issues; management of work teams; group decision making; managing conflict; and leadership, influence, and power issues.

PBHL-H 508 Managing Health Care Accounting Information for Decision-Making (3 cr.) P: undergraduate principles of accounting. Provides a user-oriented understanding of how accounting information should be utilized, focusing on balance sheet and income statement and cash flow analysis, budgeting, cost analysis, and responsibility accounting.

PBHL-H 509 Financial Management Principles of Health Care (3 cr.) P: SPHA-H 508. Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PBHL-H 514 Health Economics (3 cr.) P: 3 credit hours of undergraduate economics. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues. Provides insights offered by economic analysis of specific health issues and problems.

PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.) P: SPHA H501, H503, or consent of instructor. Exploration of health policy topics from economic, financial, sociological, political, and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments. May be repeated once with advisor's approval.

PBHL-H 516 Health Services Delivery and the Law (3 cr.) Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the law and the legal processes affecting the health services system. Presentation of the elements of

administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

PBHL-H 517 Managerial Epidemiology (3 cr.) Examines general epidemiologic methods such as population descriptive techniques, use of health indicators and secondary health-related data sources. Includes design, administration, and analysis of observational and experimental studies. Emphasis will be on the use of epidemiologic techniques to assess community health, determine community risk factors, and evaluate community-based programs.

PBHL-H 518 Statistical Methods for Health Services (3 cr.) P: 3 credit hours of undergraduate statistics. Study of the quantitative techniques commonly used to examine health-related data. Includes univariate, bivariate, and multivariate techniques. Emphasis is on using statistical techniques to make policy and administrative decisions in a health services setting. Students use standard computer software to analyze data.

PBHL-H 521 Management Science for Health Services Administration (3 cr.) Focus is on management science methods, as applied to health sciences administration. Includes treatment of decision theory, constrained optimization, and probability simulation.

PBHL-H 523 Health Services Human Resource Management (3 cr.) This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sectors, with particular emphasis on human resources management, employees' benefit programs, and labor relations as applied to the health services delivery organization.

PBHL-H 606 Health Services Quality Improvement and Risk Management (3 cr.) P: H501, H503, and V504. Critically examines the concepts, strategies, and techniques related to the improvement of the quality of health service delivery. Addresses the increasing need to enhance productivity given the impact of external and other factors on the workplace. Principles and application of risk management concepts and techniques, including insurance, are emphasized.

PBHL-H 612 Marketing for Health Services Delivery (3 cr.) This course focuses on the marketing problems and strategies of health care organizations. Subjects include the nature of health care services, organizing for health service delivery, managing health services demand, tailoring customer mix, and managing supply in health care services.

PBHL-H 615 Health Care Outcomes and Decision Making (3 cr.) P: H501, H502, H514, and H518. Application of health outcomes measures in decision-making and evaluation in various health service settings. Includes designing and implementing evaluation plans of health and social programs. Emphasis on evaluation strategies, measurement of health outcomes, and management decision-making.

PBHL-H 623 Health Care Applications of Strategic Management (3 cr.) P: H501, H502, H510, and H521. This last course of the series in the capstone sequence is designed to assist students in synthesizing and summarizing all of the previous course work. Emphasis is on “real-world” case situations and requires active participation by the students. Case studies chosen reflect current management issues in health services administration.

PBHL-H 624 Developing Strategic Capability (3 cr.) This course explores management roles in health care. Application of strategic management theories, concepts and principles and an understanding of managerial roles in organizations are emphasized. Managerial process, management theories, leadership, organizational design, and strategic management are examined.

PBHL-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PBHL-H 702 Internship in Health Services Management (3 cr.) P: H501, H509, H514, and H650. Requires the equivalent of a minimum of 3 credit hours of on-site experience under the supervision of a qualified preceptor and program faculty. Grading is on an S/F basis.

PBHL-H 735 Research in Health Administration (3-6 cr.) P: all core courses or consent of instructor. Field research conducted under the direction of a faculty member. Designed for advanced students and those who have elected not to take a residency. Grading is on an S/F basis.

PBHL-H 746 Comparative Effectiveness Research Methods (3 cr.) P: P517 and P551 This course introduces the range of methods and associated political and ethical issues related to comparative effectiveness research in health and medicine, with a particular focus on developing quantitative skills to the design, review and analysis of clinical trials (e.g. drugs, devices, clinical or behavioral strategies). Students will learn quantitative methodologies that can be utilized to synthesize a range of evidence regarding the benefits and harms of available choices for care, and will explore the potential and limitations of comparative effectiveness findings for policy and health care decision making.

PBHL-H 775 Doctoral Readings in Health Policy and Management (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student’s concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-H 775 Doctoral Research Seminar in Health Policy and Management (1-3 cr.) This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will

be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

PBHL-H 775 Doctoral Readings in Health Policy and Management (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-P 500 Social and Behavioral Science in Public Health (3 cr.) This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

PBHL-P 500 Social and Behavioral Science in Public Health (3 cr.) This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

PBHL-P 504 U.S. Health Care Systems and Health Policy (3 cr.) This course explores the U.S. health care system, policy development, and ethical challenges. It examines the structure, components, organization and financing of the U.S. health care system. The policy process at national, state and local levels will be analyzed using legislation and related activities.

PBHL-P 517 Fundamentals of Epidemiology (3 cr.) This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

PBHL-P 519 Environmental Science in Public Health (3 cr.) The primary focus of this course will be on pathogenic agents (biological, chemical, and physical) in the environment and their impact on morbidity and mortality of human populations. We will study several types of common and emerging pathogens from anthropogenic and natural sources and how they cause illness and/or injury. Particular attention will be given to the mode of transmission, route of exposure, and acute and chronic diseases or injuries caused by these environmental agents. During the class we will also investigate the strategies, technologies and laws/policies that are used to prevent, control, or eliminate environmental hazards.

PBHL-P 551 Biostatistics for Public Health I (3 cr.) This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation.

PBHL-P 600 Epidemiologic Research Methods (3 cr.) P: P517 and P551. This course provides an in-depth presentation of the major research designs, analytical methods, and practical issues specifically related to conducting research in the field of epidemiology, outcomes research, and health economics. Descriptive, observational and experimental designs are included. In addition, issues of ethics, protocol, data quality, instrument design, and analysis are covered.

PBHL-P 601 Advanced Epidemiology (3 cr.) P: P517 & P551 (or concurrently enrolled). This course provides students with an in-depth understanding of advanced epidemiologic concepts introduced in other courses as well as a fundamental understanding of epidemiologic techniques not covered in other classes. Topics included will represent cutting edge techniques, philosophical issues and insights to appropriately conduct and interpret the findings of

epidemiological studies. Students will gain an understanding of these concepts and issues through discussions with expert epidemiologists and hands-on exercises.

PBHL-P 602 Public Health Internship (3 cr.) P: MPH core and approval of concentration advisor. Integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects and interact with a range of health professionals. Students work both with a faculty advisor and qualified preceptor in the agency.

PBHL-P 609 Infections Disease Epidemiology (3 cr.) P: P517. This course is designed to provide a basic overview of the infectious disease process, including disease agents, transmission routes, immunity and public health significance. The course introduces principles of infectious disease epidemiology, including outbreak investigation and surveillance, using case studies as examples. Concepts on globalization of disease, microbial ecology, and disease eradication also are discussed.

PBHL-P 610 Chronic Disease Epidemiology (3 cr.) P: P517. This course examines chronic health conditions from epidemiological perspectives. Concepts include distribution, determinants; diagnosis; measures of severity; treatment modalities; surveillance measures; survival and prognosis; and quality of care measures. Research methods prevention strategies and screening tests are presented. Clinical expert's present diagnosis and treatment methods.

PBHL-P 611 Policy Design, Implementation and Management (3 cr.) This course will examine the reasons for this in terms of the politics of health and the implications for the future of health policy in the United States. Further, health policy topics from economic, financial, sociological, political and psychological perspectives will be covered. Analytical paradigms are applied to organizational or macro-policy making issues. Topics vary by semester according to current policy challenges faced at the federal level.

PBHL-P 612 Health Outcomes Research (3 cr.) P: P517 & P551. This web-based course is evidence-based and focused on health outcomes research in contemporary health care. The different types of health outcomes assessment tools and their application in determining patient health status, changes in health status, and the effectiveness of health care interventions will be addressed. The course will focus on generic and specific health related outcomes assessment tools, looking at such issues as disease specific outcomes and patient satisfaction.

PBHL-P 613 Public Health and Emergency Preparedness (3 cr.) This graduate elective course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present. The content will be delivered via, seminar discussion, web based activities, CDs addressing bioterrorism, resources for infection control and key resources for further exploration. Other student opportunities include readings from past great works depicting responses to naturally occurring infectious disease or contemporary responses to disasters and terrorism/bioterrorism. Public health responses to emergency preparedness at local, state and federal levels will also be discussed.

PBHL-P 614 Program Planning in Public Health (3 cr.) This course will provide students with a systematic approach to program planning and evaluation of health programs. Students will apply program planning, implementation and evaluation theory to develop an evidence-based health promotion program that addresses a public health issue of personal interest.

PBHL-P 615 Culture and Qualitative Methods (3 cr.) This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop a sensitivity to and an understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with differing health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and traditions, acculturation and enculturation, traditionalism and modernism and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

PBHL-P 616 Strategic Planning for Health Services Organizations (3 cr.) This courses aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan. The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges. The course utilizes real-world cases to facilitate the understanding of basic course content. The conceptual model of strategic management will be illustrated through the analysis of selected health care cases. The student will also be required to independently analyze a strategic case most relevant to their field of work or study applying the conceptual strategic planning process.

PBHL-P 618 Cancer Epidemiology (3 cr.) P: P517 This course is an overview of cancer epidemiology, focusing on key concepts, etiologic research, applications to public health practice and major epidemiologic methods. This course is designed for students who have an interest in epidemiology.

PBHL-P 619 Health Economics for Public Health Professionals (3 cr.) This is an introductory microeconomics course with applications to the public health and health care systems. The course objectives are that the students develop

an appreciation of economic theories and principles, exacting assumptions thereof, and how these theories and principles apply to the public health and health care markets, particularly how price drives resource allocation in addition to signaling value, substitution and technological innovation. Students will also be introduced to skills need to measure and interpret economic values and relationships including the interpretation of quantitative data analysis. We will examine how economic incentives affect the different actors in the health (care) system. The fundamental models of economic and organizational behaviors will be extended to describe the behaviors of the different health care players and the health (care) system as each tries to maximize utility and profits (or min costs), respectively, under different financial, regulatory and technological constraints. Most importantly, students will be able to explore the limits to markets and rationality, and develop an appreciation for how a variety of checks and balances-more so that unbridled competition-contribute to efficient and equitable functioning of and outcomes in a market.

PBHL-P 631 Maternal, Child, and Family Health (3 cr.) Overview of Maternal Child health with emphasis on conditions and issues effecting reproductive, childhood, and women's wellbeing. Includes classroom lecture, discussion, and student presentations.

PBHL-P 632 History of Public Health (3 cr.) This course surveys the history of public health from antiquity to the late twentieth century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations. Using a chronological and thematic approach to history, students will learn of the origins, natural histories, and important determinants of the structure and function of modern systems of public health in the United States. The course will explore the complex interactions within populations of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the rate of adoption and diffusion of public health systems. The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read 4-7 papers and be prepared to discuss them in class. Important goals of the course are to stimulate interest in the history of public health, learn about the methods and tools used in historical research, and promote critical thinking.

PBHL-P 644 Health Impact Assessment (3 cr.) The goal of this course is to introduce students to the theoretical and practical aspects of health impact assessment (HIA) as a methodological tool in public health. HIA utilizes a variety of qualitative and quantitative methods and tools, designed to assess the potential health effects of a public policy, program, project, or initiative. While HIA is still an emerging practice in the United States, in Europe, Canada, and other areas of the world, the assessment of the public health impact of public decisions have been performed regularly to support policy decisions and promote conditions required for optimal health. During the first part of the semester, students will learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how findings may or may not impact policy making. During the second half of the course, students will work in teams with a local or state health department to examine the potential health impact of policy proposals in Indiana.

PBHL-P 650 Readings in Public Health (3 cr.) This course is designed to expose the student to different readings in public health. The course will allow the student to apply skills learned in the public health core courses by collecting data and applying techniques. The student will be required to read critically published papers and identify research topics.

PBHL-P 650 Readings in Public Health Topic: Health Communication (3 cr.) Effectively communicating health messages to the public can be a challenge. From advertising a program to promoting behavior change, there are many tools and actions that can yield positive results. This course will offer theory and practical experiences through the steps of creating a communications plan and actual campaign. Case studies, guest speakers, and hands-on experiences will be blended together.

PBHL-P 652 Biostatistics for Public Health II (3 cr.) P: P551. This course introduces the advanced principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as: Multiple regression, analysis of variance and covariance, logistic regression, nonparametric statistics, survival analysis, statistics used in epidemiology, and repeated measures analysis.

PBHL-P 655 Historical Evolution of Epidemiology (3 cr.) P: P517. The course will explore the historical developments and public health responses to human disease morbidity and mortality, and their importance and influence on the role of public health in modern society. Readings and discussion will examine in detail, the evolutionary change in the epidemiologic response of a Varity of disease of national and international importance.

PBHL-P 657 Application of Cost-Effectiveness Analysis in Public Health (3 cr.) Cost-effectiveness analysis is widely used in evaluating the performance of public health programs and policies. In this course, students will learn to frame the conceptual model, to collect and synthesize data regarding "cost" and "effectiveness", to perform a cost-effectiveness analysis, and to form recommendations based on the analysis. Meta-analysis and various survey/interview techniques will be introduced as essential tools for data collection in cost-effectiveness analyses. Learning will be facilitated by numerous examples of the application of this popular method. Health Policy and Management students have option of taking this course in place of H509.

PBHL-P 658 Methods of Health Services and Policy Research (3 cr.) This is a required course for students in the Health Policy and Management concentration. It aims to familiarize students with the methods of health services research and policy research. It introduces various study designs, data collection methods, and data analysis techniques that are relevant to students and researchers in these fields. It discusses the ethical, legal and political implications of health services and policy research. Students will apply theoretical knowledge in the analysis of actual data. This course also aims to facilitate the development of student's final concentration project.

PBHL-P 659 The Tobacco Pandemic (3 cr.) This course focuses on U.S. and global Tobacco Control, including the health and economic burdens of tobacco use as well as evidence-based approaches to prevention and management. Students will explore how human use of the plant Nicotiana tobacum with its potent alkaloid, nicotine, evolved into the largest human made pandemic in world history. The nature, prevalence, and trends of tobacco addiction, tobacco-related diseases, and their treatment will be addressed, as well as the centuries long "tobacco wars," pitting the tobacco industry's effective marketing of their products against the often fragmented, underfunded, and ineffectual government and anti-tobacco forces. Students will review the rise, over the past 50 years, of effective science and evidence-based tobacco control policy in the U.S.: U.S. Surgeons General Reports; CDC Best Practices for Comprehensive Tobacco Control Programs; U.S. PHS Clinical Practice Guidelines: Treating Tobacco Use and Dependence, and related sources. The future of Tobacco Control, including various scenarios for the "end game" of tobacco use in modern societies will be addressed, in light of recent major legal, political, and economic changes in the landscape of Tobacco Control in the U.S and globally.

PBHL-P 670 Topics in Public Health (3 cr.) This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

PBHL-P 670 Advanced Public Health Survey Research (3 cr.) This course provides an intensive focus on the formative phases of health survey research. Topics covered will include sampling methodologies, questionnaire development, testing, revision and administration, interviewing, coding procedures, as well as topical discussions related to research ethics and real world challenges of research. Active learning will be emphasized through several field based exercises, as well as a research proposal based on students' own research interests.

PBHL-P 670 Applied Public Health Campaigns and Social Marketing Strategies (3 cr.) Effectively communicating public health messages can be a challenge. From advertising a program to promoting behavior change, there are many social marketing strategies and tools that yield positive results. This course will offer students practical opportunities to apply these strategies and tools in the development and evaluation of public health campaigns. Case studies, guest speakers, and hands-on experiences will be incorporated in this class.

PBHL-P 670 Cardiovascular Epidemiology (3 cr.) P: P517 and P601 An advanced graduate course that discusses the topics related to the epidemiology and prevention diseases. The purpose is to give students an overview of the major cardiovascular diseases and their risk factors.

PBHL-P 670 Global Perspectives of Health Policy and Health Systems (3 cr.) This 3 hour course is designed to expand students' perspectives on global health care through the in-depth study of health care and health systems that are distinct from the U.S. health care system. Students also will learn how health policy and management research apply the comparative method in the study of health systems and health policy. Finally, students will explore health policy as a global challenge through a systematic discussion of international health policymaking and responses to health problems requiring global or regional nation-level cooperation.

PBHL-P 700 Concentration Project Completion (1 cr.) This course is designed for MPH students who are working on their Final Concentration Project until project grade has been assigned. Enrollment in PBHL-P700 allows students access to the library, computer labs, IRB, other campus facilities/services and to meet with academic advisors. In addition it allows students to retain eligibility for financial aid and loan deferment. Students enrolled in 45 credit hours are eligible to enroll in P700.

PBHL-P 701 Public Health Biostatistics Concentration Final Project (3 cr.) P: MPH Core; Public Health Internship.

PBHL-P 702 Public Health Social and Behavioral Science Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge through course work and the public health internship. Student projects will include components of behavioral health sciences research and application.

PBHL-P 703 Environmental Science Concentration Final Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of environmental science analysis, research, and application

PBHL-P 704 Public Health Epidemiology Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Students synthesize and integrate knowledge acquired through course work and the public health internship by conducting an epidemiological study. Satisfactory projects include epidemiological research that involves protocol development, data collection and analysis and presentation of an oral presentation and written report.

PBHL-P 705 Public Health Policy and Management Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of health policy analysis or management research and application.

PBHL-R 515 Sociology of Health and Illness (3 cr.) This course will acquaint students with the theoretical and empirical foundations of the sociology of health and illness, as well as exposing him/her to the important theoretical and empirical research done by sociologists of health and illness . R515 uses sociological perspectives and sociological research techniques to investigate the social and behavioral phenomena associated with health, disease, and health care. The field deals with quite a broad range of topics, including (but not limited to): social influences on the distribution of disease, the influence of inequality on health, the impact of culture on symptom recognition and help seeking, the relation of medicine to institutions of social control, the distinctive characteristics of medicine as a type of work, cost containment issues, the impact of economic factors on the distribution and organization of health care, the implications an aging population has for the provision of health care in the United States, and a consideration of the ethical issues raised by modern biomedicine, etc.

PBHL-S 658 Methods for Research on Social and Behavioral Dimensions of Public Health (3 cr.) This course will train students in basic research methods used by social and behavioral scientists in the public health arena. Through lectures, labs, individual and group activities, students will learn how to read empirical research and evaluate its quality in order to become good consumers of existing research. Students will also learn to produce quality research through an understanding of theoretical foundations, research design and the basics of measurement theory.

Courses

The abbreviation "P" refers to course prerequisites and "R" to recommended prerequisite courses. Prerequisites can be waived by the instructor of the course. The number of hours of credit is indicated in parentheses following the course title. Courses are listed inthree groups: environmental health science, health services management, and public health.

Graduate Courses

PBHL-A 609 Air Pollution and Health (3 cr.) This course provides an overview and foundation in the science and management of air quality, with a focus on health impacts and strategies to reduce these impacts. Course topics include the scientific technical aspects of air pollution through the study of the characteristics of the atmosphere and atmospheric pollutants, effects of meteorology on air pollution, urban air pollution, visibility, smog, acid deposition, stratospheric ozone depletion, global warming and indoor air pollution.

PBHL-A 610 Environmental Toxicology (3 cr.) P: PBHL-A609 This course examines the extent and significance of toxic agents in the environment. It covers risk assessment of potential adverse health effect resulting from human exposure to toxic environmental agents. It also provides a background for understanding mechanistic and biologic specific processes of environmental agents.

PBHL-A 611 Environmental Health Risk Assessment (3 cr.) P: PBHL-A610 This course provides a foundation in the processes and tools of environmental risk assessment, which is the basis for making technical decisions related to environmental issues and human health. Course topics include methods of probabilistic risk analysis, toxicological estimation, regulatory requirements for risk assessment, and managing and communicating risk.

PBHL-A 611 Environmental Health Policy Analysis (3 cr.) This course provides students with a focus on the policy-making process and the many variables that comprise the dynamic framework for environmental policy formulation. The course explores the roles of politics, economics, science, health, values and ethics in setting policy through a consideration of key historical and contemporary issues.

PBHL-A 621 Solid and Hazardous Waste Management (3 cr.) This course provides students with a technical foundation in areas of solid and hazardous waste management that can be applied to the examination of policy options. Topics include characterization of the waste stream, regulations, health and environmental risks, liability issues, management techniques, and treatment and disposal options.

PBHL-A 622 Chemistry for Environmental Health Professionals (3 cr.) This course is designed to provide environmental health professionals, who are not chemists, with the technical background needed to understand and manage environmental health science issues. Topics include a detailed overview of basic principles of chemistry, followed by a more focused treatment of how these fundamentals apply to issues such as hazardous materials and wastes; water and air resources; pollution of the air, water, and land; and other related topics.

PBHL-A 623 Environmental Management Systems: ISO 14001 Based (3 cr.) This course provides students with the knowledge and skills to establish or improve an environmental management system that is compatible with ISO (International Organization for Standardization) 14001, an international, voluntary standard that is emerging as a best-management practice for environment.

PBHL-A 628 Food Safety and Sanitation (3 cr.) This course will examine the various hazards that cause food borne illness as well as the risk factors that are known to contribute to these diseases. Topics include etiological agents for common and emerging food borne diseases; basic concepts of food science and technology; food safety principles and practices that are recommended by the Food and Drug Administration's Food Code.

PBHL-A 633 Occupational Health and Safety for Public Health Professionals (3 cr.) This course provides a survey of technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; occupational hearing loss; radiation; prevention of accidents; cumulative trauma; and personal protective equipment.

PBHL-B 640 Design and Analysis of Medical Experiments (3 cr.) P: G652, P652, B641 or equivalent This is a course into the application of experimental design to biomedical experiments, such as randomization, blocking, factorial designs and stratification. The course addresses both clinical and pre-clinical investigation as well as design of experiments to evaluate medical devices, which will likely be encountered by biomedical researchers. It is addressed to second-year graduate students in biostatistics or epidemiology with a solid understanding of analysis of variance, regression and working knowledge of survial analysis.The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

PBHL-B 641 Linear Models in Public Health (3 cr.) P: P551 or equivalent This is a first course into two multivariate statistical procedures, the Analysis of Variance (ANOVA) and Regression with special focus in problems related to the Public Health sciences. This is an introductory course that will expose students to these methods, and consolidate their understanding of statistical inference (estimation and testing of statistical hypotheses) in the context of the two procedures. The course will be taught in two sessions, a lecture, where the relevant theory and methods will be presented, and a practicum or laboratory session, involving hands-on analysis of real-life problems using the SAS statistical software package.

PBHL-B 642 Applied Survival Analysis for Public Health (3 cr.) P: Students must have taken one course in basic statistics and another course in linear regression models. Students must have prior knowledge of SAS for completion of homework. The statistical methods covered in this course focus on “time to event” data, where the event can be response to treatment, relapse of disease, or death. Topics covered in this course include estimations of survival function and regression models for survival data. Specifically, this course covers the central functions of survival analysis: the hazard, survival, and cumulative hazard functions, nonparametric estimation of survival functions using life-table method and the Kaplan-Meier method, and comparison of survival distributions using the log-rank and other tests. In addition, we will discuss regression models for survival outcomes with emphasis on the Cox proportional hazards model. Alternative models such as the accelerated failure time model and use of parametric distributions (exponential, Weibull) will also be considered. Class material will include presentation of statistical methods for estimation and testing, along with current software (SAS) for implementing analyses of survival data. Applications to real data will be emphasized.

PBHL-B 644 Applied Generalized Linear Models and Longitudinal Data Analysis (3 cr.) P: S tudents registering for this course are expected to have completed “Linear Models in Public Health” or its equivalents with a B or better grade. This is an introductory statistical method course on generalized linear models and longitudinal data analysis for students in various public health disciplines. The course focuses on the basic concepts and implementation of four extensions to classical linear regression models: (1) generalized linear models (including logistic and log-linear regression); (2) mixed effects models; (3) generalized linear mixed models; and (4) population average models based on generalized estimating equations (GEE).

PBHL-B 653 Applied Multivariate Statistical Methods (3 cr.) P: P551 and P652. B653 is an introductory multivariate statistics course. This course is applied and is intended for non-statisticians, for example, masters or PhD students in behavioral, psychological, educational or medical sciences, or other health care professionals. Students are expected to have taken two previous courses in statistics (introductory and intermediate) covering up through t-test, ANOVA, ANCOVA and linear regression. The overall objective of the course is to introduce the most commonly used multivariate statistical techniques with emphasis on applications to real data which will be analyzed with SPSS. The emphasis will be on concepts, assumptions, applications, and hands-on interpretation of SPSS results. Formulas or matrix algebra will not be emphasized.

PBHL-E 715 Design and Implementation of Observational Studies (3 cr.) P: P517 and Research Methods This course examines fundamental aspects of designing and implementing observational epidemiology studies. The focus is on developing strategies to increase the validity of the study results by using techniques to control for possible confounding factors and biases. Topics include sampling methods, sensitivity, data weighting, standardization, selection of cases and controls, matching, data collection and project management.

PBHL-E 720 Analysis and Interpretation of Observational Studies (3 cr.) P: This course is designed for students in the PhD program in Epidemiology. Advanced students in the Master of Public Health degree program, Epidemiology concentration may register for this course with the permission of the professor. P: PBHL-E 715 Design and Implementation of Observational Studies. This course examines fundamental aspects of analyzing data generated by observational epidemiology studies. The focus is on developing a solid understanding of contemporary analytical techniques to increase the validity of the study and control for possible confounding factors and biases.

PBHL-E 730 Analysis of Genetic Associations (3 cr.) P: P601 (Advanced Epidemiology), P652 (Biostatistics for Public Health II), and P730 (Molecular and Genetic Epidemiology), or signature of instructor required. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

PBHL-E 731 Design and Analysis of Genetic Association Studies (3 cr.) P: P601 (Advanced Epidemiology), P652 (Biostatistics for Public Health II), and P730 (Molecular and Genetic Epidemiology), or signature of instructor required. This course introduces the conceptual and practical tools needed for population-based genetic association studies among unrelated subjects. Lectures and selected readings present key issues (such as linkage disequilibrium, "tagging SNPs," haplotypes, population stratification and epistasis) and appropriate statistical methods. Students will be required to present selected papers in class. Students will gain hands-on experience with a range of analytic tools and software packages as part of a class project which gives them the opportunity to design and analyze an association study. This project will require students to work on real-world problems such as marker selection, potential multiple comparisons issues due to multiple markers and multiple outcomes, and missing data.

PBHL-E 750 Doctoral Topics in Public Health (3 cr.) Courses offered under this course number would include PhD courses on topics expected to be offered only once, such as those taught by visiting faculty, and those that are newly developed and have not yet been assigned a specific course number. The course will focus on a specific topic or technique related to the field of Public Health. The material to be studied will be determined by the instructor with input from the PhD faculty.

PBHL-E 751 Doctoral Readings in Epidemiology (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Epidemiology. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student’s concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to

identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement

PBHL-E 752 Doctoral Research in Epidemiology (1-3 cr.) This course is designed to allow PhD students the opportunity to explore research questions by collecting data or using existing data related to their field of study in Epidemiology. The study topic will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop the study protocol, obtain IRB approval if necessary, obtain the data and collect the planned data analysis. The time frame for completion and the nature of the study product will be determined by the PhD student, faculty member and advisor. Generally the product will be a manuscript for submission to an appropriate journal. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-E 765 Nutritional Epidemiology (3 cr.) P: P517 and P551 This course provides students with an overview of fundamental concepts and methods of nutritional epidemiology and the current state of knowledge on well-studied associations between diet and chronic diseases. Emphasis will be placed on the design, implementation, analysis, and interpretation of nutritional epidemiologic studies

PBHL-E 775 Doctoral Research Seminar in Epidemiology (1 cr.) This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

PBHL-E 780 Pharmacoepidemiology (3 cr.) P: P517 This is an introductory pharmacoepidemiology course. Students will learn how principles of modern epidemiologic methods are used to evaluate the safety, effectiveness, and utilization patterns of medical products (drugs, vaccines, and medical devices) in human populations, with a focus on observational studies. Related topics, including therapeutic risk management, data sources and ethical principles will be discussed. Advanced methodology, such as that utilized to address confounding by indication and misclassification will be introduced.

PBHL-G 651 Introduction to Biostatistics I (3 cr.) P: One year undergraduate mathematics is required. Working knowledge on linear algebra and elementary calculus is expected. Students with insufficient mathematics preparation are expected to remedy the deficiency on their own. G651 is an introductory level biostatistics course designed for healthcare professionals. This course will cover the topics on data presentation techniques, describing data with numerical summary measures, probability and probability distributions, sampling distributions, statistical inferences from small and large samples, analysis of categorical data, analysis of variance, correlation and simple linear regression analysis.

PBHL-G 652 Introduction to Biostatistics II (3 cr.) P: G651 or equivalent G652 is an advanced biostatistics course designed for students with an interest in the health sciences. Students are expected to have completed at least one semester course of basic biostatistics. Knowledge of probability and probability distributions, concepts of estimation and hypothesis testing are assumed. Topics covered in this course include multiple linear regression, analysis of covariance, logistic regression, and survival analyses. Upon completion of the course, students are expected to understand the appropriate statistical models for various outcomes and be able to interpret results using statistical techniques covered in this course. Students are also expected to conduct simple analyses using SPSS on personal computers

PBHL-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.) Study of health, illness, and disease trajectories and the systemic components that mold the health care system. Ideological paradigms predicting utilization and health behaviors are addressed, as are guidelines for ethical decision making and problem analysis. Formulation and implementation of organizational and governmental policies and their associated theoretical assumptions are addressed.

PBHL-H 507 Management of Individual and Group Behavior (3 cr.) This course provides a conceptual framework for understanding behavior in the work environment by introducing concepts concerning effective management of people in organizations. Key theories and concepts in the field of organizational behavior will be introduced. The focus of this course is at the micro level of analysis, addressing topics such as individual theories of motivation, job design, and diversity issues; management of work teams; group decision making; managing conflict; and leadership, influence, and power issues.

PBHL-H 508 Managing Health Care Accounting Information for Decision-Making (3 cr.) P: undergraduate principles of accounting. Provides a user-oriented understanding of how accounting information should be utilized, focusing on balance sheet and income statement and cash flow analysis, budgeting, cost analysis, and responsibility accounting.

PBHL-H 509 Financial Management Principles of Health Care (3 cr.) P: SPHA-H 508. Provides knowledge of corporate finance practice in health care organizations. Establishes an understanding of the basic elements of financial theory used to address service expansion or contraction, capital investment issues, developing business plans and working capital management.

PBHL-H 514 Health Economics (3 cr.) P: 3 credit hours of undergraduate economics. Examines the principles and application of economic analysis in the health field and the economist's approach to health care issues. Provides insights offered by economic analysis of specific health issues and problems.

PBHL-H 515 Seminar in Health Policy: Special Topics (3 cr.) P: SPHA H501, H503, or consent of instructor. Exploration of health policy topics from economic, financial, sociological, political, and psychological perspectives. Analytical paradigms are applied to organizational or macro-policy making issues that vary in response to changing environments. May be repeated once with advisor's approval.

PBHL-H 516 Health Services Delivery and the Law (3 cr.) Medical-legal concepts related to hospitals and other health services organizations. Course provides an in-depth understanding of the law and the legal processes affecting the health services system. Presentation of the elements of administrative and agency processes, torts, contracts, facilities, physicians, patients, and personnel.

PBHL-H 517 Managerial Epidemiology (3 cr.) Examines general epidemiologic methods such as population descriptive techniques, use of health indicators and secondary health-related data sources. Includes design, administration, and analysis of observational and experimental studies. Emphasis will be on the use of epidemiologic techniques to assess community health, determine community risk factors, and evaluate community-based programs.

PBHL-H 518 Statistical Methods for Health Services (3 cr.) P: 3 credit hours of undergraduate statistics. Study of the quantitative techniques commonly used to examine health-related data. Includes univariate, bivariate, and multivariate techniques. Emphasis is on using statistical techniques to make policy and administrative decisions in a health services setting. Students use standard computer software to analyze data.

PBHL-H 521 Management Science for Health Services Administration (3 cr.) Focus is on management science methods, as applied to health sciences administration. Includes treatment of decision theory, constrained optimization, and probability simulation.

PBHL-H 523 Health Services Human Resource Management (3 cr.) This course provides the knowledge and skills needed to understand the application of personnel and labor relations techniques to the health services sectors, with particular emphasis on human resources management, employees' benefit programs, and labor relations as applied to the health services delivery organization.

PBHL-H 606 Health Services Quality Improvement and Risk Management (3 cr.) P: H501, H503, and V504. Critically examines the concepts, strategies, and techniques related to the improvement of the quality of health service delivery. Addresses the increasing need to enhance productivity given the impact of external and other factors on the workplace. Principles and application of risk management concepts and techniques, including insurance, are emphasized.

PBHL-H 612 Marketing for Health Services Delivery (3 cr.) This course focuses on the marketing problems and strategies of health care organizations. Subjects include the nature of health care services, organizing for health service delivery, managing health services demand, tailoring customer mix, and managing supply in health care services.

PBHL-H 615 Health Care Outcomes and Decision Making (3 cr.) P: H501, H502, H514, and H518. Application of health outcomes measures in decision-making and evaluation in various health service settings. Includes designing and implementing evaluation plans of health and social programs. Emphasis on evaluation strategies, measurement of health outcomes, and management decision-making.

PBHL-H 623 Health Care Applications of Strategic Management (3 cr.) P: H501, H502, H510, and H521. This last course of the series in the capstone sequence is designed to assist students in synthesizing and summarizing all of the previous course work. Emphasis is on "real-world" case situations and requires active participation by the students. Case studies chosen reflect current management issues in health services administration.

PBHL-H 624 Developing Strategic Capability (3 cr.) This course explores management roles in health care. Application of strategic management theories, concepts and principles and an understanding of managerial roles in organizations are emphasized. Managerial process, management theories, leadership, organizational design, and strategic management are examined.

PBHL-H 628 Health Care Information Systems (3 cr.) A study of the terminology, technology, and application of information systems in various health care settings. Topics include the gathering, organization, storage, and retrieval of complex data banks, as well as assessment of health service data needs and considerations in developing information systems. Includes many computer-based exercises.

PBHL-H 702 Internship in Health Services Management (3 cr.) P: H501, H509, H514, and H650. Requires the equivalent of a minimum of 3 credit hours of on-site experience under the supervision of a qualified preceptor and program faculty. Grading is on an S/F basis.

PBHL-H 735 Research in Health Administration (3-6 cr.) P: all core courses or consent of instructor. Field research conducted under the direction of a faculty member. Designed for advanced students and those who have elected not to take a residency. Grading is on an S/F basis.

PBHL-H 746 Comparative Effectiveness Research Methods (3 cr.) P: P517 and P551 This course introduces the range of methods and associated political and ethical issues related to comparative effectiveness research in health and medicine, with a particular focus on developing quantitative skills to the design, review and analysis of clinical trials (e.g. drugs, devices, clinical or behavioral strategies). Students will learn quantitative methodologies that can be utilized to synthesize a range of evidence regarding the benefits and harms of available choices for care, and will explore the potential and limitations of comparative effectiveness findings for policy and health care decision making.

PBHL-H 775 Doctoral Readings in Health Policy and Management (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with

the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-H 775 Doctoral Research Seminar in Health Policy and Management (1-3 cr.) This course is designed to expose PhD students to a wide range of specific research topics and issues in Public Health. The seminar topics will be chosen by the Director of the PhD program with input from other faculty members. The PhD students are expected to attend each seminar session, read assigned material, and participate in the seminar discussions. The PhD students may be asked to present their research projects during the seminar to obtain feedback and recommendations from the faculty and other students.

PBHL-H 775 Doctoral Readings in Health Policy and Management (1-3 cr.) This course is designed to expose a PhD student to published material on a specific topic or technique related to their field of study in Health Policy and Management. The material to be studied will be determined primarily by the PhD student under the direction of a faculty member with input from the student's concentration advisor. The PhD student is expected to work closely with the faculty member to develop a strategy to identify the material to study, plan a time frame for completion of the study and to determine the nature of the study product. Generally the product will be a summary and interpretation of the material studied in a literature review format. The PhD student and faculty member will complete a written agreement, which outlines the scope of work for the semester. The concentration advisor will also sign this agreement.

PBHL-P 500 Social and Behavioral Science in Public Health (3 cr.) This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

PBHL-P 500 Social and Behavioral Science in Public Health (3 cr.) This course is designed to introduce students to the philosophies and principles that provide the foundation for health promotion and disease prevention with an emphasis on population-based public health approaches. Students will explore topics that promote a broader and better understanding of determinants of health; the multiple factors contributing to health and illness behaviors; fundamentals, theories and principles that shed light on health and illness behaviors; and philosophies, principles and strategies that facilitate improvements in population health and the elimination of health disparities. Students will be introduced to the important complementary relationships between and comingled effects of the determinants of health with an emphasis on the social determinants of health. Students will be presented with new approaches to improve, by not only focusing on individual capacities and capabilities to address their diseases and/or ailments, but also, most importantly perhaps, focus on the conditions and contexts in which individuals have the liberty and limits to make choices that influence health and illness behaviors in many different ways.

PBHL-P 504 U.S. Health Care Systems and Health Policy (3 cr.) This course explores the U.S. health care system, policy development, and ethical challenges. It examines the structure, components, organization and financing of the U.S. health care system. The policy process at national, state and local levels will be analyzed using legislation and related activities.

PBHL-P 517 Fundamentals of Epidemiology (3 cr.) This course will introduce students to basic epidemiologic concepts including determinants of health and patterns of disease in populations, population health descriptive techniques, use of health indicators and secondary data sources. Students will gain an understanding of the role of Epidemiology in developing prevention strategies and policy. Among the topics to be covered are measures of mortality and morbidity, design and analysis of observational studies, community health assessment and program evaluation.

PBHL-P 519 Environmental Science in Public Health (3 cr.) The primary focus of this course will be on pathogenic agents (biological, chemical, and physical) in the environment and their impact on morbidity and mortality of human populations. We will study several types of common and emerging pathogens from anthropogenic and natural sources and how they cause illness and/or injury. Particular attention will be given to the mode of transmission, route of exposure, and acute and chronic diseases or injuries caused by these environmental agents. During the class we will also investigate the strategies, technologies and laws/policies that are used to prevent, control, or eliminate environmental hazards.

PBHL-P 551 Biostatistics for Public Health I (3 cr.) This course introduces the basic principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as sampling, study design, descriptive statistics, probability, statistical distributions, estimation, hypothesis testing, chi-square tests, t-tests, analysis of variance, linear regression and correlation.

PBHL-P 600 Epidemiologic Research Methods (3 cr.) P: P517 and P551. This course provides an in-depth presentation of the major research designs, analytical methods, and practical issues specifically related to conducting research in the field of epidemiology, outcomes

research, and health economics. Descriptive, observational and experimental designs are included. In addition, issues of ethics, protocol, data quality, instrument design, and analysis are covered.

PBHL-P 601 Advanced Epidemiology (3 cr.) P: P517 & P551 (or concurrently enrolled). This course provides students with an in-depth understanding of advanced epidemiologic concepts introduced in other courses as well as a fundamental understanding of epidemiologic techniques not covered in other classes. Topics included will represent cutting edge techniques, philosophical issues and insights to appropriately conduct and interpret the findings of epidemiological studies. Students will gain an understanding of these concepts and issues through discussions with expert epidemiologists and hands-on exercises.

PBHL-P 602 Public Health Internship (3 cr.) P: MPH core and approval of concentration advisor. Integrates public health theory and practice in a practice setting. Students have the opportunity to apply concepts from core and concentration courses, conduct projects and interact with a range of health professionals. Students work both with a faculty advisor and qualified preceptor in the agency.

PBHL-P 609 Infections Disease Epidemiology (3 cr.) P: P517. This course is designed to provide a basic overview of the infectious disease process, including disease agents, transmission routes, immunity and public health significance. The course introduces principles of infectious disease epidemiology, including outbreak investigation and surveillance, using case studies as examples. Concepts on globalization of disease, microbial ecology, and disease eradication also are discussed.

PBHL-P 610 Chronic Disease Epidemiology (3 cr.) P: P517. This course examines chronic health conditions from epidemiological perspectives. Concepts include distribution, determinants; diagnosis; measures of severity; treatment modalities; surveillance measures; survival and prognosis; and quality of care measures. Research methods prevention strategies and screening tests are presented. Clinical expert's present diagnosis and treatment methods.

PBHL-P 611 Policy Design, Implementation and Management (3 cr.) This course will examine the reasons for this in terms of the politics of health and the implications for the future of health policy in the United States. Further, health policy topics from economic, financial, sociological, political and psychological perspectives will be covered. Analytical paradigms are applied to organizational or macro-policy making issues. Topics vary by semester according to current policy challenges faced at the federal level.

PBHL-P 612 Health Outcomes Research (3 cr.) P: P517 & P551. This web-based course is evidence-based and focused on health outcomes research in contemporary health care. The different types of health outcomes assessment tools and their application in determining patient health status, changes in health status, and the effectiveness of health care interventions will be addressed. The course will focus on generic and specific health related outcomes assessment tools, looking at such issues as disease specific outcomes and patient satisfaction.

PBHL-P 613 Public Health and Emergency Preparedness (3 cr.) This graduate elective course is designed to familiarize learners with emergency preparedness concepts due to natural and man-made disasters. The course will also review biological agents used for terrorism in the past, and agents the Centers for Disease Control consider most likely to be used at present. The content will be delivered via, seminar discussion, web based activities, CDs addressing bioterrorism, resources for infection control and key resources for further exploration. Other student opportunities include readings from past great works depicting responses to naturally occurring infectious disease or contemporary responses to disasters and terrorism/bioterrorism. Public health responses to emergency preparedness at local, state and federal levels will also be discussed.

PBHL-P 614 Program Planning in Public Health (3 cr.) This course will provide students with a systematic approach to program planning and evaluation of health programs. Students will apply program planning, implementation and evaluation theory to develop an evidence-based health promotion program that addresses a public health issue of personal interest.

PBHL-P 615 Culture and Qualitative Methods (3 cr.) This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop a sensitivity to and an understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with differing health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and traditions, acculturation and enculturation, traditionalism and modernism and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

PBHL-P 616 Strategic Planning for Health Services Organizations (3 cr.) This courses aims to develop the student's knowledge and ability in strategic management in health services organizations. Based on an introduction to the general process model of strategic management, the course will engage in detailed discussions of a series of topics in strategic management. These topics include the identification of the organization's mission, vision, and values, the analysis of the external and internal environment of the organization, the identification of strategic challenges and opportunities, the development of strategies, the evaluation of strategies, the communication of strategies, and the development and evaluation of an action plan. The course emphasizes the unique strategic challenges facing health services organizations and their leadership, and aims to develop accordingly the student's ability to identify, analyze and address these challenges. The course utilizes real-world cases to facilitate the understanding of basic course content. The conceptual model of strategic management will be illustrated through the analysis of selected health care cases.

The student will also be required to independently analyze a strategic case most relevant to their field of work or study applying the conceptual strategic planning process.

PBHL-P 618 Cancer Epidemiology (3 cr.) P: P517 This course is an overview of cancer epidemiology, focusing on key concepts, etiologic research, applications to public health practice and major epidemiologic methods. This course is designed for students who have an interest in epidemiology.

PBHL-P 619 Health Economics for Public Health Professionals (3 cr.) This is an introductory microeconomics course with applications to the public health and health care systems. The course objectives are that the students develop an appreciation of economic theories and principles, exacting assumptions thereof, and how these theories and principles apply to the public health and health care markets, particularly how price drives resource allocation in addition to signaling value, substitution and technological innovation. Students will also be introduced to skills need to measure and interpret economic values and relationships including the interpretation of quantitative data analysis. We will examine how economic incentives affect the different actors in the health (care) system. The fundamental models of economic and organizational behaviors will be extended to describe the behaviors of the different health care players and the health (care) system as each tries to maximize utility and profits (or min costs), respectively, under different financial, regulatory and technological constraints. Most importantly, students will be able to explore the limits to markets and rationality, and develop an appreciation for how a variety of checks and balances-more so that unbridled competition-contribute to efficient and equitable functioning of and outcomes in a market.

PBHL-P 631 Maternal, Child, and Family Health (3 cr.) Overview of Maternal Child health with emphasis on conditions and issues effecting reproductive, childhood, and women's wellbeing. Includes classroom lecture, discussion, and student presentations.

PBHL-P 632 History of Public Health (3 cr.) This course surveys the history of public health from antiquity to the late twentieth century with the aim of providing students with an understanding of how history may inform present day challenges regarding the health of populations, including emerging infectious diseases; climate change; dislocation of populations from conflicts and natural disasters; malnutrition; and chronic diseases in aging populations. Using a chronological and thematic approach to history, students will learn of the origins, natural histories, and important determinants of the structure and function of modern systems of public health in the United States. The course will explore the complex interactions within populations of disease, science, social and cultural norms, moral/ethical values, economic and legal precepts, health professionals, institutions, and government in shaping the rate of adoption and diffusion of public health systems. The course will use a readings/discussion format with limited didactic teaching and an emphasis on active learning. Each week students will read 4-7 papers and be prepared to discuss them in class. Important goals of the course are to stimulate interest in the history of public health, learn about the methods and tools used in historical research, and promote critical thinking.

PBHL-P 644 Health Impact Assessment (3 cr.) The goal of this course is to introduce students to the theoretical and practical aspects of health impact assessment (HIA) as a methodological tool in public health. HIA utilizes a variety of qualitative and quantitative methods and tools, designed to assess the potential health effects of a public policy, program, project, or initiative. While HIA is still an emerging practice in the United States, in Europe, Canada, and other areas of the world, the assessment of the public health impact of public decisions have been performed regularly to support policy decisions and promote conditions required for optimal health. During the first part of the semester, students will learn the necessary steps to conduct an HIA, review national and international case studies, and discuss how findings may or may not impact policy making. During the second half of the course, students will work in teams with a local or state health department to examine the potential health impact of policy proposals in Indiana.

PBHL-P 650 Readings in Public Health (3 cr.) This course is designed to expose the student to different readings in public health. The course will allow the student to apply skills learned in the public health core courses by collecting data and applying techniques. The student will be required to read critically published papers and identify research topics.

PBHL-P 650 Readings in Public Health Topic: Health Communication (3 cr.) Effectively communicating health messages to the public can be a challenge. From advertising a program to promoting behavior change, there are many tools and actions that can yield positive results. This course will offer theory and practical experiences through the steps of creating a communications plan and actual campaign. Case studies, guest speakers, and hands-on experiences will be blended together.

PBHL-P 652 Biostatistics for Public Health II (3 cr.) P: P551. This course introduces the advanced principles and methods of data analysis in public health biostatistics. Emphasis is placed on public health examples as they relate to concepts such as: Multiple regression, analysis of variance and covariance, logistic regression, nonparametric statistics, survival analysis, statistics used in epidemiology, and repeated measures analysis.

PBHL-P 655 Historical Evolution of Epidemiology (3 cr.) P: P517. The course will explore the historical developments and public health responses to human disease morbidity and mortality, and their importance and influence on the role of public health in modern society. Readings and discussion will examine in detail, the evolutionary change in the epidemiologic response of a Varity of disease of national and international importance.

PBHL-P 657 Application of Cost-Effectiveness Analysis in Public Health (3 cr.) Cost-effectiveness analysis is widely used in evaluating the performance of public health programs and policies. In this course, students will learn to frame the conceptual model, to collect and synthesize data regarding "cost" and "effectiveness", to perform a cost-effectiveness analysis, and to form recommendations based on the analysis. Meta-analysis and various survey/interview techniques will be introduced as essential tools for data collection in cost-effectiveness analyses. Learning will be facilitated by numerous examples of the application of this popular method. Health Policy and Management students have option of taking this course in place of H509.

PBHL-P 658 Methods of Health Services and Policy Research (3 cr.) This is a required course for students in the Health Policy and Management concentration. It aims to familiarize students with the methods of health services research and policy research. It introduces various study designs, data collection methods, and data analysis techniques that are relevant to students and researchers in these fields. It discusses the ethical, legal and political implications of health services and policy research. Students will apply theoretical knowledge in the analysis of actual data. This course also aims to facilitate the development of student's final concentration project.

PBHL-P 659 The Tobacco Pandemic (3 cr.) This course focuses on U.S. and global Tobacco Control, including the health and economic burdens of tobacco use as well as evidence-based approaches to prevention and management. Students will explore how human use of the plant Nicotiana tobacum with its potent alkaloid, nicotine, evolved into the largest human made pandemic in world history. The nature, prevalence, and trends of tobacco addiction, tobacco-related diseases, and their treatment will be addressed, as well as the centuries long "tobacco wars," pitting the tobacco industry's effective marketing of their products against the often fragmented, underfunded, and ineffectual government and anti-tobacco forces. Students will review the rise, over the past 50 years, of effective science and evidence-based tobacco control policy in the U.S.: U.S. Surgeons General Reports; CDC Best Practices for Comprehensive Tobacco Control Programs; U.S. PHS Clinical Practice Guidelines: Treating Tobacco Use and Dependence, and related sources. The future of Tobacco Control, including various scenarios for the "end game" of tobacco use in modern societies will be addressed, in light of recent major legal, political, and economic changes in the landscape of Tobacco Control in the U.S and globally.

PBHL-P 670 Topics in Public Health (3 cr.) This course has a variable title and can be offered for variable credits. Similar to topics courses offered in other IUPUI programs, this course offers an introduction to a variety of public health topics and current issues will be covered in this course.

PBHL-P 670 Advanced Public Health Survey Research (3 cr.) This course provides an intensive focus on the formative phases of health survey research. Topics covered will include sampling methodologies, questionnaire development, testing, revision and administration, interviewing, coding procedures, as well as topical discussions related to research ethics and real world challenges of research. Active learning will be emphasized through several field based exercises, as well as a research proposal based on students' own research interests.

PBHL-P 670 Applied Public Health Campaigns and Social Marketing Strategies (3 cr.) Effectively communicating public health messages can be a challenge. From advertising a program to promoting behavior change, there are many social marketing strategies and tools that yield positive results. This course will offer students practical opportunities to apply these strategies and tools in the development and evaluation of public health campaigns. Case studies, guest speakers, and hands-on experiences will be incorporated in this class.

PBHL-P 670 Cardiovascular Epidemiology (3 cr.) P: P517 and P601 An advanced graduate course that discusses the topics related to the epidemiology and prevention diseases. The purpose is to give students an overview of the major cardiovascular diseases and their risk factors.

PBHL-P 670 Global Perspectives of Health Policy and Health Systems (3 cr.) This 3 hour course is designed to expand students' perspectives on global health care through the in-depth study of health care and health systems that are distinct from the U.S. health care system. Students also will learn how health policy and management research apply the comparative method in the study of health systems and health policy. Finally, students will explore health policy as a global challenge through a systematic discussion of international health policymaking and responses to health problems requiring global or regional nation-level cooperation.

PBHL-P 700 Concentration Project Completion (1 cr.) This course is designed for MPH students who are working on their Final Concentration Project until project grade has been assigned. Enrollment in PBHL-P700 allows students access to the library, computer labs, IRB, other campus facilities/services and to meet with academic advisors. In addition it allows students to retain eligibility for financial aid and loan deferment. Students enrolled in 45 credit hours are eligible to enroll in P700.

PBHL-P 701 Public Health Biostatistics Concentration Final Project (3 cr.) P: MPH Core; Public Health Internship.

PBHL-P 702 Public Health Social and Behavioral Science Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge through course work and the public health internship. Student projects will include components of behavioral health sciences research and application.

PBHL-P 703 Environmental Science Concentration Final Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of environmental science analysis, research, and application

PBHL-P 704 Public Health Epidemiology Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Students synthesize and integrate knowledge acquired through course work and the public health internship by conducting an epidemiological study. Satisfactory projects include epidemiological research that involves protocol development, data collection and analysis and presentation of an oral presentation and written report.

PBHL-P 705 Public Health Policy and Management Concentration Project (3 cr.) P: MPH Core; Public Health Internship. Provides students the opportunity to synthesize and integrate knowledge acquired through coursework and the public health internship. Student projects will include components of health policy analysis or management research and application.

PBHL-R 515 Sociology of Health and Illness (3 cr.) This course will acquaint students with the theoretical and empirical foundations of the sociology of health and illness, as well as exposing him/her to the important theoretical and empirical research done by sociologists of health and illness . R515 uses sociological perspectives and sociological research techniques to investigate the social and behavioral

phenomena associated with health, disease, and health care. The field deals with quite a broad range of topics, including (but not limited to): social influences on the distribution of disease, the influence of inequality on health, the impact of culture on symptom recognition and help seeking, the relation of medicine to institutions of social control, the distinctive characteristics of medicine as a type of work, cost containment issues, the impact of economic factors on the distribution and organization of health care, the implications an aging population has for the provision of health care in the United States, and a consideration of the ethical issues raised by modern biomedicine, etc.

PBHL-S 658 Methods for Research on Social and Behavioral Dimensions of Public Health (3 cr.) This course will train students in basic research methods used by social and behavioral scientists in the public health arena. Through lectures, labs, individual and group activities, students will learn how to read empirical research and evaluate its quality in order to become good consumers of existing research. Students will also learn to produce quality research through an understanding of theoretical foundations, research design and the basics of measurement theory.

Undergraduate Courses

PBHL-A 316 Environmental Health Science (3 cr.) A study of human interaction with the environment and potential impacts of environmental agents on health and safety. Hazards from natural sources and human activities that contaminate our air, land, water, food, homes, neighborhoods, and workplaces are examined. Environmental control activities, including pollution control technology and policy, are also examined.

PBHL-A 322 Principles of Epidemiology (3 cr.) A basic overview of epidemiologic methodology and techniques. Both communicable and chronic disease risk factors will be discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.

PBHL-A 367 Environmental Science and Health Practicum (2 cr.) P: PBHL-A316 The Enviornmental Science and Health Practicum will consist of a personal career-planning component coupled with a weekly field visit to environmental science and health-related organizations in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 367 Health Services Management Practicum (2 cr.) P: PBHL-H320 and Junior Standing The Health Services Management Practicum will consist of a personal career-planning component coupled with weekly field visits to health-related organizations in central Indiana. Students must preform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-A 380 Environmental Health Science Internship (3 cr.) P: Permission of Instructor. Open to interested students upon approval of the faculty. Students are placed with governmental agencies or private and not-for-profit organizations or governmental units for assignment to a defined task relevant to their educational interests in environmental health science. Tasks may involve staff work or research. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PBHL-A 410 Introduction to Environmental Toxicology (3 cr.) Study of toxic mechanisms, pathology, and disease development resulting from exposure to biological and chemical agents in the environment.

PBHL-A 416 Environmental Health Policy (3 cr.) Study of professional requirements and duties of the environmental health functions within health agencies; consideration of applicable laws and standards in each environmental health function; environmental health program planning, evaluation, implementation, and personnel responsibilities.

PBHL-A 424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.) P: PBHL-A316; MATH 153. Technology approach to preventing the transmission of disease among humans through water and wastes. Course focuses on drinking water treatment and distribution, water quality and pollution, wastewater treatment, storm water management, municipal solid waste, and hazardous waste management.

PBHL-A 428 Food Science and Sanitation (3 cr.) Basic concepts of food technology with emphasis on methods and procedures in food processing to minimize contamination and to prevent food-related illness. Federal, state, and local food laws and inspection procedures will be examined.

PBHL-A 433 Industrial Hygiene (3 cr.) Survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; occupational hearing loss; radiation; prevention of accidents; cumulative trauma; and personal protective equipment.

PBHL-A 451 Air Pollution in the Community (3 cr.) A survey course covering the chemistry, transport, and fate of air pollutants related to current issues of air quality, such as photochemical smog, ozone depletion, particulate matter, and indoor air quality. Topics include the types, sources, health and environmental effects, measurement, evaluation, control, regulation, and modeling of air pollution concentrations.

PBHL-A 459 Environmental Science and Health Data Analysis (3 cr.) P: PBHL-A316; SPEA0-K300; 1 semester of chemistry. Provides students with an understanding of basic principles needed to perform sampling and analysis of field and laboratory environmental data. Topics include properties of chemical and biological constituents, detection limits, calibration, quality control, precision accuracy, and statistical analysis.

PBHL-A 460 Environmental Science and Health Data Analysis (3 cr.) P: PBHL-A459. Basic physical, chemical, and biological examinations and standards for potable water quality, wastewater treatment determinations, and stream pollution control. Basic physical, chemical, and biological (ergonometric) examinations used in industrial hygiene and air pollution control. Instruction in basic laboratory skills and techniques for performing these examinations.

PBHL-A 466 Public Health Field Experience (1-3 cr.) Supervised advanced training in professional and technical functions in public health; guided student activity and performance in professional public health functions.

Individualized programs may be arranged to suit students' areas of concentration.

PBHL-B 300 Introduction to Biostatistics (3 cr.) P: MATH-M118 This is an introductory survey of statistical reasoning and analysis. Additionally, students should have a working knowledge of personal computers and the Widows operating environment

PBHL-H 120 Contemporary Health Issues (1-3 cr.) An examination of current public health, environmental health, and health service delivery issues in the U.S. Topics include the organization and costs of health systems, access to care, and the interrelationships between risk factors and health; also, environmental challenges facing our society and their impact on health.

PBHL-H 126 Introduction to Careers in Health Care (1 cr.) Introduces students to different careers and opportunities in the field of health care administration.

PBHL-H 200 Health Care Accounting (3 cr.) Course will provide students with a foundation in health care accounting from long-term care to acute care. The topics covered will include balancing sheet or statement of financial position, income statement or statement of revenue and expenses, journals, ledgers, trial balances and discrimination of formatting financial statements between acute care and long-term care organizations.

PBHL-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PBHL-H 352 Health Finance and Budgeting (3 cr.) P: BUS-A 200 or BUS-A 201. A study of the financial management of health care facilities based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.) P: H352. This course builds upon H352 Health Finance and Budgeting as well as examines the uses of contractual language and obligations. It uses a series of case studies to apply techniques and principles taught in PBHL-H 352.

PBHL-H 354 Health Care Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PBHL-H 365 Health Services Practicum (2 cr.) P: PBHL-H320; junior standing The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 367 Health Services Management Practicum (2 cr.) P: PBHL-H320 and Junior Standing The Health Services Management Practicum will consist of a personal career-planning component coupled with weekly field visits to health-related organizations in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 380 Health Services Management Internship (1-6 cr.) P: Permission of Instructor. Open to interested students upon approval of the faculty. Students are placed with governmental agencies or private and not-for-profit and organizations for assignment to a defined task relevant to their educational interests in health services management. Tasks may involve staff work or research. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PBHL-H 411 Chronic Long-Term Care Administration (3 cr.) Administering programs across the continuum of care including nursing homes, hospice, home health, and assisted living; Medicare and Medicaid financing; quality improvement; care management; and needs of special populations, particularly, vulnerable elders.

PBHL-H 420 Health Policy (3 cr.) P: H320. This course will focus on current health policy issues within the context of the U.S. health care system. The course will familiarize students with the political environment of public policy, introduce major health care policy perspectives, and apply those analytical models to a series of health policy issues.

PBHL-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/health care facility environment, such as third-party payments and federal assistance.

PBHL-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PBHL-H 472 Applied Health Care Administration (3 cr.) P: PBHL-H320 and Senior Standing. This course is a study of the complexities of multi-institutional arrangements and integrated services in the U.S. health care industry. The focus is on applying management skills to, and making comparisons of, the current driving forces among health care delivery system components.

PBHL-H 474 Health Administration Ethics Seminar (3 cr.) P: PBHL-H320 and Senior Standing. This course examines healthcare ethical decision making challenges from managerial perspective and explores broader policy issues

associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical decision-making and through case studies, debates and research examines ethical challenges in everyday managerial activities.

PBHL-P 100 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 101 Disease, Disaster and Disparities (3 cr.) This undergraduate course will expose upper division students to a variety of public health topics including epidemiology, environmental and occupational health, social and behavioral sciences, public health preparedness, health policy and management. Guest speakers will introduce students to the various roles and functions of public health science and practice.

PBHL-P 120 Careers in Public Health (3 cr.) This undergraduate course will expose students to a variety of public health careers. Students will hear from public health professionals who hold a variety of positions in epidemiology, environmental and occupational health, social and behavioral sciences, public health preparedness, biostatistics, maternal-child-family health, chronic and infectious disease prevention, and health policy and management. Professionals from the private and public sectors will introduce students to the many careers in public health and to the various roles and functions of public health professionals. The course will focus on careers at all levels of education; bachelor's degree, master's degree and doctoral degree levels.

PBHL-P 200 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 300 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 300 Global Public Health (3 cr.) All public health is global in today's world. This course will explore the key global public health issues that face countries in the world with higher, middle, and lower income resources. The health policy issues that affect public health outcomes in various political, cultural, and economic environments will be analyzed. New, innovative solutions to global public health problems will also be discussed.

PBHL-P 300 Sex, Drugs & Homelessness Public Health & High Risk Behavior (3 cr.) Some individuals and groups are more likely to engage in high-risk health behaviors than others, which is costly to them and society. This class will focus on health risk related to sexual behavior, drug use, and homelessness.

PBHL-P 300 This Stress is Killing Me: Stress and Its Effect on You (3 cr.) This course will examine what stress is, where it comes from, its effects on health and what you can do about it.

PBHL-P 400 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics and issues.

Undergraduate Courses

The abbreviation "P" refers to course prerequisites and "R" to recommended prerequisite courses. Prerequisites can be waived by the instructor of the course. The number of hours of credit is indicated in parentheses following the course title. Courses are listed in three groups: environmental health science, health services management, and public health.

PBHL-A 316 Environmental Health Science (3 cr.) A study of human interaction with the environment and potential impacts of environmental agents on health and safety. Hazards from natural sources and human activities that contaminate our air, land, water, food, homes, neighborhoods, and workplaces are examined. Environmental control activities, including pollution control technology and policy, are also examined.

PBHL-A 322 Principles of Epidemiology (3 cr.) A basic overview of epidemiologic methodology and techniques. Both communicable and chronic disease risk factors will be discussed, along with data acquisition, analysis techniques, and current published epidemiological studies.

PBHL-A 367 Environmental Science and Health Practicum (2 cr.) P: PBHL-A316 The Enviornmental Science and Health Practicum will consist of a personal career-planning component coupled with a weekly field visit to environmental science and health-related organizations in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 367 Health Services Management Practicum (2 cr.) P: PBHL-H320 and Junior Standing The Health Services Management Practicum will consist of a personal career-planning component coupled with weekly field visits to health-related organizations in central Indiana. Students must preform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-A 380 Environmental Health Science Internship (3 cr.) P: Permission of Instructor. Open to interested students upon approval of the faculty. Students are placed with governmental agencies or private and not-for-profit organizations or governmental units for assignment to a defined task relevant to their educational interests in environmental health science. Tasks may involve staff work or research. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PBHL-A 410 Introduction to Environmental Toxicology (3 cr.) Study of toxic mechanisms, pathology, and disease development resulting from exposure to biological and chemical agents in the environment.

PBHL-A 416 Environmental Health Policy (3 cr.) Study of professional requirements and duties of the environmental health functions within health agencies; consideration of applicable laws and standards in each environmental health function; environmental health program planning, evaluation, implementation, and personnel responsibilities.

PBHL-A 424 Environmental Health Science Technology: Managing Water and Wastes (3 cr.) P: PBHL-A316; MATH 153. Technology approach to preventing the transmission of disease among humans through water and wastes. Course focuses on drinking water treatment and distribution, water quality and pollution, wastewater treatment, storm water management, municipal solid waste, and hazardous waste management.

PBHL-A 428 Food Science and Sanitation (3 cr.) Basic concepts of food technology with emphasis on methods and procedures in food processing to minimize contamination

and to prevent food-related illness. Federal, state, and local food laws and inspection procedures will be examined.

PBHL-A 433 Industrial Hygiene (3 cr.) Survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; occupational hearing loss; radiation; prevention of accidents; cumulative trauma; and personal protective equipment.

PBHL-A 451 Air Pollution in the Community (3 cr.) A survey course covering the chemistry, transport, and fate of air pollutants related to current issues of air quality, such as photochemical smog, ozone depletion, particulate matter, and indoor air quality. Topics include the types, sources, health and environmental effects, measurement, evaluation, control, regulation, and modeling of air pollution concentrations.

PBHL-A 459 Environmental Science and Health Data Analysis (3 cr.) P: PBHL-A316; SPEA0-K300; 1 semester of chemistry. Provides students with an understanding of basic principles needed to perform sampling and analysis of field and laboratory environmental data. Topics include properties of chemical and biological constituents, detection limits, calibration, quality control, precision accuracy, and statistical analysis.

PBHL-A 460 Environmental Science and Health Data Analysis (3 cr.) P: PBHL-A459. Basic physical, chemical, and biological examinations and standards for potable water quality, wastewater treatment determinations, and stream pollution control. Basic physical, chemical, and biological (ergonometric) examinations used in industrial hygiene and air pollution control. Instruction in basic laboratory skills and techniques for performing these examinations.

PBHL-A 466 Public Health Field Experience (1-3 cr.) Supervised advanced training in professional and technical functions in public health; guided student activity and performance in professional public health functions. Individualized programs may be arranged to suit students' areas of concentration.

PBHL-B 300 Introduction to Biostatistics (3 cr.) P: MATH-M118 This is an introductory survey of statistical reasoning and analysis. Additionally, students should have a working knowledge of personal computers and the Widows operating environment

PBHL-H 120 Contemporary Health Issues (1-3 cr.) An examination of current public health, environmental health, and health service delivery issues in the U.S. Topics include the organization and costs of health systems, access to care, and the interrelationships between risk factors and health; also, environmental challenges facing our society and their impact on health.

PBHL-H 126 Introduction to Careers in Health Care (1 cr.) Introduces students to different careers and opportunities in the field of health care administration.

PBHL-H 200 Health Care Accounting (3 cr.) Course will provide students with a foundation in health care accounting from long-term care to acute care. The topics covered will include balancing sheet or statement of financial position, income statement or statement of revenue and expenses, journals, ledgers, trial balances and discrimination of formatting financial statements between acute care and long-term care organizations.

PBHL-H 320 Health Systems Administration (3 cr.) An overview of the U.S. health care delivery system. It examines the organization, function, and role of the system; current system problems; and alternative systems or solutions.

PBHL-H 352 Health Finance and Budgeting (3 cr.) P: BUS-A 200 or BUS-A 201. A study of the financial management of health care facilities based on generally accepted business principles. Accounting and managerial control of cash, accounts receivable, inventory control, budgeting, and cost control, as well as accounting and evaluation of short- and long-term debt will be examined.

PBHL-H 353 Advanced Health Finance and Budgeting (3 cr.) P: H352. This course builds upon H352 Health Finance and Budgeting as well as examines the uses of contractual language and obligations. It uses a series of case studies to apply techniques and principles taught in PBHL-H 352.

PBHL-H 354 Health Care Economics (3 cr.) This course applies economics to the study of administrative and policy issues in the health care sector. Economic concepts are used to explain the system of health care financing and the organization of health care delivery in the U.S. The economic evaluation of health care programs is also discussed.

PBHL-H 365 Health Services Practicum (2 cr.) P: PBHL-H320; junior standing The Health Services Practicum will consist of a personal career-planning component coupled with weekly field visits to health care agencies in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 367 Health Services Management Practicum (2 cr.) P: PBHL-H320 and Junior Standing The Health Services Management Practicum will consist of a personal career-planning component coupled with weekly field visits to health-related organizations in central Indiana. Students must perform satisfactorily in both parts of the practicum to receive a passing grade.

PBHL-H 380 Health Services Management Internship (1-6 cr.) P: Permission of Instructor. Open to interested students upon approval of the faculty. Students are placed with governmental agencies or private and not-for-profit and organizations for assignment to a defined task relevant to their educational interests in health services management. Tasks may involve staff work or research. May be repeated for credit. Course is graded S/F (Satisfactory/Fail).

PBHL-H 401 Strategic Planning for Health Care Organizations (3 cr.) This course examines strategic planning techniques as they apply to health care organizations. Students will develop and defend a comprehensive strategic plan for a case facility. One half of the course will be conducted in a workshop format.

PBHL-H 411 Chronic Long-Term Care Administration (3 cr.) Administering programs across the continuum of care including nursing homes, hospice, home health, and assisted living; Medicare and Medicaid financing; quality improvement;

care management; and needs of special populations, particularly, vulnerable elders.

PBHL-H 420 Health Policy (3 cr.) P: H320. This course will focus on current health policy issues within the context of the U.S. health care system. The course will familiarize students with the political environment of public policy, introduce major health care policy perspectives, and apply those analytical models to a series of health policy issues.

PBHL-H 432 Health Care Marketing (3 cr.) A practical study of marketing in health care institutions, health service organizations, and health insurers. A basic foundation in marketing principles, new methods in marketing products and services, and inexpensive marketing techniques will be examined.

PBHL-H 441 Legal Aspects of Health Care Administration (3 cr.) An overview of the liability and legal responsibility, as well as legal recourse, that health care facilities may exercise. This course will discuss policies and standards relating to health facility administration. Also included is a discussion of financial aspects unique to the hospital/health care facility environment, such as third-party payments and federal assistance.

PBHL-H 455 Topics in Public Health (1-3 cr.) Extensive discussion of selected topics in public health. The topic may change from semester to semester, based on resource availability and student demand. May be repeated for credit.

PBHL-H 472 Applied Health Care Administration (3 cr.) P: PBHL-H320 and Senior Standing. This course is a study of the complexities of multi-institutional arrangements and integrated services in the U.S. health care industry. The focus is on applying management skills to, and making comparisons of, the current driving forces among health care delivery system components.

PBHL-H 474 Health Administration Ethics Seminar (3 cr.) P: PBHL-H320 and Senior Standing. This course examines healthcare ethical decision making challenges from managerial perspective and explores broader policy issues associated with ethical problems in healthcare institutions. It provides an overview of general theories of ethical decision-making and through case studies, debates and research examines ethical challenges in everyday managerial activities.

PBHL-P 100 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 101 Disease, Disaster and Disparities (3 cr.) This undergraduate course will expose upper division students to a variety of public health topics including epidemiology, environmental and occupational health, social and behavioral sciences, public health preparedness, health policy and management. Guest speakers will introduce students to the various roles and functions of public health science and practice.

PBHL-P 120 Careers in Public Health (3 cr.) This undergraduate course will expose students to a variety of public health careers. Students will hear from public health professionals who hold a variety of positions in epidemiology, environmental and occupational health, social and behavioral sciences, public health preparedness, biostatistics, maternal-child-family health, chronic and infectious disease prevention, and health policy and management. Professionals from the private and public sectors will introduce students to the many careers in public health and to the various roles and functions of public health professionals. The course will focus on careers at all levels of education; bachelor's degree, master's degree and doctoral degree levels.

PBHL-P 200 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 300 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics, and issues.

PBHL-P 300 Global Public Health (3 cr.) All public health is global in today's world. This course will explore the key global public health issues that face countries in the world with higher, middle, and lower income resources. The health policy issues that affect public health outcomes in various political, cultural, and economic environments will be analyzed. New, innovative solutions to global public health problems will also be discussed.

PBHL-P 300 Sex, Drugs & Homelessness Public Health & High Risk Behavior (3 cr.) Some individuals and groups are more likely to engage in high-risk health behaviors than others, which is costly to them and society. This class will focus on health risk related to sexual behavior, drug use, and homelessness.

PBHL-P 300 This Stress is Killing Me: Stress and Its Effect on You (3 cr.) This course will examine what stress is, where it comes from, its effects on health and what you can do about it.

PBHL-P 400 Topics in Public Health (1-3 cr.) An introduction to public health disciplines, topics and issues.

Indiana University School of Nursing

Welcome to the School of Nursing!

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent schools, as evidenced by our achievements:

- The IU School of Nursing ranks **9th** out of 80 schools and colleges of nursing who receive funding from the National Institutes of Health.
- Nearly **40%** of the baccalaureate prepared professional nurses in the State of Indiana graduate from the IU School of Nursing each year.
- US News & World Report 2012 Graduate School rankings place the IU School of Nursing's graduate program **15th** overall out of more than 200 schools of nursing that offer graduate programs, and **3rd** for the Adult Health CNS Program.
- IU School of Nursing faculty members serve as editors of prestigious nursing journals: *Nursing Outlook: The Official Journal of the American Academy of Nursing* and *Clinical Nurse Specialist: Journal for Advanced Nursing Practice*.

Overview

Vision

Indiana University School of Nursing (IUSON) is leading with excellence in research and education, powered by innovation and partnerships.

Mission

The IUSON exists to lead the "knowledge work" of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; shaping care through evidence-based practices; innovations and partnerships; and appreciating, developing, and recognizing faculty, staff, and students.

Strategic Goals for 2012 - 2014

1. Advance IUSON's reputation as a national leader in educational research, evidence-based practices, and progressive educational programs. (Teaching Excellence)
2. Position IUSON as a nationally renowned leader in research and knowledge development. (Research Excellence)
3. Develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in global health care and health professions education. (Innovations and Partnership)
4. Integrate the school's core values into the culture of the organization. (Recognition)
5. Acquire, allocate, and effectively manage resources to support the work of faculty, staff, and students. (Resources)

Core Values

*Respect*Responsibility*Trust*Dialogue*

Statement by the Dean

Since its founding in 1914, Indiana University School of Nursing has grown into one of the largest schools of nursing in the country. The school holds an excellent national reputation for nursing education with expert faculty. Nationally, our graduate programs are ranked fifteenth overall with two tracks in the top 10, and we are ranked twelfth in National Institutes of Health research funding. At IUSON we offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive lifelong education. We are committed to your career preparation. Our more than 26,000 graduates are chief nursing officers of large health facilities, deans of nursing schools, clinical specialists, advanced practice nurses, entrepreneurs, and staff nurses in urban and rural settings around Indiana and throughout the world.

Faced with the challenges of changing health care delivery, nurses will be called on to lead in areas never dreamed of by earlier generations. Know that the talented faculty members of Indiana University are committed to helping you realize your professional aspirations in every career transition that you undertake, and to enable you to seize your own preferred future. Indiana University School of Nursing has forged strong links between nursing education and nursing services in clinical and community settings in order to improve the health of individuals, families, and communities. We welcome you and invite you to become a part of our extended IU family.

Departmental Mission

Adult Health: The mission of the Department of Adult Health is to focus on the generation, utilization, and dissemination of knowledge related to the health care of adults while preparing nurses to provide high-quality, cost-effective patient care.

Environments for Health:Consistent with the vision and mission of the School of Nursing, faculty in the Department of Environments for Health facilitate student learning by creating, applying, and transferring their unique knowledge and skills in the areas of psychiatric nursing, nursing administration, community health nursing, nursing informatics, and nursing education.

Family Health: The Department of Family Health Nursing focuses on the care of people and their families across the life span. The department's vision arises from the broader tripartite mission of the university, the school, and the Core Campus: teaching, scholarship, and service. We embrace these essential values:

- The community is the context for our care of families.
- Interdisciplinary collaboration promotes better health care.
- Nursing of families requires a life span approach.
- Students, clients, communities, and faculty participate in connecting conversations.

- We value diversity in family constellations.
- Our practice is grounded in health as families define it.

The Department of Family Health Nursing seeks to be known for:

- Faculty clinical excellence
- Superior and innovative teaching
- Community partnerships
- Nurturing environments for students
- Research and scholarship in health promotion and family health

Last updated February 14, 2012

Accreditation & Licenses

- National League for Nursing Accrediting Commission; BSN & MSN programs
- Commission on Collegiate Nursing Education; BSN & MSN programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation

Memberships
The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Last updated January 20, 2012

Administration

- Marion E. Broome, *PhD, RN, FAAN, Distinguished Professor, Dean*
- Judith A. Halstead, *PhD, RN, ANEF, FAAN, Professor, Executive Associate Dean for Academic Affairs*
- Victoria L. Champion, *PhD, RN, FAAN, Distinguished Professor, Executive Associate Dean for Research*
- *Associate Dean for Evaluation*
- Patricia Ebright, *PhD, CNS, RN, FAAN, Associate Professor, Associate Dean for Graduate Programs*
- Anna McDaniel, *PhD, RN, FAAN, Chancellors Professor, Associate Dean for Research*
- Susan M. Hendricks, *EdD, MSN, RN, Associate Professor, Associate Dean for Undergraduate Programs*
- Joyce Krothe, *PhD, Professor, Assistant Dean, IUBL*
- Beth Sharer, *DHA, NEA-BC, RN, HFA, FACHE, Clinical Assistant Professor, Head, Division of Nursing, IUPUC*
- Shannon McDaniel, *MS, Assistant Dean for Information Systems*
- Linda B. Griffin, *MBA, CPA, Assistant Dean for Resource Management*
- Chandra Dyson, *MS, Assistant Dean for Student Services*
- Janet McCully, *BS, Director of Development*
- Marsha Baker, *MS, Director of Diversity and Enrichment*
- Barbara Friesth, *PhD, RN, Clinical Associate Professor, Director, Learning Resource Center*
- Janice Ward, *MSN, RN, Director Office of Lifelong Learning*
- Sarah Bourff, *MPH, CCRP, Director of Research Operations*

Department Chairpersons

- Janice Buelow, *PhD, FAAN, Associate Professor, Chair, Department of Adult Health*
- Anne Belcher, *PhD, Associate Professor, Chair, Department of Environments for Health*
- Deborah Cullen, *EdD, Professor, Interim Chair, Department of Family Health*

Program Coordinators

- Mary Beth Riner, *PhD, RN, Associate Professor, DNP Program Coordinator*
- Tamilyn Bakas, *PhD, RN, FAHA, FAAN, Professor, PhD Program Coordinator*
- Deborah DeMeester, *MSN, RN, Clinical Assistant Professor, Undergraduate Coordinator Department of Adult Health*
- Corinna Mayer, *MSN, RN, Undergraduate Coordinator Department of Environments for Health*
- Joyce Welch, *MSN, RN, Clinical Assistant Professor, Undergraduate Coordinator Department of Family Health*

Undergraduate Academic Advisement

- Deborah Hrisomalos, *MBA, CPHIMS, Academic Advisor, IUBL*
- Jackie Dakich, *MS, Academic Advisor, IUPUI*
- Helen McKuras, *MS, Academic Advisor, IUPUI*
- Gregory Wible, *MS, Academic Advisor, IUPUI*
- Sarah Warfield, *Academic Counselor, IUPUC*

Graduate Advisor, MSN, RN-MSN Students

- Janet Moon, *MS, Academic Advisor, IUPUI*

Graduate Advisor, Doctoral Students

- Debbie Grew, *MA, MS*

Last updated February 14, 2012

Center for Academic Affairs

The mission of the Center for Academic Affairs in the School of Nursing is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, minority and international counseling, graduation, and student activities. Student services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing

and university policies and procedures, and in advocating students' rights and responsibilities.

Last updated January 20, 2012

Contact Information

Indiana University School of Nursing
1111 Middle Drive, Room NU 122
Indianapolis, IN 46202
(317) 274-2806

Last updated February 17, 2012

History

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent nursing schools.

Historical Milestones

- 1914 Indiana University Training School for Nurses opened at Indianapolis
- 1932 Curricula established for Bachelor of Science in Nursing on Bloomington campus for public health nursing, administration and supervision of nursing service, and teaching in schools of nursing offered for registered nurses in Bloomington
- 1944 Division of Nursing Education placed in School of Education with preparation for teachers of science, nursing arts, medical-surgical, maternity, and pediatric nursing
- 1945 Master of Science in Nursing Education first offered at IU Bloomington
- 1950 Bachelor of Science in Nursing (BSN) Program first offered
- 1956 Name of school officially changed to Indiana University School of Nursing
- 1957 Original National League for Nursing (NLN) accreditation for the Master of Science in Nursing (MSN) Program
- 1960 Last diploma school graduates
- 1961 Original NLN accreditation for the BSN Program
- 1965 All nursing programs organized into one administrative unit to form the School of Nursing, the tenth school of Indiana University
- 1966 MSN degree first offered
- 1968 Original NLN accreditation for the Associate of Arts Program, IUPUI
- 1974 School of Nursing building dedicated at IUPUI
- 1975 Specialist in Clinical Nursing program approved
- 1975 NLN accreditation for ASN Program continued to 1983, IUPUI
- 1976 Original American Nurses' Association (ANA) accreditation for the Continuing Education program
- 1976 Doctor of Nursing Science (D.N.S.) program approved
- 1976 NLN accreditation for BSN and graduate programs continues
- 1978 First doctoral students admitted
- 1980 New upper-division baccalaureate curriculum initiated
- 1981 First Doctor of Nursing Science degree awarded
- 1982 NLN accreditation for BSN and graduate programs continued until 1990
- 1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)
- 1985 Office of Nursing Practice established
- 1987 Approval of Licensed Practical Nurse (LPN) to ASNmobility option at IUPU Columbus
- 1989 School reorganized into academic departments
- 1990 Formal planning for a PhD program in nursing initiated
- 1990 Institute of Action Research for Community Health established
- 1991 Designation of Institute of Action Research for Community Health as a World Health Organization Collaborating for Healthy Cities
- 1991 Establishment of Mary Margaret Walther Program in Oncology Care Research
- 1991 Implementation of the RN-MSN mobility options
- 1993 Accreditation of BSN and MSN programs by the National League for Nursing for eight years
- 1995 Transition from DNS to PhD degree program approved
- 1996 First class of PhD in Nursing Science students admitted
- 1998 Emily Holmquist Endowed Professorship instituted
- 1998 Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted IUPUI preliminary approval of the baccalaureate and master's nursing education programs
- 2000 Accreditation of BSN and MSN programs continued by the National League for Nursing Accrediting Commission for eight years
- 2000 New 10-year accreditation of BSN and MSN programs by the Commission on Collegiate Nursing Education
- 2003 First class of students in PhD in Nursing Science distance-accessible option admitted
- 2006 Appointment of first Edward W. and Sarah Stam Cullipher Chair
- 2006 Appointment of first Sally Reahard Chair
- 2006 Awarded designation as a Center of Excellence by the National League for Nursing
- 2006 Center for Research in Nursing Education was formed
- 2008 Grand opening of the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education
- 2008 Designation of IUSON as a "system school" ended June 30, 2008
- 2008 Designation of IUSON as a "Core Campus School"-Bloomington, Columbus, Indianapolis
- 2009 Re-designation as a Center of Excellence by National League for Nursing
- 2009 Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education
- 2009 95th anniversary of nursing at Indiana University

- 2010 RN to BSN Degree Completion Program begins in coordination with the state-wide consortium of IU system Schools of Nursing

Last updated February 14, 2012

Awards & Scholarships

Professional Practices, Internships, Honors at School Level

Honors and Awards

Students have the opportunity to be recognized for academic excellence both during their program and at graduation. Full-time nursing students will be placed on the Dean's List for each semester in which they earn a grade point average (GPA) of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours, and for each semester they have accumulated an additional 12 credit hours of course work with a GPA of 3.5 or higher.

BSN candidates who are in the top 10 percent of their graduating class and who have demonstrated a high level of academic achievement may be selected to graduate with academic distinction. To be eligible, BSN students must have completed a minimum of 60 graded credit hours at IU. Grade point averages used in determining the category of academic distinction awarded are:

- 3.83-4.00—Highest Distinction
- 3.66-3.82—High Distinction
- 3.50-3.65—Distinction

A GPA used to determine distinction is calculated from all grades in courses up to and including the seventh semester for the BSN taken at IU. The GPA does not include transfer grades, special credit, and open electives, but does include grades received in courses that are repeated because of program stipulations. Not all students who meet the criteria for distinction may be selected for this honor.

Awards and honors are also given to recognize outstanding student performance. Students interested in specific awards should see an academic advisor for a list of available awards, along with eligibility criteria.

School Awards and Scholarships

Various scholarships and awards are granted annually to those in the nursing major through the Center for Academic Affairs at the School of Nursing (NU 122). For details on these scholarships and awards, please contact the Center for Academic Affairs, (317) 274-2806.

Last updated February 12, 2012

BSN Admissions Requirements

Applications and due dates for Indianapolis, Columbus, and Bloomington may be found at each campus' School of Nursing website. Students interested in nursing on another IU campus should consult the website of that campus for more information about nursing. *The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.* Students seeking admission to the nursing major must meet the following eligibility criteria (Policy VI-A-30):

1. The applicant must be admitted to Indiana University as a degree-seeking student and must submit official transcripts from other universities attended so that credits may be transferred.
2. The applicant must have a minimum Indiana University cumulative grade point average (GPA) of 2.7 on a 4.0 scale at the time of application. This does not include transfer or *X'd* courses.
3. The following six courses are required to make application: English Composition, Introductory Psychology, Introductory Sociology, Anatomy, Finite Math and one Critical/Analytical science course. Additional courses are selected from a list to total 29-31 credits.
4. A maximum of two attempts for *any* of the required courses (courses required for application) is allowed; a maximum of 9 credits total may be repeated, and the grade earned on the second attempt will be used for calculation of GPA for admission purposes. This policy relates to courses taken at IU and transfer courses.
5. The applicant must achieve a grade of C (2.0) or higher for each course and an application GPA of 3.00 in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University.
6. The applicant must have successfully completed two semesters of high school chemistry (with a grade of C or above in both semesters) or taken a college level Introduction to Chemistry course for a minimum of 3 college credits with a grade of C or better. This requirement must be less than 7 years old at the time of admission.
7. The applicant must complete all required course work by established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
8. The applicant must submit a required student legal disclosure form to communicate any issues that would be documented on a national criminal background check as a part of the application.

Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression and Graduation (APG) Committee to which admission is requested. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for

further admission if they have declined an admission offer two times.

The nursing faculty of the campus to which the student is seeking admission has the responsibility and authority to select applicants for admission to the baccalaureate nursing program. The faculty reviews all qualified applicants and selects those who are most qualified.

Transfer students will be considered for admission based on availability of space. Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students must formally accept or decline admission. Students not entering that specific semester must reapply on a competitive basis for a subsequent semester. Students will not be considered for further admission if they have declined an admission offer two times. (Policy U-VI-A-16).

Applicants to IUB, IUPUC, or IUPUI will receive priority consideration for admission if they have completed the majority (51 percent) of their prerequisite general education course work on the IUPUI, IUPUC, or IU Bloomington campus. If additional spaces are available, the next priority is given to students who have completed the majority of their course work on another IU campus. Students transferring the majority of prerequisite course work from a non-IU school are accorded lowest priority for admission.

Last updated February 15, 2012

Accelerated Track Admissions Criteria

Applications and due dates may be found on the School of Nursing website http://nursing.iupui.edu/. The admission process is selective, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Admission to the Accelerated BSN Track and concomitant entrance to the School of Nursing is open to those meeting the following admission criteria (Policy III-D-2):

1. Must be admitted to Indiana University as a degree-seeking student.
2. Documentation of at least a bachelor's degree (approximately 120 credits), in which a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale was earned.
3. Must have completed all required BSN general education courses with a grade of C or higher. Required BSN general education course work may be completed at Indiana University or transferred from another college or university.
4. Must demonstrate a grade point average of 3.0 on a 4.0 scale for all general education course work applied to BSN degree.
5. Students transferring course work must have achieved a grade of C (2.0) or higher for each completed required BSN general education course to be considered from a university other than Indiana University. No more than three (3) courses may be repeated in order to meet the minimum required grade of C (2.0). Of the three courses, only two (2) failures will be allowed in required science courses.
6. Must have a minimum grade of C (2.0) in each required BSN general education course by the second attempt. This criterion also applies to any student wishing to transfer required courses from a college or university other than IU.
7. Students must complete the following sciences (with a lab component) before applications are processed for the desired admission cycle in order to remain eligible for that admission cycle: Anatomy, Physiology, and Microbiology. Applicants for Fall entry will need sciences completed by the end of the previous Spring semester; applicants for Spring entry will need sciences completed by the end of the previous Summer Session II; applicants for Summer entry will need sciences completed by the end of the previous Fall semester in order to remain eligible.
8. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.
9. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.
10. Must submit application by specified published dates. Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.

Admission Process:

1. Students may apply to Indiana University and the Accelerated BSN Track concurrently. Students transferring to Indiana University from another institution will have their transcript evaluated by the Admission Office of Indiana University and the School of Nursing before determining admission eligibility.
2. Students meeting above admission criteria and applying for a specific admission cycle will be admitted based on prior academic performance and strength of goal statement in pool of applicants.
3. Students will be admitted to the Accelerated BSN Track for a specific admission cycle, and are expected to enter that cycle. Students not entering that specific admission cycle may reapply for admission to a subsequent admission cycle.
4. Students will be held to all existing BSN policies related to admission, progression, and graduation not addressed in this policy.

Last updated February 15, 2012

Academic Expectations & Progression

After admission to the BSN program, placement in nursing courses for the academic year is based on the following priority ranking:

1. Full-time, regular progression students
2. Part-time, regular progression students
3. Students who have interrupted their studies but are in good academic standing
4. Students who have withdrawn from one or more nursing courses
5. Students who have failed and successfully repeated a nursing or required general-education course

6. Students who need to repeat either a nursing course or a general-education prerequisite or corequisite
7. Students who have been dismissed and reinstated
8. Intercampus transfer students
9. Transfer students from other BSN programs according to admission, progression, and graduation guidelines

If additional criteria are needed to determine placement, the Admission, Progression, and Graduation (APG) Committee considers the date of becoming out of sequence, and the grade point average (GPA). (See an academic counselor with any questions about these requirements.) Students who interrupt their studies for any reason are considered out of sequence and will be accommodated according to the above priority ranking on a space-available basis for the remainder of course work to be completed. Changes in priority rankings remain in place throughout a student's program.

A BSN student's failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in a student's program. Students who have interrupted their program of study for any reason are required to submit a written request to reenter the program to the chairperson of the Core Campus BSN Admission, Progression, and Graduation (APG) Committee. This request must be received by July 1 for fall semester, April 1 for summer, and October 1 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing courses designated on the campus enrolled. Students wishing exception to this practice must petition the Admission, Progression, and Graduation (APG) committee.

Last updated February 18, 2010

BSN Degree Requirements

All candidates for the degree of Bachelor of Science in Nursing on the IUB, IUPUC, and IUPUI campuses must fulfill the following requirements:

1. Complete a minimum of 125 credit hours with a grade of C or higher in each course required for the degree. Of the 125 credit hours, 63 credit hours must reflect nursing major courses. Credit earned in remedial learning-skill courses and courses that have been repeated do not count in the 125 credit hour total or the 63 nursing credit hour total.
2. Achieve a grade of C or higher in all didactic courses applied to the BSN degree and an S (Satisfactory) in all clinical/practicum courses.
3. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
4. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.*
5. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.
6. Apply for degree candidacy the semester prior to completing all degree requirements and adhere to the published procedures on campus awarding degree.

*Please note that Indianapolis, Bloomington, and Columbus are considered one core campus.

For additional information about the Bachelor of Science in Nursing view the following information:

- Academic Policies and Procedures
- Accelerated Track
- Admission Requirements
- Academic Expectations & Progression
- Honors Study Option
- School Requirements

Last updated February 18, 2010

BSN Honors Study Option

Students have an opportunity to pursue School of Nursing Honors on the IUPUI campus as part of their baccalaureate degree in nursing http://nursing.iupui.edu/degrees/bsn/honors.shtml. The School of Nursing Honors Program is designed to challenge motivated students who are interested in developing skills in the areas of knowledge generation, knowledge utilization, and knowledge dissemination.

IUSON Admission & Retention Criteria for Honors
A minimum Indiana University cumulative grade point average of 3.5 is required for all college-level courses completed. A minimum of 3.5 grade point average is required for all completed courses that are credited to the nursing degree. Students must also maintain both a cumulative GPA and nursing GPA of 3.3 each semester to remain in the honors option.

IUSON Honors Study Goals

- Engage motivated students in the pursuit of academic excellence in nursing
- Create opportunities for students to build collaborative mentor partnerships with faculty
- Involve students in faculty research projects and scholarship activities
- Facilitate the transition to doctoral education

IUSON Honors Program Study Requirements

	Sophomore Year	**Credits**
3r Semester	Nursing Honors Colloquium	2
4t Semester	Nursing Honors Colloquium	2
	Junior Year	**Credits**
5t Semester	Nursing Honors Colloquium	2

	H355 Data Analysis in Clinical Practice & Health Care Research	3
6t Semester	Nursing Honors Colloquium	2
	H365 Nursing Research	3
	Senior Year	**Credits**
7t Semester	Nursing Honors Colloquium	2
	NURS-H 370 Nursing Honors Research Internship I	3
8t Semester	Nursing Honors Colloquium	2
	NURS-H 470 Nursing Honors Research Internship II	3

Students are also expected to participate in external opportunities to present research.

Total credit hours for IUPUI School of Nursing degree designation is 24 credit hours

Last updated February 15, 2012

BSN School Requirements

There are three (3) distinct tracks in the BSN program. Students in each track must complete the same program outcomes and requirements. A description of each track follows.

Sample Curriculum Plan (Traditional Track)

In general, the traditional track has been designed for students beginning their academic studies on the IUB, IUPUC, or IUPUI campus. This track requires a minimum of four academic years to complete. The baccalaureate curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor. The following is an example of a full-time plan of study. On the IUPUI campus it is expected that students follow this published plan to facilitate their ability to meet course application requirements. Each student will develop, with the assistance of an academic advisor, an individual plan of study that reflects student need, student choices, availability of courses, and specific campus expectations.

Freshman Year**

First-Semester Courses	Credits
W131 English Composition	3
B104 or B105 Introduction to Psychology	3
Critical / Analytical Cluster	3
Communications Cluster	3
Cultural Diversity Cluster	3
Total Credits	**15**
Second-Semester Courses	**Credits**
N261 Human Anatomy	5
M118 Finite Math	3
R100 Introduction to Sociology	3
Humanistic Appreciation	3
Total Credits	**14**

Sophomore Year

Third-Semester Courses	Credits
N217 Human Physiology	5
B231 Communication for Health-Care Professionals	3
B232 Introduction to the Discipline of Nursing: Theory, Practice, Research	3
B244/B245 Comprehensive Health Assessment	4
Total Credits	**15**
Fourth-Semester Courses	**Credits**
J210 Microbiology & Immunology	4
B230 Developmental Issues & Health	4
B233 Health & Wellness	4
B248/B249 Science & Technology of Nursing	4
Total Credits	**16**

Junior Year

Fifth-Semester Courses	Credits
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
H355 Data Analysis in Clinical Practice and Health-Care Research	3
Cultural Diversity Cluster	3
Total Credits	**16**
Sixth-Semester Courses	**Credits**
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family & Child	7
H365 Nursing Research	3
Social Competence Cluster	3
Total Credits	**18**

Senior Year

Seventh-Semester Courses	Credits
S470/S471 Restorative Health Related to Multi-System Failures	5
S472/S473 A Multi-System Approach to the Health of the Community	5
S474 Applied Health-Care Ethics	3
Open Elective (nursing or general-education)	3
Total Credits	**16**
Eighth-Semester Courses	**Credits**
S481/S482 Nursing Management/Nursing Management Practicum	5
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Open Elective (nursing or general-education)	3
Total Credits	**15**

**Successful completion of high school chemistry, and Algebra 1 and 2 required.

Last updated February 18, 2010

Student Learning Outcomes

Bachelor of Science in Nursing (BSN):

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.

Accelerated BSN Track

The Accelerated BSN Track facilitates students holding a minimum of a baccalaureate degree in an area other than nursing who now wish to earn a bachelor of science in nursing degree. The Accelerated BSN Track allows those with a bachelor's degree to apply general-education course work toward the completion of the BSN degree if prior general-education course work meets the general-education requirements for this degree. This track is currently offered on the IUPUI campus.

The Accelerated BSN Track requires a commitment to a full-time study plan that will be completed in an 18#month time frame. In order to graduate in the 18 month time frame, one must be dedicated to a full-time study plan for those 18 months. This particular track meets the entire calendar year including summer. An understanding of this time commitment is important, as there is very little ability to adjust for absences or lateness in this track. At the completion of the program, graduates will receive an Indiana University BSN degree and will be eligible to sit for the Registered Nurse Licensure Examination.

Sample Curriculum Plan (Accelerated Track)

Semester I	Credits
B232 Introduction to the Discipline of Nursing	3
B233 Health and Wellness	3
B244/B245 Comprehensive Health Assessment	4
B248/B249 Science and Technology of Nursing	4
Total Credits	**14**
Semester II	**Credits**
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
S474 Applied Health-Care Ethics	3
Total Credits	**13**
Semester III	**Credits**
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family and Child	7
H365 Nursing Research	3
Total Credits	**15**
Semester IV	**Credits**
S472/S473 Health of the Community	5
S470/S471 Restorative Health	5
Total Credits	**10**
Semester V	**Credits**
S481/S482 Nursing Management	5

S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Total Credits	**12**

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Academic Policies and Procedures

Dismissal and Reinstatement

Dismissal

A student will be dismissed from the program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the campus of enrollment, there is lack of progress toward the degree. Lack of progress will include, but not be limited to the following:

1. Failure to achieve a 2.0 semester grade point average in any two consecutive semesters;

2. Failure to earn a grade of C (2.0) or (S) in any two required nursing courses (didactic or practicum/clinical) on the first attempt.

3. Failure to achieve a minimum grade of C (2.0) in any required nursing didactic course or S (Satisfactory) in any required nursing practicum/clinical course by the second attempt.

4. Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science course work. Any grade below a "C" is considered unsatisfactory (failing).

5. Failure to meet I.U.S.O.N. essential abilities expectations.

6. Failure to meet IU Code of Student Rights, Responsibilities, and Conduct.

Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal. (See IU Code of Student Rights, Responsibilities, and Conduct.)

The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent *Code for Nurses* as adopted by the American Nurses' Association.

The dismissal of any student is contingent upon review by the Admission, Progression, and Graduation Committee on the campus of enrollment. *Student dismissal is subject to the appeal process on the campus of enrollment.* (Policy U-VI-A-18)

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement by petitioning the School of Nursing's Admission, Progression, and Graduation (APG) Committee from the campus at which he or she was dismissed. Reinstatement by one campus is not binding on other campuses. Written request must be received by July 1 for fall reinstatement, April 1 for summer reinstatement, and October 1 for spring reinstatement. Reinstatement will be based on faculty recommendations at the time of dismissal and proposed plan for future success, as well as on availability of resources.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing courses designated on the campus enrolled. Students wishing exception to this practice must petition the Admission, Progression, and Graduation (APG) Committee.

Reinstatement is not guaranteed, and no student may be reinstated more than once. A reinstated student will be dismissed upon failure (a grade of C or lower) of one additional required course. Students who are reinstated must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reinstatement.

Last updated February 18, 2010

RN-MSN Mobility Option

Registered nurses who wish to pursue graduate education and whose highest academic credential in nursing is a diploma or an associate degree in nursing may be interested in exploring this educational option. This mobility option allows eligible registered nurses to earn a master's degree in nursing without first earning a baccalaureate degree in nursing. This option may not be the best mobility option for registered nurses, so it is important to talk with the School of Nursing's graduate student advisor early in the decision-making process. Interested nurses should contact the school's Center for Academic Affairs for more information at 317-274-2806.

Last updated February 16, 2012

Degree Programs

The baccalaureate program offers a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-term care, community settings, home care, and other nontraditional settings, and also provides a foundation for leadership positions and graduate study.

The BSN program is offered on the IUB, IUPUC, and IUPUI campuses. Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on either campus. Students are responsible for meeting all degree requirements.

Bachelor of Science in Nursing (BSN)

- Traditional BSN Track
- Accelerated BSN Track
- RN to BSN

Guidance & Counseling

Aa academic advisor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. Students must see their faculty advisors for academic counseling and program planning. The IUSON Director for Diversity and Enrichment is also available and committed to promoting an educational

environment that values, respects, and reflects a global view of diversity http://nursing.iupui.edu/diversity/index.shtml. Students at IUPUI may also consult the Counseling and Psychological Services (CAPS) at 317-274-2548 or http://life.iupui.edu/caps/, or other local agencies for specialized counseling.

Last updated February 14, 2012

Undergraduate Programs

Philosophy Statement

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts, which is necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Graduates of the baccalaureate nursing program are expected to demonstrate competency in being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 “Essentials of Baccalaureate Education for Professional Nursing Practice,” established by the American Association of Colleges of Nursing, the 2004 “Standards of Nursing Practice,” established by the American Nurses’ Association (ANA), the ANA 2005 Code of Ethics with interpretive statements, and the ANA Scope and Standards of Practice 2004 (ISBN - 13:9781558102156). Baccalaureate graduates assist individuals, families, and communities in attaining mutually established health goals and in facilitating the highest level of functioning for individuals, families, and communities toward the maximization of their health potential. Baccalaureate education must prepare graduates to be knowledgeable workers and processors of information, and to navigate complex health care systems using available technologies as they design and develop, independently or in conjunction with others, more efficient and effective approaches to the delivery of health care services.

Purpose

The baccalaureate program offers a creative curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-semester care, community settings, home care, and other nontraditional settings, and also provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a beginning practitioner, the graduate applies well-developed problem-solving skills in caring for individuals, families, and communities.

Student Outcomes

The following outcomes are expected of a graduate of the baccalaureate program:

- **Critical Thinker:** Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
- **Culturally Competent Person:** Someone who can provide holistic nursing care to a variety of individuals, families, and communities.
- **Knowledgeable Coordinator:** A coordinator of community resources who facilitates individual, family, and community access to resources necessary for meeting health care needs.
- **Politically Aware Person:** Someone who participates in the profession and the practice of nursing with a global perspective.
- **Conscientious Practitioner:** An individual who practices within the ethical and legal framework of the nursing profession.
- **Effective Communicator:** Someone who is able to share accurate information.
- **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.
- **Professional Role Model:** A person who promotes a positive public image of nursing.
- **Responsible Manager:** Someone who balances human, fiscal, and material resources to achieve quality health care outcomes.

The BSN program is offered on the IUB, IUPUC, and IUPUI campuses. Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

- Academic Expectations/ Progression
- Academic Policies and Procedures
- Degree Requirements
- Honors Study Option
- BSN: School Requirements
- Accelerated Track

Last updated February 14, 2012

RN to BSN Degree Completion Program

This program option is offered on the IUB, IUPUC, and IUPUI campuses for nurses holding an associate degree or diploma in nursing from an accredited nursing program. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the campus Office of Admissions and may apply to the program anytime throughout the academic year. Students who have previously attended an IU campus or who are graduates of the associate program at IU should contact the nursing academic counselor. Unless otherwise specified, all School of Nursing policies pertinent to BSN program majors also apply to registered nurse undergraduate students.

Students who have attended another college or university must forward an official transcript to the campus Office of Admissions. The Office of Admissions will then generate a credit transfer report (CTR) listing transferable credit.

Upon receipt of the CTR, the student should contact the nursing academic counselor at that campus who will review the CTR, identify course work to be completed, and explain the process for achieving advanced standing with credit. Credit will be awarded for relevant courses completed at other accredited institutions of higher learning. Students are eligible to enroll in courses upon (1) receiving notification from the Office of Admissions that they have been admitted, (2) verification of a registered nurse license in Indiana, and (3) attainment of a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale in all work attempted.

Registered nurse students need to consult with the academic counselor for course planning options. Options will vary according to student need, course availability, and resources. It is highly recommended that students complete their general education requirements before enrolling in the nursing courses within the RN-BSN Program.

- RN to BSN Degree Completion Program: Advanced Placement
- RN to BSN Degree Completion Program: Program Requirements
- RN to BSN Degree Completion Program: Residency Requirements
- RN to MSN Degree Mobility Option

Last updated February 16, 2012

Special Credit Courses

Following successful completion of the first semester of RN to BSN Degree Completion Program courses, 35 special credits are awarded for the courses listed below. In order to receive a BSN degree, the student's transcript must reflect fulfillment of all requirements, including 35 special credits. A special credit fee is set by the university and will be assessed. Special Credit courses appear on the student's transcript with a grade of S (Satisfactory.)

Courses Being Credentialed	Credits
B230 Developmental Issues and Health	4
B248 Science and Technology of Nursing	2
B249 Science and Technology of Nursing: Practicum	2
H351 Alterations in Neuro-Psychological Health	3
H352 Alterations in Neuro-Psychological Health: Practicum	2
H353 Alterations in Health I	3
H354 Alterations in Health I: Practicum	2
H361 Alterations in Health II	3
H362 Alterations in Health II: Practicum	2
H363 The Developing Family and Child	4
H364 The Developing Family and Child: Practicum	3
S470 Restorative Health Related to Multi-System Failures	3
S471 Restorative Health Related to Multi-System Failures: Practicum	2
Total Credits	35

A grade of S (Satisfactory) will be recorded on the student's transcript for the above courses according to the university credentialing process.

Nursing elective credit for NURS-K304 (Nursing Specialty Elective) may be awarded to registered nurses holding valid specialty certification from a nationally recognized nursing organization in an appropriate area of nursing. A total of 3 credit hours may be awarded.

Last updated February 16, 2012

Program Requirements & Sample Curriculum Plan

This curriculum plan is specifically for registered nurse students. The curriculum plan can be customized according to student need, interest, and academic goals. Students are expected to complete an individualized curriculum plan prior to beginning the RN-BSN nursing courses. RN to BSN Degree Completion Program nursing courses are available on the Web through Oncourse. Students must have satisfactorily demonstrated completion of the following courses (Completion may be demonstrated by course transfer, course validation, or course enrollment):

- 4-5 semester credits of anatomy
- 4-5 semester credits of physiology
- 3-4 semester credits of microbiology
- 3 semester credits of Introduction to Psychology
- 3 semester credits of Introduction to Sociology
- 3 semester credits of English composition
- 3 semester credits of a communication course
- 6 semester credits of Critical / Analytical / Science courses
- 6 semester credits of Cultural Diversity courses
- 3 semester credits of Social Competency courses
- 3 semester credits of Humanistic Appreciation courses
- 6 semester credits of open electives

Required Nursing courses:

Communications	B231
Professional Seminar I: Health Policy	B304
Professional Seminar II: Informatics	B404
Data Analysis	H355
Introduction to Research	H365
Ethics	S474
Community Health	S475
Management	S487
Capstone	S483
Nursing Electives (3 courses required)	Variable

Last updated February 16, 2012

Residency Requirements

Thirty hours of residency credit is required for the baccalaureate degree. RN to BSN Degree Completion Program students must meet this requirement to be eligible for graduation. The following required nursing courses may be used to meet the residency requirement.

B231 Communications	3
B304 Professional Nursing Seminar I	3
B404 Professional Nursing Seminar II	3
H365 Nursing Research	3
S475 A Multi-System Approach to the Health of the Community	3
S487 Nursing Management	3
S483 Clinical Nursing Practice Capstone	3
Nursing Elective (variable)	9
Total Credits	**30**

Students must petition the Admission, Progression, and Graduation (APG) Committee for special consideration if they wish to apply nursing transfer credit to meet residency requirements.

Last updated February 16, 2012

Admission

Associate degree or diploma prepared registered nurses who graduated from an NLNAC accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Degree Completion Program. Applicants will be considered for admission to the BSN program based on space availability.

To be eligible to apply to the RN to BSN Degree Completion Program students must:

- Have graduated from an NLNAC accredited school of nursing
- Be admitted to their home campus of Indiana University as a degree-seeking student
- Have a current, unencumbered RN license
- Achieve a minimum cumulative grade point average of 2.5 on a 4.0 scale for their prior ASN or diploma degree
- Complete required general education courses with a grade of C of above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may attempt a required course only twice.

School of Nursing policies related to the BSN degree pertain to RB to BSN students pursuing a BSN degree including, but not limited to, progression and graduation policies. While all existing policies related to the BSN degree pertain, the following exceptions will be followed:

- All general education requirements must be completed before enrolling in nursing courses
- Nursing courses must be completed within six years
- Anatomy, Physiology, and Microbiology do not have a 7 year "expiration date"
- Finite Math and Chemistry are not required for admission to the program

Procedures:

- Validation of prior knowledge and skills consistent with BSN expected program competencies is assessed through student learning measures that focus on application, analysis, synthesis, and evaluation of nursing knowledge and skills deemed appropriate for advanced placement in the BSN curriculum.
- RN students must complete all of the RN to BSN courses with a grade of C or better. Students must be successful in each course by the second attempt and may be dismissed from the program if unsuccessful in passing courses according to the BSN progression policy.
- Through the IU process of validation by special credit students will earn 35 credit hours for the following courses: B230, B248, H351, H353, H354, H361, H362, H363, H364, S470, and S471. (Special credit does not count towards residency credit)
- RN students may be eligible to receive additional special credit through the School of Nursing portfolio process for remaining required course work if students can meet the expectations of the portfolio review process.

Last updated February 17, 2012

Graduate Programs

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program; the PhD in Nursing Science and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Center for Academic Affairs

The mission of the Center for Academic Affairs in the School of Nursing is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, minority and international counseling, graduation, and student activities. Student

services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing and university policies and procedures, and in advocating students' rights and responsibilities.

Orientation

Students new to the School of Nursing will receive orientation materials in the mail prior to the start of the semester.

Guidance and Counseling

A counselor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. Students must see their faculty advisors for academic counseling and program planning. The counselor for minority affairs on the IUPUI campus is also available to assist minority students with special needs. Students at IUPUI may also consult the Adult Psychiatry Clinic, the Chaplain's Office, the Learning Skills Center, the Office of Career and Employment Services, Counseling and Psychological Services, or other local agencies for specialized counseling.

Graduate Minority Mentoring Program

The IU School of Nursing has initiated a graduate student mentoring program to support minority and international students during their education in the graduate program. Faculty members serve as mentors for students.

The goals of the program are:

1. To help students develop personal, social, and professional skills that will enable them to understand the challenges of graduate education and will enhance opportunities for academic and professional success.
2. To motivate students' involvement in opportunities presented through the Indiana University Graduate School, Indiana University School of Nursing, and Indiana University support services.
3. To promote communication between students, administrators, professors, mentors, staff, and the community.
4. To promote experiences that will support the accomplishment of a student's professional goals.
5. To meet regularly with students to review progress and to make plans for future success.

The benefits of the program for participating students are:

1. Opportunities to learn more about the Indiana University School of Nursing and Indiana University itself.
2. Expert assistance in developing career goals in advanced practice nursing.
3. Expert guidance in making career decisions.
4. Assistance in bridging the gap between academic achievement and its application in the workplace.
5. Participation in peer group experiences designed for students of color.
6. Individual instruction to prepare for admission into and progression through the graduate program in nursing.

Graduate Admissions

- Application
- M.S.N. Admissions
- Graduate Certificate: Teaching in Nursing
- Gradutate Certificate: Nursing Informatics
- PhD Program
- DNP Program
- Center for Academic Affairs

How to Apply

An online application process can be accessed through the School of Nursing Web site. Instructions and links can be found at nursing.iupui.edu. Other application information can be obtained from the Center for Academic Affairs, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; e-mail: oesgrad@iupui.edu phone: (317) 274-2806; fax: (317) 274-2996; Web: nursing.iupui.edu. International applicants must indicate on the graduate application that they are an International student.

Applicants need to complete an application packet that includes: (1) all forms required by the university; (2) official, original, sealed transcripts from each post-high school educational institution attended, including colleges, universities, and diploma schools of nursing (compilations on one transcript are not acceptable); (3) a 250-word essay describing career objectives; (4) payment of a nonrefundable application fee (this is required of all U.S. applicants who are new to Indiana University). All application materials must be submitted at the same time in the same packet except online applications, transcripts, and references.

Transcripts and references are submitted and should be sent to the Office of Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107. Fees are paid electronically through the OneStart system.

Application Deadlines

Applications for the master's program are considered twice a year. Completed applications are due February 15 and September 15. Acute Care NP only admits September 15. Family NP and Pediatric NP only admits February 15. Applications for the PhD program are considered twice a year - August 15 and October 15 for admission the following summer. Qualified applicants will be invited for interviews. The PhD Admissions committee makes nominations of the best-qualified candidates to the IU Graduate School. The Doctor of Nursing Practice (DNP) program admits students once a year and application materials are due March 1. Qualified applicants will be invited for interviews, and final acceptance decisions are made in April for fall admission.

Last updated: February, 2012

M.S.N. Admissions

Admission to the master's program requires approval by the faculty in the department in which study is desired. Admission is based on the composite of qualifications (as evidenced by the application), official transcripts, and references. A personal interview may be requested by the department. Acceptance into the master's program is competitive.

The criteria that follow must be met for full admission. An applicant who lacks one or more of the criteria may be considered for probationary admission or conditional admission, meaning one or more the admission criteria has not been met.

1. A grade point average (GPA) of 3.0 or higher on a 4.0 scale from a program accredited by the National League of Nursing, or an equivalent program.
2. A 250-word essay describing and explaining professional career aspirations as an advanced-practice nurse.
3. A current active, unencumbered registered professional nurse license in the state in which the student practices. International applicants must submit evidence of passing the Council of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University. Indiana licensure must be achieved prior to enrollment in any clinical nursing course.
4. For International students - in addition to meeting academic qualification, you must:
    - Show proficiency in English (a Test of English as foreign Language (iBT=-TOEFL) score of 550 or above is required and a speaking score of 26 or above is required for those who native language is not English.
    - Show proof of financial support, which will be processed through the Office of International Affairs.
    - Submit evidence of passing the Councils of Graduate of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University.
5. All majors require a statistics course. Please check with the Graduate Advisor regarding your preferred MSN track requirement.
6. Ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
7. Two years of relevant clinical nursing experience as a licensed registered nurse required for nurse practitioner applicants.

Mobility Option

Registered nurses wishing to pursue graduate education whose highest academic nursing credential is a nursing diploma, an associate degree in nursing, or a baccalaureate degree in another field may be interested in exploring this educational option. The mobility option allows registered nurses to earn a Master of Science in Nursing (M.S.N.) degree without the conferral of the baccalaureate degree in nursing. For more information, interested parties should contact the graduate advisor at the Center for Academic Affairs, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; telephone (317) 274-2806. Please note that this opportunity may not be the best option for all registered nurses, so it is important to talk with the School of Nursing's academic counselor early in the decision process.

Admission of Students on Academic Probation

Students with undergraduate GPAs lower than 3.0 may be admitted on academic probation upon the recommendation of the academic department in which they desire a major and with the endorsement of the Graduate Admission, Progression, and Graduation (APG) Committee.

Maintaining Active Status of Admission

Admission is valid only for the enrollment period designated in the admission letter. Deferment may be granted upon written request, subject to adjustment of admission status to requirements of the new enrollment period. Applications and transcripts are kept on file for two years only; beyond that period, reapplication is required.

Part-Time Study

Part-time study is possible, provided that the program is completed within the six-year limitation period. Part-time students should consult with their academic faculty advisors each semester in order to maintain active status.

PhD Admissions

Successful applicants must submit the following criteria by application deadlines of August 15 and October 15 for summer admission:

- Completion of a Baccalaureate in Nursing or Master of Science in Nursing from a program within a regionally accredited institution of higher education. (Indiana University School of Nursing faculty retain the right to determine acceptable accreditation status of nursing programs from which applicants have graduated.)
- A baccalaureate cumulative grade point average of 3.0 on a 4.0 scale. For applicants holding a master's degree, a graduate GPA of 3.5 or higher is required. The master's degree GPA will supersede the baccalaureate GPA. Official transcripts are required.
- Completion of a 3 credit graduate-level statistics course with a grade of B (3.0) or higher within three (3) years before the date of proposed application.
- Current Registered Nurse Licensure (RN) in state of U.S. residence.
- Competitive scores (50th percentile and above) on the verbal and quantitative sections and a score of 3.5 or better on the analytical writing section of the Graduate Record Examination (taken within the last five years). For information about the GRE —such as registration information, test dates, and testing locations—visit the Educational Testing Service (ETS) Web site or contact them by phone at 1-609-771-7670. Scores must be sent to IUSON directly from ETS and upon arrival will be matched to your application.
- International students must have competitive scores (minimum of 550) on the Test of English as a Foreign Language (TOEFL) or satisfactory performance on the International English Language Testing System (IELTS) exam for students whose first language is not English. A test of written English is also required. For more information, visit www.ielts.org. International student applicants are advised to consult with the IUPUI Office of International Affairs.
- The following materials are required to be included in the application materials:
    - A two- to three-page essay summarizing immediate and long-term professional goals and a proposed area of research.
    - Example of original scholarship or research in nursing as demonstrated by a report, published or unpublished paper, or a thesis.

- Three references, including one from a nurse faculty member who has knowledge of the applicant's academic ability from undergraduate or master's work.
- Letter from a nursing graduate faculty member with endorsement to direct dissertations who has agreed to be a Research Mentor because they share a research interest area with you (letter template must be used). For a list of IUSON faculty members and their areas of research interests http://nursing.iupui.edu/directory/faculty. Solicit a letter of support from one of these individuals whose area of research most closely matches your own. Submit this letter with the application materials. If you need help choosing faculty member(s) with similar interests, you may contact the Graduate Advisor for Doctoral Programs.
- An interview with members of the PhD faculty (arranged by school) is also required.

Qualified candidates are interviewed following each admission deadline. The PhD admissions committee makes decisions and nominates the best candidates to the IU Graduate School. Admissions decisions are finalized and students are notified of acceptance with a May (summer) start date for the program.

Application is two-fold:

1. Apply online; "Nursing Non-Degree"; "PhD Prep."
2. All application material, in one packet, should be sent no later than August 15 or October 15 to the following:

   Graduate Advisor for Doctoral Programs

   Indiana University School of Nursing Center for Academic Affairs

   1111 Middle Drive, NU 122
   Indianapolis, IN 46202-5107

For more information about the PhD program or the admission criteria, please contact:
Graduate Advisor for Doctoral Programs
Phone: (317) 274-2806
E-mail: dgrew@iupui.edu

Last updated: February, 2012

DNP Admissions

Admission to the Indiana University School of Nursing (IUSON) DNP program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, certification, statement of professional aspirations, official transcripts, references. A personal interview is also required. Acceptance into the program is competitive. The DNP program admits once a year with the application deadline of March 1 for fall admission.

The following criteria must be met for unconditional admission to the DNP program:

1) Master's Degree in Nursing from an NLNAC or CCNE accredited program.

2) MSN degree program cumulative GPA of 3.3 or higher.

3) Meet the role requirements of the agency in which you conduct your practicum.

4) Provide documentation of supervised practice hours from an accredited MSN program. Students with fewer than 500 clinical hours will take additional practicum credits to achieve the 1000 hours required by the American Association of Colleges of Nursing.

5) Have completed NURS-I 630 *Introduction to Nursing Informatics* or equivalent graduate level informatics coursework.

6) Have completed NURS-R 505 *Measurement and Data Analysis* or NURS-L 650 *Data Analysis for Clinical and Administrative Decision-making* or equivalent graduate level statistics course completed *within the last three years with a grade of B or better.*

7) An unencumbered RN license in state of practice.

8) Completed online IUSON DNP application.

9) Official transcripts from all colleges and universities attended.

10) Written career goal statement (limit of 500 words).

11) Three professional references (at least one from a current or former supervisor).

12) Resume or curriculum vitae.

13) Statement of possible community agency or health system mentor, and/or general idea of DNP scholarly inquiry project.

14) Admission interview.

Last updated: February, 2012

Awards & Scholarships

- Financial Information
- University Support

Nursing Informatics

The School of Nursing offers a Graduate Certificate in Nursing Informatics. Nursing informatics is a nursing specialty that draws from computer science, information science, cognitive and decision sciences, and nursing science. Students in nursing informatics gain knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. Completion of the certificate program fulfills the educational requirements for eligibility for the AACN certification as an Informatics Nurse. (Note: Eligibility for certification has the additional requirement of 1,000 hours of clinical informatics practice). The certificate meets the educational requirements of nurses who want to expand their current knowledge base or develop new skills in nursing informatics and meet the growing needs of clinical enterprises that are seeking nurses to fulfill roles in clinical and consumer (e-health) roles. The certificate (12 credit hours) requires completion of three core courses and an additional elective selected by the learner from a list of recommended courses.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making

decisions about admission. Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or higher to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If a student is able to document appropriate graduate course work at another institution, the student can request that the transfer of a maximum of 3 credits. The faculty that oversees the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters) between courses. (This field and its underlying technology change too rapidly to allow for longer breaks.) Most students enrolled in this program will be part-time students, employed full time. Thus four years may be needed for the completion of all courses if students take one course per semester.

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Nursing Informatics Courses

- NURS I630 Introduction to Nursing Informatics (3 cr.)
- NURS I631 Clinical Information Systems (3 cr.)
- NURS I579 Nursing Informatics Practicum (3 cr.)

Nursing Informatics Electives

- NURS I635 Consumer Health Informatics (3 cr.)
- NURS L650 Data Analysis for Clinical and Administrative Decision Making (3 cr.)
- NURS T619 Computer Technologies for Nurse Educators (3 cr.)

Teaching in Nursing

The School of Nursing offers a Graduate Certificate in Teaching in Nursing. The certificate (15-17 credit hours) requires completion of prescribed courses and a teaching practicum. The academic certificate is for students with bachelors's or master's degrees or currently enrolled in a master's program with the career goal of teaching in an academic setting.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making decisions about admission. Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or better to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If students are able to document appropriate graduate course work at another institution, they can request that they transfer a maximum of 3 credits. The faculty members who oversee the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters) between courses. (This field and its underlying technology changes too rapidly for longer breaks.)

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Courses for the Teaching in Nursing Certificate

- T615 Curriculum in Nursing (3 cr.)
- T617 Evaluation in Nursing (3 cr.)
- T619 Computer Technologies for Nurse Educators (3 cr.)
- T670 Teaching in Nursing (3 cr)
- T679 Nursing Education Practicum (3 cr.)

- T800 Preparing Future Faculty (2 cr.) **Optional for Graduate M.S.N. and required for Ph.D. students.**

Certificate Programs

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

Contact Information

Graduate Programs
Indiana University School of Nursing
1111 Middle Drive, NU 112
Indianapolis, IN 46202-5107
Phone: 317.274.2806
www.nursing.iupui.edu

Degree Programs

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)

- Doctor of Philosophy in Nursing Science (PhD)

The School of Nursing also offers the following certificates:

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program: the PhD in Nursing Science and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Doctor of Nursing Practice (DNP)

Purpose

The Doctor of Nursing Practice (DNP) is a Post-Masters 37 credit hour practice-focused professional doctorate. Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduate will contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice.

Program Outcomes

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.

2. Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes.

3. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems.

4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.

5. Translate knowledge for application to the delivery of advanced nursing practice.

6. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.

7. Evaluate the impact of change on complex health systems including individuals and populations.

DNP Curriculum

Thirty-seven credit hours (post- masters MSN) are required to complete the curriculum and include the following courses:

I631	Clinical Information Systems	3 credits
D615	Health Care Outcomes and Decision Making	3 credits
D735	Clinical Epidemiology and Statistics in Nursing	3 credits
D736	Inquiry I: Evidence-based Research & Translation Science	3 credits
D737	Inquiry II: Evidence-based Research & Translation Science	3 credits
D743	Influencing Public Health Policy	3 credits
D744	Strategic Resource Management in Nursing & Health Systems	3 credits
D749	DNP Practicum	7 credits
D751	Knowledge Complexity	3 credits
D751	Relationship-Centered Leadership in Complex Systems	3 credits
	Elective	3 credits

Last updated: February, 2012

Academic Standing

Good Standing

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

Disciplinary Probation

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserve the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate the student's unfitness to continue preparation for professional nursing.

Academic Probation

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. The probationary status is removed within one semester or its equivalent (9 credit hours). Students who do not regain good academic standing after three semesters of probation will be dismissed from the program.

Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students admitted on probation who fail to remove the conditions of admission within the time frame specified are subject to dismissal.
- Students must maintain a cumulative GPA of 3.0 throughout the duration of the program. Course grades lower than B- will constitute course failure.
- Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.

- Students who receive a failing course grade in a non-clinical coure will be placed on academic probation and monitored by the MSN AFP Committee. The student may request an opportunity to repeat the course one time.
- Students who receives a failing grade in a clinical course or in more than one course (clinical and/or didactic) within the same semester will be dismissed from the program.
- If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed.
- Students will remain on academic probation, even after successful completion of a repeated course, until cumulative GPA meets or exceds 3.0.
- Students who are on academic probation and/or has one or more course Incomplete(s) outstanding cannot enroll in further coursework unless approved by the MSN APG Committee.
- Evidence of lack of progress toward the degree is described as failure to successfully attain a B– or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within a six-year period following initial registration will be dismissed.

Master of Science in Nursing

Philosophy

Nursing is a scientifically and theoretically based service profession. By embracing the contextual nature of practice through integration of multiple ways of knowing including critical thinking, research, reflection, and intuition, M.S.N. graduates become expert nurses who provide holistic, ethical, evidence-based care within an interdisciplinary environment. Through the educational process, students become visionary leaders who advance the profession of nursing and influence the future of healthcare.

Purpose

The IUSON M.S.N. programs educate nurses to become leaders within dynamic healthcare environments. As nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead educational and complex healthcare systems.

Program Outcomes

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Students select one of 8 track areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all tracks. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with a faculty advisor. Degree requirements can be met through a combination of distance-accessible and on-campus learning opportunities.

All graduates of the master's degree program are expected to achieve the following outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

The goal of the M.S.N. program is to prepare its graduates for leadership roles in advanced nursing practice, clinical specialization, nursing education, or nursing administration. tracks are offered in eight areas. Post-master's options are also available in all the tracks. Students select a track area of study when they apply for admission.

Students may elect to follow a full- or part-time course of study. Minimum time for completion of degree requirements is three semesters. All degree requirements must be met within six years of initial enrollment. The pattern and duration for the individual student is determined in consultation with an academic advisor.

Selected master's courses are distance accessible using a variety of technologies.

- Degree Requirements
- Academic Standing of Students
- Curriculum Design
- Post-Master's Option

Curriculum Design

Minimum completion time for the master's degree program is five semesters. The pattern and duration for the individual student is determined in consultation with the student's faculty advisor.

All majors include the following areas of study:

1. **Core Courses.** One course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credit hours.
2. **Courses in the Nursing Major.** Between 15 and 30 credit hours in specialty courses from the major department.
3. **Nursing Study/Thesis Option.**Three credit hours of nursing study or 6 credit hours of thesis work.
4. **Focus Area Courses.** These are required for some majors and requirements vary from 3-9 credit hours of electives chosen by the student in consultation with a faculty advisor.

Degree Requirements

Candidates must meet both the general requirements of the master's program in the School of Nursing and the specific requirements of the specialty track.

All candidates for the degree of Master of Science in Nursing must fulfill the following requirements:

1. Complete a minimum of 42 credit hours of courses (43 for Acute Care Nurse Practitioner program), depending on the track, and fulfill departmental requirements. A maximum of 3 credit hours may be taken at the undergraduate level if the track offers an elective option. Courses meeting the requirement of advanced nursing practice must be taken in or through the School of Nursing.
2. Remove all conditions, deficiencies, probation, and Deferred or Incomplete grades.
3. Achieve a 3.0 grade point average by the time the student has completed 42 credit hours of course work, as required by the major department. Credit hours toward the degree are not granted for courses with a grade below B–. All grades are included in computing the grade point average.
4. Complete all degree requirements within six years of the date the student begins course work.
5. File intent to graduate forms at least one semester before the final semester of study. A new intent to graduate form must be filed if the graduation date changes. Application forms are online and filed with the recorder for graduate programs.
6. Complete the School of Nursing Exit Survey, which is part of the intent to graduate form.

The School of Nursing is not responsible for certification for the degree if the student fails to file the application.

Portfolio Review Process for M.S.N. Course Substitution

A portfolio review process is available to all M.S.N. 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 the knowledge, skills, and abilities through prior learning and/or practice experiences. The decision to accept the documentation provided is based on determination of the equivalency of this prior knowledge and skills that the student would be expected to demonstrate at the completion of a specific course. The portfolio review option does not take the place of course equivalency reviews or transfer credit. For more information about specific policies and procedures related to the portfolio review process for graduate students please refer to the current graduate student handbook at the School of Nursing Web site.

Post-Master's Option

A minimum of 12 credit hours, determined by the area of study. Post-master's options are available in all Master of Science in Nursing tracks. The option varies from 12 to 29 credits, depending on previous course work. Applicants must have a Master's degree in Nursing. A 500 level graduate statistics class will be required if statistics has not been taken within 5 years and is below a B-.

Program Descriptions

Students select a specialty track at the time they apply for admission. Post-master's options are available in all clinical areas and in nursing administration and teacher education. The majors are listed by their respective departments.

Nursing Administration

Nursing Education

Clinical Specialists

- Adult Health Clinical Nurse Specialist
- Psychiatric Mental Health Nursing

Nurse Practitioners

- Pediatric Nurse Practitioner
- Adult Nurse Practitioner (geriatric and oncology tracks available)
- Family Nurse Practitioner
- Acute Care Nurse Practitioner

Curriculum

The PhD curriculum consists of six core areas of 90 credit hours. The MSN to PhD can use up to 30 credit hours from their Master of Science in Nursing course work.

Core	BSN to PhD	MSN to PhD
Professional Development Core	8 credits	6 credits
Nursing Theory Core	9 credits	6 credits
Nursing Science Research Major	21 credits	15 credits
Nursing Science Concentration	24 credits	8 credits
Minor, external or internal	12 credits	9 credits
Dissertation	16 credits	16 credits

For a complete outline of the courses required for each core, visit the Indiana University School of Nursing PhD program Web site: www.nursing.iupui.edu.

Last updated: February, 2012

Focus Areas of Study w/ Wide Applications

Scholars are prepared in clinical nursing science and health systems. PhD students work closely with faculty mentors, utilizing the resources available at IUSON, and participate in intensive research studies. Focus areas reflect faculty research strengths.

Clinical Nursing Science

Clinical nursing science concentrates on the interrelationships of health promotion, health behavior, and quality of life in acute and chronic illness throughout the life span. This focus area includes the prevention and early detection of disabilities across the continuum of care and the enhancement of the health and well-being for individuals, families, and communities. Examples of scholarship and faculty research topics in clinical nursing science include:

- Improvement of quality of life in persons with chronic illness, including epilepsy, stroke and renal disease
- Behavioral oncology across the cancer continuum (including cancer prevention, detection, and symptom management)
- Childhood and family adaptation to chronic illness
- Family caregiving across the lifespan
- Tailored intervention studies to improve quality of life
- Patient care safety

Health Systems

Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. This focus area includes the science of nursing education, informatics, health policy, and administration. Examples of scholarship and faculty research topics within the focus of health systems include:

- Teaching and learning in Web-based courses
- Clinical reasoning
- Assessment of learning and program evaluation
- Health policy and public policy analysis
- Computer systems to enhance care delivery
- Nursing informatics
- Narrative pedagogies
- Patient care simulations
- Community-based care coordination

Last updated: February, 2012

PhD in Nursing Science Program

Professional nursing is a distinct scientific discipline with a specific body of knowledge obtained through research. The Doctor of Philosophy program builds upon baccalaureate or master's nursing education and emphasizes the use of creativity in the development and formulation of ideas that contribute to nursing science. Through research, analysis, and evaluation, students are empowered to transform knowledge and critical data into viable propositions through effective communication, critical inquiry, and clinical application. As students progress through the PhD program, they are socialized to the value of research and interdisciplinary inquiry. Today's PhD in nursing science scholar is entrusted with shaping and preserving the quality and vitality of professional nursing.

- On-Campus and Distance-Accessible PhD Options
- Focus Areas of Study
- PhD Curriculum
- Opportunites for Postdoctoral Study

On-Campus and Distance-Accessible PhD Options

Indiana University School of Nursing (IUSON) offers both an on-campus and a distance-accessible option. The distance-accessible option offers bachelor's and master's prepared nurses access to our PhD program through a variety of distance technologies. Faculty and students use Web-based courses, video conferencing, discussion dialogues, telephone conferencing, and other emerging technologies to communicate and participate effectively via long distance. Courses and faculty mentoring are coupled with required two-week on-campus summer intensive sessions. Admission criteria and curriculum are the same for both options.

Graduates of the program will be able to:

- Synthesize knowledge from nursing as well as from the biological and behavioral sciences to investigate health phenomena relevant to the discipline of nursing.
- Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
- Independently conduct and communicate research that advances the body of scientific nursing knowledge.
- Defend the social significance of the expanded knowledge base of nursing.
- Interpret nursing science within an interdisciplinary context.

Last updated: February, 2012

Postdoctoral Study

There are several postdoctoral research training programs at the IU School of Nursing. Advanced research training is available in the areas of Health Behaviors and Quality of Life as well as Behavioral Oncology and Cancer Control. More information is available by calling 317-274-0869 or at http://nursing.iupui.edu/research/training.shtml.

Last updated: February, 2012

Financial Information

Information about financial resources for doctoral nursing students including scholarships, traineeships, fellowships, research teaching assistantships, as well as other sources of financial aid for tuition, fees, and health insurance may be obtained by contacting IUSON's Center for Academic Affairs Web site http://nursing.iupui.edu/cost/index.shtml. To be considered for financial aid all students should complete the Free Application for Federal Student Aid located on the Web at www.fafsa.ed.gov. All graduate students are encouraged to apply for scholarships.

- University Support

University Support

To be considered for financial aid all students should complete the Free Application for Federal Student Aid, located on the Web at www.fafsa.ed.gov. Financial support for graduate students, available from the IUPUI Office of Scholarships and Financial Aid, is primarily in the form of loans and Federal Graduate Work-Study employment. Eligibility for these programs is determined by financial need. Students must submit the forms annually by March 1 to determine financial need. In addition to demonstrating financial need, students must be admitted and enrolled in a nursing graduate program for a minimum of 4 credit hours, or half-time per semester. Further information can be obtained from the Office of Student Financial Aid Services, 425 University Boulevard, Cavanaugh Hall 103, Indianapolis, IN 46202-5145; telephone (317) 274-4162.

University Fellowships

Graduate fellowships may be available from Indiana University for full-time study during the first year. These awards are competitive. Ph.D. candidates are eligible and are nominated by the IU School of Nursing faculty.

IUPUI Educational Opportunity Fellowships

These fellowships are awarded to encourage graduate students who are enrolled at a minimum of 6 credit hours per semester, and who have disadvantaged backgrounds, to participate in graduate studies. Educational Opportunity Fellowships http://www.iupui.edu/~gradoff/students/, which average $500 to $1,500 per year, are awarded on the basis of financial need and academic ability. A form must be submitted to determine financial need.

Student Learning Outcomes

- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)
- Master of Science in Nursing (M.S.N.)
- Certificate in Nurse Teaching
- Certificate in Nursing Informatics

Master of Science in Nursing (M.S.N)

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Students select one of 8 major areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all majors. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with a faculty advisor. Degree requirements can be met through a combination of distance-accessible and on-campus learning opportunities.

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

Doctorate Programs

Doctor of Nursing Practice (DNP)

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of individuals.
2. Engage with communities of practice to frame problems, design and implement evidence-based interventions and evaluate outcomes.
3. Integrate the needs of diverse societies in the design, delivery and evaluation of health services in complex systems.
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.
5. Translate knowledge for application to the delivery of advanced nursing practice.
6. Implement changes based on evaluation of health systems, health policy and nursing science in response to social, political, economic and ethical issues.
7. Evaluate the impact of change on complex health systems including individuals and populations.

Doctor of Philosophy in Nursing Science (PhD)

Graduates of the program are expected to:

1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena.
2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
3. Conduct and communicate Independent research that advances the body of scientific knowledge.
4. Defend the social significance of the expanded knowledge base of nursing.
5. Interpret nursing science within an inter-disciplinary context.

Last updated: February, 2012

Graduate Certificates

Certificate Program in Nurse Teaching

All participants who complete the nurse teaching certificate program are expected to achieve the following outcomes:

1. Facilitate learning effectively
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship

8. Function within the Educational Environment

Certificate Program in Nursing Informatics

The goal of the certificate in nursing informatics is to prepare graduates with knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. All participants who complete the nursing informatics certificate program are expected to achieve the following outcomes:

1. Synthesize knowledge of system design, selection, implementation, and evaluation of information systems for nursing care delivery, including human factors and organizational change management.
2. Manage structured and unstructured data for representing nursing knowledge to inform clinical and administrative decision making, monitor quality and effectiveness of nursing care, and support evidence-based nursing practice.
3. Utilize standardized languages for storage and retrieval of healthcare information and nursing data.
4. Integrate principles of computer science, information science, cognitive and decision sciences, and nursing science within computerized decision support systems
5. Demonstrate project management skills for implementation of technological solutions to nursing and healthcare problems.
6. Develop policies to safeguard access to health information and to ensure information security, accessibility, and quality.
7. Analyze the social and ethical issues related to computerized healthcare information delivery.

Centers & Institutes

As the nation's only school of nursing offering the full range of degree programs, we provide a continuum of nursing education unmatched by any other university. Our goal is to help students reach their career goals in the health care profession and prepare them to meet the lifelong challenges they'll face as nurses.

Centers and Institutes

Student Organizations

- The Honor Society of Nursing, Sigma Theta Tau International
- Student Nurses Association
- Chi Eta Phi Sorority, Inc.
- Minority Nursing Student Organization (MNSO)
- President’s Council
- Pi Lambda Theta
- Graduate Nursing Student Organization
- IU School of Nursing Committees

Last updated February 10, 2010

Honor Society of Nursing

The Alpha chapter of the international honor society of nursing was organized at Indiana University. Membership is by invitation to baccalaureate and graduate nursing students who have demonstrated excellence in their nursing programs and have shown superior academic and personal records of achievement. Qualified members of the nursing profession, upon demonstration of marked achievement in nursing, are also eligible for membership. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau International.

Last updated February 18, 2010

Student Nurses Association

All prenursing and nursing undergraduate students are eligible for membership in the National Student Nurses Association, the Indiana Association of Nursing Students, and IU’s local chapter. The chief purpose of the organization is to help students prepare to assume professional responsibilities through programs that involve nursing students in health care issues, legal aspects of nursing, interdisciplinary questions, and community activities at the local, state, and national levels.

Last updated February 18, 2010

Chi Eta Phi Sorority, Inc.

This service organization is open to all undergraduate nursing students who demonstrate excellence in the profession of nursing, maintain an acceptable grade point average, demonstrate leadership, and participate in campus and community activities. This organization affords students an opportunity to engage in service activities and to promote interest in the field of nursing locally and nationally.

Last updated February 18, 2010

Minority Nursing Student Organization (MNSO)

The purpose of the MNSO is to serve as a peer support group for undergraduate, graduate, and prenursing minority students. The organization serves as a liaison among minority nursing students, faculty, and interested persons, groups, and organizations in the school, university, and community. At the current time, gatherings are serving as the liaison source for minority students.

Last updated February 18, 2010

President’s Council

The President’s Council is composed of the presidents of School of Nursing student organizations, class officers, faculty advisors, and representatives from school committees that deal with student matters. The purpose of this group is to be a liaison between various student groups, the faculty, and administration of the school. This group is especially involved in decisions associated with progression through the program and with graduation-related events. Class presidents are expected to keep classmates informed of issues and to act as advocates for their peers.

Last updated February 18, 2010

Pi Lambda Theta

Graduate students with GPAs of at least 3.5 who are enrolled in teacher education courses may meet selective criteria for election to Pi Lambda Theta, an international honor society and professional association in education

Last updated February 18, 2010

Graduate Nursing Student Organization

The Graduate Nursing Student Organization seeks to foster fellowship, cooperation, and communication among graduate nursing students; to provide a means for graduate students to share concerns; to share information regarding student activities and concerns; to plan service and educational projects; and to provide representation for graduate students. The goal of the organization is to uphold the ideals and standards of the School of Nursing.

Last updated February 18, 2010

IU School of Nursing Committees

Students are invited to participate on School of Nursing standing committees of the Council of Nursing Faculty, and on ad hoc task forces. Examples include the CCNF BSN Curriculum Committee and the CCNF Student Affairs Committee.

Last updated February 10, 2010

Academic Policies & Procedures

Please refer to School of Nursing policy for more information

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Auditing of Courses

An audit student officially registers for a class and pays the applicable credit hour rate. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Note that this option is available only with the instructor's permission.

Professional Liability Insurance

All undergraduate and graduate nursing students have liability insurance under IU's malpractice contract. This policy covers students only while caring for patients/clients in the student role. This insurance does not cover students who are working for pay or in any other capacity outside program-sanctioned learning experiences.

Criminal Background Checks

All applicants are required to submit a national criminal background check upon being admitted to the School of Nursing. Current students will be required to update their national criminal background checks on an annual basis.

Health Requirements and Insurance

All nursing students must provide evidence of compliance with health requirements including immunizations, CPR certification, Training in Universal Precautions, and Hepatitis B Vaccinations on the campus where they are enrolled. Failure to meet health requirements will prevent the student from participating in clinical learning experiences. Lack of participation could constitute a clinical course failure. Occupational Safety and Health Administration (OSHA) training related to blood-borne pathogens is required of all students annually. Students will be notified of training dates and times. Students are also expected to meet any additional mandated OSHA requirements as dictated by agencies providing clinical learning experiences. Health insurance is mandatory and students are expected to demonstrate insurance coverage on entrance to the program and continued coverage throughout the program.

Students with Disabilities

Indiana University is committed to helping temporarily and permanently disabled students make the transition to student life. Students with physical, mental, or learning impairments are encouraged to consult with counselors from the Adaptive Educational Services for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses. Students on the IUPUI campus can seek additional information at http://uits.iu.edu/page/akft .

Writing Competencies

Writing competency is an expected outcome of the nursing program and of the university. In an effort to prepare students well in this area, faculty have developed the following writing criteria to be used in assessing all student writing:

1. The writing has a focus related to course content.

2. The writing should be organized with an introduction, purpose, sense of audience, thesis, and conclusion.

3. The writing shows development, organization, and detail; the writing reveals the student's ability to develop ideas with balanced and specific arguments that are evidence-based.

4. The writing is clear with vocabulary that is specific to the course.

5. There is coherence within and between paragraphs.

6. The writing reflects critical thinking, linking the specific to the general and uses appropriate examples.

7. The writing follows APA requirements regarding sentence structure, punctuation, spelling, grammar and referencing unless otherwise specified by the faculty.

8. The writing is stated in the student's words and demonstrates their own, non-plagiarized work, and where ideas or materials of others are used, appropriate credit is given to original sources.

9. The writing demonstrates a reflection of Evidence Based Practice when appropriate.

10.The writing demonstrates the use of professional literature resources and WEB sites.

Technology and Information

School of Nursing students must be able to send and receive e-mail, and add and retrieve attachments. They should be comfortable using a Web browser to access Oncourse, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate Internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web, and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the IT Training & Education, http://ittraining.iu.edu/.

Students participating in Web-based courses and/or those using Adobe Connect Web-conferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see http://nursing.iupui.edu/students/computing_technologies.shtmlfor specific information). The University officially supports both Macintosh- and Windows-based computers, but some software such as SAS is not available for Macintosh computers. Students can download applications by logging in with their IU Network ID and password to http://www.iuware.iu.edu/. Students are expected to install and maintain up-to-date virus detection software to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Formal Communication

The School of Nursing recognizes students' Indiana University / IUPUI e-mail address as the only official means of formal communication via e-mail with students. All students are required to have Indiana University / IUPUI e-mail accounts.

Transportation

Clinical practice learning experiences are varied in setting and are located within the surrounding communities of Indianapolis, Columbus, and Bloomington. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps occurring during student commutes.

Additional Requirements

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Last updated February 16, 2012

Graduate and Professional Policies

General Policies for the Graduate School of Nursing, All Campuses

Student Responsibility

Students in the School of Nursing are responsible for meeting with their academic advisors and planning their programs. Students need to acquaint themselves with all regulations and remain currently informed throughout the nursing program. All provisions of this bulletin are in effect from the year in which the graduate student enters the nursing program. The Indiana University School of Nursing reserves the right to change the regulations in this bulletin at any time during the period for which it is in effect, and to add, modify, or withdraw courses at any time.

English as a Second Language

Students for whom deficiencies in English have been identified by the IUPUI English Entrance Exam must successfully complete recommended English as a Second Language courses before enrolling in nursing courses required by the major.

General Policies

In addition to policies described under the general statement of the School of Nursing, the following policies govern master's study in particular.

Transfer of Credits

Students must obtain the consent of the associate dean for graduate programs before credit earned at other institutions may be added to the official transcript. A maximum of 9 credit hours with a minimum grade of B in courses that fulfill the curriculum requirements may be transferred from an accredited college or university with the consent of the academic advisor. Credits used to meet requirements for the Bachelor of Science in Nursing may not be used toward the Master of Science in Nursing.

Degree Programs

Students may earn only one Master of Science in Nursing degree from the Indiana University School of Nursing, although they may study in more than one major.

Study/Thesis Continuation

After completing R590 Nursing Study (3 cr.) or R699 Master's Thesis in Nursing (6 cr.), the student must enroll every semester in R900 Continuation in Study or Thesis (1 cr.), until the study or thesis is satisfactorily completed.

Academic Policies for the Graduate Programs in the School of Nursing

(The following policies apply only to students admitted to the School of Nursing.)

Semester Load
Full-time graduate students are those enrolled in 8 credit hours during a regular semester or summer session. Enrollment in fewer credits than this constitutes part-time study.

Absences
Illness is usually the only acceptable excuse for absence. Allowances for illness are based on the time at which they occur and the amount of time lost. Loss of time in any course may require that the student repeat the course.

Leave Policy
Students admitted to the graduate programs may petition for a leave of absence of up to one year for personal or health reasons. Students must obtain their advisors' approval and petition the Graduate Admission, Progression, and Graduation Committee in writing. To extend time required for completion of a program, students must obtain leave prior to extended absence.

Completion of Degree Requirements
The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation. Transfer of external courses should be completed well in advance of graduation semester. Transcripts may not arrive in time for graduation if students choose to transfer courses in the last semester.

Auditing of Courses
An audit student officially registers for a class and pays the applicable credit hour rate. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Note that this option is available only with the instructor's permission.

Withdrawals
Students who wish to withdraw from any or all courses should consult with their academic advisors. The steps to withdraw and possible refunds vary depending on the point in the semester. For specific steps visit registrar.iupui.edu or consult the Registration Guide and Academic Information.

Incomplete (I) Grades
The grade of Incomplete used on final grade reports indicates that the work is satisfactory as of the end of the semester, but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete only upon a showing of such hardship to a student that would render it unjust to hold the student to the time limits previously fixed for the completion of the course work.

Deferred Grades
The grade of R (Deferred) is appropriate only as long as there is work in progress. Only certain courses are designated as courses for which the grade of R may be awarded. All R grades must be changed to a letter grade before graduation.

Addition of Courses/Change of Section
Students may add courses or change from one section of a course to another according to the dates in the Registration Guide and Academic Information. Electronic class drop and add is available for certain periods of time. Check registrar.iupui.edu.

Cumulative Grade Point Average
Grades in courses transferred from another institution are not used in calculating the cumulative grade point average. However, all grades from course work attempted at Indiana University are used in calculating the cumulative grade point average.

Computer Literacy
Prior to enrolling in nursing courses, faculty expect nursing students to be able to use computers well enough to log on to the Internet to access class content. Students should also be able to search for nursing-related materials and to return to an interesting site whenever they choose by using bookmarks or a word processor to store Internet location addresses. Students also should be able to log in to an e-mail account to communicate with other students and faculty, and to use a word-processing program.

Students participating in Web-based courses should have access to a computer with a reliable Internet connection (minimum 56K). The School of Nursing officially supports only PC-compatible computers (not Macintosh). For specifics about recommended PC configurations, see uits.iu.edu (click on "Software and Hardware"). The IUPUI SoftPak software should also be purchased. This software can be purchased at the IUPUI Cavanaugh Bookstore on CD for a minimal fee. These CDs include software to connect to the IUPUI network, Netscape Communicator to use as a World Wide Web browser, and a virus checker. If the students are outside of the Indianapolis calling area, they should acquire an Internet provider such as America On Line (AOL), Prodigy, CompuServe, or another that has a phone number in their calling area. These commercial providers have their own World Wide Web browsers. Students in R.N.–B.S.N., R.N.–M.S.N., M.S.N., and Ph.D. programs are required to have their own computer and to be able to access the IUPUI campus services.

Professional/Technical Standards
Students of the School of Nursing will be held to the American Nurses Association's "Standards of Professional Performance" and "Code of Ethics 2005," and the School of Nursing's essential abilities (outlined below). Failure to uphold these standards may result in dismissal from any nursing program.

ANA Standards of Professional Performance (revised 2004)

1. The nurse systematically evaluates the quality and effectiveness of nursing practice.
2. The nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statutes and regulations.
3. The nurse acquires and maintains current knowledge in nursing practice.

4. The nurse interacts with and contributes to the professional development of peers, and other health care providers as colleagues.
5. The nurse's decisions and actions on behalf of patients are determined in an ethical manner.
6. The nurse collaborates with the patient, family and other health care providers in providing patient care.
7. The nurse uses research findings in practice.
8. The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.

ANA Code of Ethics for Nurses (revised 2005)

Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Essential Abilities

The School of Nursing faculty have specified essential abilities (technical standards) critical to the success of students enrolled in any IU nursing program. Qualified applicants are expected to meet all admission criteria, and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and families and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
4. Essential emotional coping skills: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate in order to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student, in accordance with the Professionalism Expectation Document, must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

(Policy III-E-13)
Last updated February 15, 2012

Undergraduate Policies

- Special Expenses
- Grade Replacement, Forgiveness, Repeating Courses, Auditing
- Good Standing
- Academic Probation
- Advanced Placement
- Orientation
- Seven-Year Limit
- Practicum/Clinical Absences Policy
- Academic Appeals
- Eligibility for Licensure
- Transfer

Special Expenses

- Practice kit fee—This kit includes supplies that the student will be using in the learning lab and clinical settings.
- Practicum fees—Certain courses at the School of Nursing are assessed practicum (clinical) fees in addition to credit hour charges.
- Uniform—All undergraduate nursing students must purchase the designated uniform and wear it, along with appropriate identification, while in clinical settings. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area.
- Lockers—Lockers are available for rental per semester for those attending the IUPUI campus in the School of Nursing building.
- Assessment—All undergraduate students receive learning assessment materials and exams to facilitate success in the program as well as on the nursing licensure examination. This fee is assessed each semester while in the nursing major.
- The student is expected to bear any programmatic expense, such as annual criminal background check fees, Kaplan Integrated Testing fees, computing expenses, and immunization costs.

Last updated February 18, 2010

Grade Replacement, Forgiveness, Repeating Courses, Auditing

Required General-Education Courses

All students attending IUPUI, IUB, and IUPUC must earn a minimum grade of C in all required general-education courses. These courses may be repeated no more than one time. All incoming freshmen, ongoing students, and transfer students may repeat no more than three (3) required general-education courses and are allowed only two (2) failures in required science courses.

Auditing of Courses

Students may register for general-education classes that will not apply to their degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students should check with an academic counselor as to procedures and fees for auditing classes.

Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

Portfolio Review

Students may also pursue the portfolio option if they believe they have knowledge and skills consistent with specific required course objectives and outcomes. For more information on the portfolio process, please consult the current undergraduate or graduate student handbook on the School of Nursing Web site. As part of the portfolio process, students will be expected to register for portfolio review credit. The academic counselor can facilitate this registration process.

Withdrawal

1. Students must complete all course work (general education and nursing) with a C or higher prior to progressing to the next semester's course work.
2. Approval for withdrawing from nursing courses is granted at the discretion of the faculty. Approval may be granted (based on circumstances) if the student has a didactic grade of at least C or a practicum grade of S (Satisfactory) in nursing major courses.
3. Withdrawal from a required general-education course in the semester \ indicated in the curriculum requires withdrawal from all co-requisite courses. Withdrawal from a required nursing didactic course requires withdrawal from the co-requisite nursing practicum / clinical course.
4. Students who withdraw from the nursing major in the first semester must seek readmission to the program, subject to competitive review.
5. Failure to register in each sequential semester, excluding summer session, constitutes disruption in progression, and students must seek reinstatement.
6. A pattern of withdrawals may influence requests for consideration of reinstatement. More than three academic withdrawals in a semester is considered lack of progress towards the degree.
7. Withdrawal must be consistent with policies in the Registrar's Office.

Last updated February 15, 2012

Good Standing

All undergraduate students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of C or higher in all required general-education and nursing didactic courses and a grade of S in all required practicum/clinical courses applied to the BSN degree will be considered in good standing.

Last updated February 18, 2010

Academic Probation

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of “C” (2.0) or better in all required general education and didactic courses and a grade of “S” in all required practicum/ clinical courses will be considered in good standing.

Academic Probation:

A student will be placed on probation when any of the following conditions exist:

1. The cumulative GPA falls below “C” (2.0)
2. The semester GPA falls below “C” (2.0)
3. A grade below “C” (2.0) has been received in a required didactic course, or a grade of “F” has been earned in a required practicum/clinical course.

Academic probation will be removed when all of the following conditions exist:

1. The cumulative GPA is “C” (2.0) or higher.

2. The semester GPA is “C” (2.0) or higher.
3. A minimum grade of “C” (2.0) has been received in the required didactic courses completed, and a grade of “S” has been earned in the required practicum/clinical courses completed.
4. All other specific conditions, if required, have been met.

Last updated February 15, 2012

Advanced Placement in the BSN Program

Students transferring from another BSN program may pursue advanced placement if they are in good academic standing in the program from which they are transferring. The program from which the student is seeking to transfer must be accredited. Advanced placement is determined by equivalency of course work, comparability of curricula, and space availability. Students may attain advanced standing through transfer of credit from regionally accredited colleges and universities (for grades of C or higher), credit by examination, or a portfolio review process. Credit for such courses and applicability to the degree will be determined by the university and the School of Nursing.

Last updated February 18, 2010

Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

Last updated February 18, 2010

Seven-Year Limit

Knowledge and competencies developed in courses that fulfill the requirements for anatomy, human physiology, finite math**,** chemistry, microbiology, statistics, and life span development, are considered to be time-limited for all individuals pursuing an undergraduate degree in nursing. If any courses were taken more than seven years prior to the semester before admission to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression. The Registered Nurse (RN) student pursuing a bachelor degree is exempt from this policy assuming they have been actively working in healthcare.

Last updated February 15, 2012

Practicum/Clinical Absence Policy

It is required that students participate in all required (regularly scheduled or substituted) practicum/clinical experiences (including orientation). Failure to complete all regularly scheduled or substituted experiences places students at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical experience (10 percent in some courses) will receive a failing grade, or be allowed to withdraw according to IU School of Nursing Core Campus Policy, or take an Incomplete according to university policy dictated by the timing of and the circumstances surrounding the absences.

Last updated February 17, 2012

Course Grade Appeals

The Course Grade Appeal process provides recourse to a student who believes that an inappropriate grade has been assigned as a result of mechanical error, prejudice, caprice, or other improper conditions. The grade appeals process is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

Last updated February 17, 2012

Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances); (2) have completed a high school course of study or its equivalent as approved by the appropriate educational agency; and (3) have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students wishing to be licensed in another state must contact that state’s board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so.

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for licensure requirements specific to them if they wish licensure in this state.

Last updated February 18, 2010

Transfer

Intra-Core Campus Transfer

Those students wishing to transfer intra-core campus (between IUB, IUPUC, and IUPUI campuses) need to check with the advisor on their home campus for the steps required to start the transfer process. Transfer will be granted only at the completion of the sophomore or junior year, and space is available and approved by the Dean, Director, or Head of both campuses.

Nursing students in good academic standing may seek intra-core campus transfer by petitioning the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. Requests submitted to APG seeking mid-year program transfer are discouraged,

and these students may be required to complete supplemental course work due to course sequencing differences.

Intra-core campus transfer requests will be evaluated individually on the basis of the student's academic record, the availability of space in the required courses, faculty and facility resources to meet the student's needs, and program outcomes and competencies.

Transfer from other Universities or Colleges

Students must be in good academic standing to be considered for transfer as a prenursing or nursing student. Students wishing transfer must petition the APG Committee for acceptance. Approval is based on curriculum compatibility, space, resources, progression, and graduation requirements. Students must see an academic counselor at their current university or college prior to making transferal requests.

Last updated February 17, 2012

Academic Progression

Problems related to students' academic progression that emerge during enrollment in their undergraduate nursing program are handled through a committee hearing process. Students wishing to appeal a progression issue should consult the department's undergraduate coordinator for information regarding this process. Students requesting an exception to policy must petition for a waiver from the Admission, Progression, and Graduation (APG) Committee. Students may also consult with their academic advisor.

Last updated February 17, 2012

Essential Support Services

- Lifelong Learning/Continuing Education Program
- Center for Research & Scholarship
- Development Office
- School of Nursing Alumni Association

Last updated February 10, 2010

Lifelong Learning/Continuing Education Program

The Office of Lifelong Learning offers programs, conferences, and Web-based courses for nurses and other health care professionals at the state, regional, national, and international levels. Programs are directed to the clinical practice of nursing and to educators in all settings—academic, acute care, long-term care, and other health care settings. Programs respond to the needs of the learner in regard to scheduling, level of content, and duration of instructional period.

Educational offerings are taught by experts in nursing and allied health fields who are clinicians, educators, researchers, and consultants in specialized areas of health care in the state of Indiana, at the Indiana University School of Nursing, or at other universities. The continuing education program is accredited by the American Nurses Credentialing Center's Commission on Accreditation as a provider of continuing nursing education.

Visit our Web site at http://nursing.iupui.edu/continuing/index.shtml for complete information and registration for upcoming courses. E-mail may also be sent to censg@iupui.edu, or call (317) 274-7779.

Center for Research & Scholarship

The mission of the Center for Research and Scholarship is to support the development, dissemination, and utilization of knowledge by (1) providing for pre-award support services including grant planning and development, budget preparation, statistical consultation and data analysis, and grant routing and submission; (2) post award support services including facilitation of project start-up, budget management assistance, and facilitating the training of research assistants and project managers; (3) facilitating joint projects between practitioners and School of Nursing Educators; (4) providing ongoing information about research resources; (5) coordinating faculty research development including monthly educational programs, Faculty Research Groups (FRGs) and mock grant reviews, (6) disseminating faculty and student research accomplishments, (7) collaborating with other School of Nursing centers and programs such as the Center for Research in Nursing Education, Mary Margaret Walther Program and the Center for Enhancing the Quality of Life. Staff members also facilitate the management of the internal research funding process, especially in the review of requests and awards for intramural funding (Research Incentive Funds). For further information, contact the Indiana University School of Nursing, Center for Research and Scholarship, 1111 Middle Drive, NU 338, Indianapolis, IN 46202; telephone (317) 274-7627, or visit the Center for Research and Scholarship home page at http://nursing.iupui.edu/research/

Last updated February 10, 2010

Development Office

The Development Office, headed by the director of development, collaborates with the Indiana University Foundation to design and implement fundraising efforts under the direction of the dean of the School of Nursing. Objectives of the office include the following:

- Work with faculty, alumni, staff, and volunteers to identify, cultivate, and secure gifts from individuals, foundations, and corporations, thereby enhancing the community of learning.
- Supervise planning and implementation of fundraising activities, special events, and donor recognition programs.
- Develop and maintain opportunities for giving and involvement.

For more information, please contact the Development Office, School of Nursing, NU 101, IUPUI; phone (317) 274-1545 or (317) 274-4293; fax: (317) 278-7908.

Last updated February 10, 2010

School of Nursing Alumni Association

The IU School of Nursing Alumni Association is a constituent member of the Indiana University Alumni Association, a dues-supported membership organization.

The mission of the IU School of Nursing Alumni Association is to strengthen the school's connection

with its over 17,800 alumni by creating engagement opportunities via facilitation of professional, educational and social opportunities for not only alumni, but also students and friends of the school. The IU School of Nursing Alumni Association is governed by a Board of Directors, currently composed of 20 alumni members representing all degree levels offered by the school. In addition to professional, educational, and social opportunities, the Alumni Association presents awards annually to students and graduates for outstanding accomplishments in the school, the profession, and the community. It also publishes, in conjunction with the School of Nursing, the *Pulse of Indiana Nursing,* a quarterly magazine featuring current school and alumni news and related alumni activities. The IU Alumni Association office on the IUPUI campus is located on the 2nd floor of the University Place Conference Center, (317) 274-2289, and in Bloomington at 1000 East 17^{t} Street, (812) 855-4822.

Nursing Current Faculty

- Applegate, Beth, MSN, RN, *Visiting Lecturer*
- Arthur, Amy, PhD, FNP, APRN-BC (Indiana University, 2005), *Clinical Assistant Professor*
- *Bakas, Tamilyn, PhD, RN, FAHA, FAAN (Indiana University, 1996), *Professor, PhD Program Coordinator*
- *Belcher, Anne, PhD, MSN, BSN (Indiana University, 1998), *Associate Professor, Chair, Department of Environments for Health*
- Bell, Linda, PhD (Duke University, 1973), *Professor*
- Bowers, Cindy, MSN, RN (University of Indianapolis, 2007), *Adjunct Clinical Lecturer*
- Braun, Elizabeth, MSN, RN (Indiana University, 2009), *Adjunct Clinical Lecturer*
- *Broome, Marion, PhD, RN, FAAN (University of Georgia, 1984), *Dean and Distinguished Professor*
- *Buelow, Janice, PhD, RN, FAAN (University of Illinois at Chicago, 1999), *Associate Professor, Chair, Department of Adult Health*
- *Burrage, Joe, Jr., PhD, RN, FAAN (Georgia State University, 2000), *Associate Professor*
- *Carpenter, Janet, PhD, RN, FAAN (University of Kentucky, 1996), *Professor, Sally Reahard Endowed Chair, Center for Enchancing Quality of Life in Chronic Illness*
- *Champion, Victoria, PhD, RN, FAAN (Indiana University, 1981), *Distinguished Professor, Executive Associate Dean for Research*
- Clark, Carol, MSN, RN, *Visiting Lecturer*
- Crisp, Cheryl, PhD, RN, PCNS-BC, CRRN (Indiana University, 2009), *Assistant Professor, IUPUC*
- *Cullen, Deborah, EdD, MA, BS (University of Southern California, 1989), *Professor, Interim Chair, Department of Family Health*
- Davis, Kimberley, MSN, RN (Ball State University, 2008), *Adjunct Clinical Lecturer*
- *Draucker, Claire, PhD, RN, APRN, FAAN (Kent State University, 1988), *McBride Professor*
- *Dreifuerst, Kristina. PhD, RN (Indiana University, 2010), *Assistant Professor*
- Decker, Kim Alexander, MSN, RN, CNS (Indiana University, 1982) Clinical Assistant Professor, *IUBL*
- DeMeester, Deborah, MSN, RN, CNE (Indiana University, 1990), *Clinical Assistant Professor, Undergraduate Curriculum Coordinator, Adult Health*
- Dexter, Phyllis, PhD, RN (University of Minnesota, 1962), *Assistant Scientist, Center for Research & Scholarship*
- Dobbs, Cynthia, MSN, BSN (Indiana University, 1977), *Clinical Assistant Professor*
- *Duffy, Joanne, PhD, MSN, BSN, RN, FAAN (Catholic University of America, 1990), *Professor*
- *Ebright, Patricia, PhD, RN, FAAN (Indiana University, 1998), *Associate Professor, Associate Dean for Graduate Programs*
- *Ellett, Marsha, PhD, MSN, BSN, RN, NE-BC (Indiana University, 1996), *Professor*
- Ellis, Rebecca Bartlett, RN, MSN (Indiana University, 2005), *Clinical Assistant Professor, IUPUC*
- Eoff, Mary Jo, MS (Indiana University, 1974), *Senior Lecturer*
- Erler, Cheryl, DNP, MSN, RN (Purdue University, 2010), *Clinical Assistant Professor*
- *Feather, Rebecca, PhD, RN, NE-BC (Indiana University, 2011), *Assistant Professor, IUBL*
- Ferren, Melora, MSN, RN (Indiana Wesleyan University, 2009), *Adjunct Clinical Lecturer*
- *Fife, Betsy, PhD, RN (Indiana University, 1990), *Senior Scientist, Affiliate Faculty*
- *Fisher, Mary L., PhD, MSN (Kent State University, 1984), *Professor, Associate Vice Chancellor for Academic Affairs, IUPUI*
- Flora, Colleen, MSN, RN (Indiana University, 2008), *Adjunct Clinical Lecturer*
- *Friesth, Barbara, PhD, RN, (Indiana University, 1995), *Clinical Associate Professor, Director of Learning Resources Center*
- *Fulton, Janet, PhD, RN, ACNS-BC, FAAN (Ohio State University, 1990), *Associate Professor*
- Gates, Sharon, MSN, BSN (Indiana University, 1986), *Clinical Assistant Professor, IUBL*
- *Gerkensmeyer, Janis, PhD, MSN (Indiana University, 1999), *Associate Scientist*
- *Haase, Joan, PhD, MSN, FAAN (Texas Woman's University, 1985), *Emily Holmquist Professor in Pediatric Oncology Nursing*
- *Habermann, Barbara, PhD, RN (University of California, San Francisco, 1993), *Associate Professor*
- Hall, Norma, MSN, RN, BC (Indiana Wesleyan University, 2002), *Adjunct Clinical Lecturer*
- *Halstead, Judith A., PhD, ANEF, RN, FAAN (Indiana University, 1991), *Professor, Executive Associate Dean for Academic Affairs*
- *Hanna, Kathleen, PhD, MSN (University of Pittsburgh, 1990), *Associate Professor*
- Harmon, Debra, RN, CCRN, MSN *Visiting Lecturer, IUBL*
- *Hendricks, Susan, EdD, MSN, RN (Ball State University, 2000), *Associate Professor, Associate Dean for Graduate Programs*
- *Hensel, Desiree, PhD, RNC-NIC, CNE, RYT (Ball State University, 2004), *Assistant Professor, IUBL*
- Hernandez, Corrinne, MSN, RN, *Visiting Lecturer*

- *Hickman, Susan, PhD, MA, BS (University of Kansas, 2009), *Associate Professor*
- *Horton-Deutsch, Sara, PhD, CNS, RN (Rush Medical College, 1993), *Associate Professor*
- Hughes-Gay, Marsha, MSN, MPH, RN, CCRC (Indiana University, 2009), *Clinical Assistant Professor*
- *Ironside, Pamela, PhD, ANEF, FAAN (University of Wisconsin, Madison, 1997), *Associate Professor*
- *Krothe, Joyce, PhD, RN (Indiana University, 1991), *Professor, Assistant Dean, IUBL*
- *Lasiter, Rita Sue, PhD, RN, (Uniiversity of Missouri, 2008), *Assistant Professor*
- Laux, Marcia, MSN, RN, NE-BC (University of Colorado, 1987), *Clinical Assistant Professor, IUBL*
- *Lee, Mikyoung, PhD, MSN, BSN, RN (University of Iowa, 2009), *Assistant Professor*
- Linde, Beverly, PhD, RN, CNE (University of Michigan, 1989), *Clinical Associate Professor*
- *Lu, Yvonne, PhD, RN (Case Western Reserve University, 1997), *Assistant Professor*
- *Magee, Tracy, PhD, MSN, BSN, RN (Boston University, 2009), *Assistant Professor*
- *McDaniel, Anna, PhD, MA, BS, RN, FAAN (Indiana University, 1991), *Chancellor's Professor, Associate Dean, Center for Research & Scholarship*
- *McLennon, Susan, PhD, RN (University of Alabama, 2008), *Assistant Professor*
- *McNelis, Angela, PhD, MSN, BSN, ANEF (Indiana University, 2000), *Associate Professor*
- McNett, Susan, PhD, RN, CRRN (Indiana University, 1985), *Clinical Assistant Professor*
- Meek, Julie, PhD, BSN, RN, (Indiana University, 1993), *Clinical Associate Professor*
- Milgrom, Lesley, MSN, RN, (Indiana University–Purdue University Indianapolis, 1996), *Clinical Assistant Professor*
- Miller, Wendy, PhD, MSN, RN, CCRN (Indiana University, 2011), *Assistant Professor, IUBL*
- Moorman, Margaret, MSN, RN, WHNP (Drexel University, 2007), *Clinical Assistant Professor*
- Mueller, Mary, PhD, MSN (Case Western Reserve, 1988), *Clinical Assistant Professor*
- Murray, Bethany, RN, PMHCNS-BC (Indiana University, 1992), *Clinical Assistant Professor, IUPUC*
- Needler Hosmer, Kristen, MSN, RN (Indiana University, 2010), *Clinical Assistant Professor, IUPUC*
- *Oruche, Ukamaka, PhD, RN, PMHCNS-BC (Indiana University, 2011), *Assistant Professor*
- *Otte, Julie Elam, PhD, MSN, BSN, RN, OCN (Indiana University, 2008), *Assistant Professor*
- Perkins, Danielle, EK, MSN, RN, *Visiting Lecturer*
- *Pesut, Daniel, PhD, RN, PMHCNS-BC, FAAN (University of Michigan, 1984), *Professor*
- Phillips, Janet, PhD, RN (Indiana University, 2009), *Clinical Assistant Professor, RN-BSN Consortium Director*
- Poore, Julie, MSN, RN (University of Phoenix, 2006), *Clinical Assistant Professor*
- Powell, Jarethea, MSN, RN, CNE (Vanderbilt University, 1980), *Senior Lecturer*
- Rasmussen, Lori, PhD, MS, RN (Indiana University, 2002), *Clinical Assistant Professor*
- *Rawl, Susan, PhD, RN, FAAN (University of Illinois at Chicago, 1989), *Associate Professor*
- *Reising, Deanna, PhD, RN, ACNS-BC, ANEF (Indiana University, 1999), *Associate Professor, MSN Nursing Education Track Coordinator, IUBL*
- *Riner, Mary Beth, PhD, RN (Indiana University, 1998), *Associate Professor, DNP Program Coordinator*
- Robb, Sheri, PhD, MT-BC (University of Kansas, 1999), *Associate Scientist*
- Rowles, Connie, DSN, RN (University of Alabama-Birmingham, 1992), *Visiting Clinical Associate Professor*
- *Russell, Kathleen, PhD, MSN (Indiana University, 1993), *Adjunct Associate Scientist*
- Russo, Barbara, MSN, RN (Indiana University, 1984), *Clinical Assistant Professor*
- Sanders, Shirley, MSN, APRN-BC (Indiana University, 1998), *Clinical Assistant Professor, IUPUC*
- Schwindt, Rhonda, MSN, RN, (Indiana University, 1993), *Clinical Assistant Professor*
- Sharer, Beth, DHA, NEA-BC, RN, HFA, FACHE (Central Michigan University, 2006), *Clinical Assistant Professor, Division Head, IUPUC*
- Shea, Roberta, MSN, RN, CCNS (Indiana University, 1999), *Clinical Assistant Professor, IUBL*
- *Shieh, Carol, DNSc, MSN (Kashsiung Medical College—Yale, 1998), *Associate Professor*
- *Sims, Sharon, PhD, ANEF, FAANP (University of Utah, 1986), *Professor*
- Sinclair, Linda, MSN, RN, ONC*, Visiting Lecturer*
- Sipes-Fears, Debra, MSN, RN, *Visiting Lecturer*
- Stephenson, Evelyn, MSN, BSN (Indiana University, 1983), *Clinical Assistant Professor*
- *Stiffler, Deborah, PhD, MSN, AAS (Indiana University, 2002), *Associate Professor*
- Styron, Ann, MSN, APRN-BC (Indiana University, 2005), *Clinical Assistant Professor, IUPUC*
- *Sutton, Margaret, PhD, RN (Indiana University, 1990), *Clinical Assistant Professor*
- Sweitzer, Vema, MSN, RN (Emory University, 1978), *Adjunct Clinical Lecturer*
- *Swenson, Melinda, PhD, MSN, BSN, ANEF, FAANP (Indiana University, 1991), *Professor*
- Taylor, Carol, MSN, RN (Indiana University, 1975), *Clinical Assistant Professor*
- Tielker, Samantha, MSN, RN, *Visiting Lecturer*
- *Von Ah, Diane, PhD, RN (University of Alabama-Birmingham, 2003), *Assistant Professor*
- Walker, Mila, MSN, RN, BC (Indiana University, 2005), *Clinical Assistant Professor*
- Waltz, Rachel, DNP, MSN, RN, WHNP-BC (Purdue University, 2010), *Clinical Assistant Professor*
- Washington, Michelle, MSN, RN (University of Indianapolis, 2008), *Adjunct Clinical Lecturer*
- Watts, Pat, MNSc, BSN, RN, (University of Arkansas, 1975), *Clinical Assistant Professor, IUBL*

- *Weaver, Michael, PhD, MSN, BSN, RN, FAAN (University of Toledo, 1990), *Director, Statistical Services, Center for Nursing Research & Scholarship, Professor*
- *Welch, Janet, PhD, RN, FAAN (Indiana University, 1996), *Professor*
- Welch, Joyce, MSN, BSN (Indiana University, 1991), *Clinical Assistant Professor, Undergraduate Curriculum Coordinator, Family Health*
- Wocial, Lucia, PhD, MSN, RN (Oregon Health Sciences University, 1997), *Adjunct Asistant Professor*
- *Wonder, Amy, PhD, RN (Indiana University, 2011), *Assistant Professor, IUBL*
- Woolf, Shirley, MSN, RN, MA, CCRN, CNE (Indiana University, 1987), *Clinical Assistant Professor*
- Wyatt, Erin Elizabeth, MSN, BSN, *Visiting Lecturer, IUBL*
- Young, Judith, DNP, MSN, RN (Purdue University, 2011), Clinical *Assistant Professor*
- Zeiher, Wendy, MSN, RN, CNOR, *Visiting Lecturer*
- Ziner, Kim Wagler, PhD (Indiana University, 2008), *Assistant Scientist*

* Graduate Faculty

Nursing Emeriti Faculty

- Applegate, Margaret, *Professor Emerita*
- Austin, Joan, *Distinguished Professor Emerita*
- Backer, Jane, *Associate Professor Emerita*
- Baird, Carol, *Associate Professor Emerita*
- Baker, Constance, *Professor Emerita*
- Beausang, Carol, *Associate Professor Emerita*
- Beckstrand, Janis, *Associate Professor Emerita*
- Billings, Diane, *Chancellor's Professor Emerita*
- Blake, Patricia, *Associate Professor Emerita*
- Boland, Donna, *Associate Professor Emerita*
- Bostrom, Carol, *Clinical Assistant Professor Emerita*
- Carlley, Charlotte, *Associate Professor Emerita*
- Carter, Burdellis, *Professor Emerita*
- Casey, Marguerite, *Assistant Professor Emerita*
- Cecere, Margaret, *Associate Professor Emerita*
- Dayhoff, Nancy, *Associate Professor Emerita*
- Donnelly, Eleanor, *Associate Professor Emerita*
- Farley, Sharon, *Professor Emerita*
- Froebe, Doris, *Professor Emerita*
- Fuller, Lee, *Professor Emeritus*
- Fuller, Magdalene, *Professor Emerita*
- Gilman, Linda, *Associate Professor Emerita*
- Hammann, Sharon, *Associate Professor Emerita*
- Hoang, Ngoan, *Assistant Professor Emerita*
- Huff, Marchusa, *Associate Professor Emerita*
- Hutten, Jean, *Associate Professor Emerita*
- Joyce, Betsy, *Associate Professor Emerita*
- Keck, Juanita, *Professor Emerita*
- Kurt, Marjorie, *Clinical Assistant Professor Emerita*
- Laidig, Juanita, *Associate Professor Emerita*
- Lowenkron, Ann, *Associate Professor Emerita*
- Lyon, Brenda, *Professor Emerita*
- Markley, Valerie, *Assistant Professor Emerita*
- Martin, Joanne, *Assistant Professor Emerita*
- Martin, Joyce, *Associate Professor Emerita*
- Mays, Rose, *Professor Emerita*
- McBride, Angela Barron, *Distinguished Professor and Univeristy Dean Emerita*
- Miller, Carol, *Professor Emerita*
- Moore, Susan, *Clinical Assistant Professor Emerita*
- Morrissey, Sue, *Associate Professor Emerita*
- Nice, Ann, *Clinical Assistant Professor Emerita*
- Norton, Barbara, *Clinical Assistant Professor Emerita*
- Opie, Nancy, *Professor Emerita*
- Pontious, Jeanne, *Associate Professor Emerita*
- Poore, Ella, *Associate Professor Emerita*
- Ray, Dixie, *Associate Professor Emerita*
- Richards, Beverly, *Associate Professor Emerita*
- Richardson, Virginia, *Associate Professor Emerita*
- Ross, Beverly, *Associate Professor Emerita*
- Schwecke, Lee, *Associate Professor Emerita*
- Selmanoff, Eugene, *Associate Professor Emeritus*
- Shepherd, Mary Jane, *Assistant Professor Emerita*
- Sloan, Rebecca, *Associate Professor Emerita*
- Smith, Lorraine, *Assistant Professor Emerita*
- Soja, Mary, *Assistant Professor Emerita*
- Stern, Phyllis, *Professor Emerita*
- Stokes, Lillian, *Associate Professor Emerita*
- Van Allen, Mary, *Assistant Professor Emerita*
- Vinten, Sharon, *Clinical Associate Professor Emerita*
- White, Kathleen, *Associate Professor Emerita*
- Wood, Sandra, *Clinical Assistant Professor Emerita*
- Zwirn, Enid, *Associate Professor Emerita*

Courses

All courses are preceded by the abbreviation “NURS.” The number of credit hours is indicated in parentheses following the course title. The abbreviation “P” refers to the course’s prerequisite(s); “C” refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses

NURS-B 230 Developmental Issues and Health (4 cr.) P: Introduction to Psychology; Recommended: Cultural Diversity cluster course. (Required on IUPUI campus.) (Traditional) This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues of interest to nursing and the impact of these issues on health phenomena.

NURS-B 231 Communication Skills 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 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.) (Traditional and Accelerated) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, self-care, uniqueness of

persons, interpersonal relationships, and decision making. Through integrating theory, research, and practice, this course helps the student understand nursing's unique contributions to meeting societal needs.

NURS-B 233 Health and Wellness (4 cr.) (Traditional and Accelerated) P/C: Physiology, Microbiology, or Anatomy. This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinants of health, wellness, and illness across the life span. Environmental, sociocultural, and economic factors that influence health-care practices are emphasized. Theories of health, wellness, and illness are related to health-promotion, disease-prevention, and illness-prevention nursing interventions.

NURS-B 244 Comprehensive Health Assessment (2 cr.) P: All third- semester nursing courses; P/C: Anatomy, Physiology, or Microbiology; C: B245. (Traditional, Accelerated) 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 248 Science and Technology of Nursing (2 cr.) P: All third-semester nursing courses; P/C: Physiology, Anatomy, Microbiology. C: B249 (Traditional and Accelerated) This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic-care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

NURS-B 249 Science and Technology of Nursing: Practicum (2 cr.) P: All third-semester nursing courses. C: B248. (Traditional and Accelerated) Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.) P: All three fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H352. (Traditional and Accelerated) This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of brain and body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.) P: All fourth-semester nursing courses. C: H351. (Traditional and Accelerated)Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute, community-based, transitional,and/or home care.

NURS-H 353 Alterations in Health I (3 cr.) (Traditional and Accelerated) P: All fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan interventions appropriate to health-care needs.

NURS-H 354 Alterations in Health I: Practicum (2 cr.) P: All fourth-semester nursing courses. C: H353. (Traditional and Accelerated) Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (Traditional) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 361 Alterations in Health II (3 cr.) (Traditional and Accelerated) P: All fifth-semester nursing courses. This course builds on Alterations in Health I, and continues to focus on pathophysiology and holistic nursing care management of the associated needs of clients experiencing acute and chronic health problems.

NURS-H 362 Alterations in Health II: Practicum (2 cr.) (Traditional and Accelerated) P: All fifth-semester nursing courses; C: H361. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.) P: All fifth-semester nursing courses. (Traditional and Accelerated) This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child-rearing phases of family development. Factors dealing with preserving, promoting, and restoring the healthy status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (3 cr.) P: All fifth-semester nursing courses. C: H363. (Traditional and Accelerated) Students will have

the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.) P: All fifth-semester nursing courses and H355 or its equivalent. (Traditional, Accelerated) 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-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All sixth-semester nursing courses. C: S471 (Traditional and Accelerated) This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) (Traditional and Accelerated) P: All sixth-semester nursing courses; C: S470. Students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All sixth-semester nursing courses; C: S473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health-care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political/economic issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) P: All sixth-semester nursing courses. C: S472 (Traditional, Accelerated) 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.) P: All sixth-semester nursing courses. (Traditional, Accelerated) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

NURS-S 481 Nursing Management (2 cr.) P: All seventh-semester nursing courses. C: S482. (Traditional, Accelerated) 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.) P: All seventh-semester nursing courses. C: C: S481. (Traditional, Accelerated, and R.N.-B.S.N.) 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) 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 Evidence-Based Practice (1 cr.) (Traditional, Accelerated) C: S483. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

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

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

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience 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. Planned and supervised clinical experiences will be arranged in the area of the student's major interest.

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.

Electives

NURS-E 401 Pediatric Intensive Care: Didactic (3 cr.) Web-based course. This online didactic course provides comprehensive content on critical care concepts of the pediatric patient and family. The course is divided into modules: psychosocial, respirator, cardiovascular,

neurology, gastroenterology, renal/endocrine, hematology/ immunology, trauma, and multisystems issues. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-E 402 Pediatric Intensive Care: Practicum (3 cr.) Web-based course. This practicum involves 112 clinical hours with a selected pediatric intensive care preceptor. Clinical time is worked out with an assigned preceptor, promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the practicum, many pediatric intensive care skills are taught, observed, practiced, and evaluated by the preceptor, such as chest tube management, cardiac rhythm interpretation, external ventricular drain management, etc. Locations for the practicum experiences may vary with individual students and request for specific locations. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-E 403 Neonatal Intensive Care: Didactic (3 cr.) Web-based course. This online didactic course provides comprehensive content on critical care concepts of the neonatal patient and family. The course is divided into modules: assessment, developmental care and pain management, skin care, respiratory, cardiology, gastrointestinal, renal, neurology, sepsis/hematology, and professional practice. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-E 404 Neonatal Intensive Care: Practicum (3 cr.) Web-based course. This practicum involves 112 clinical hours with a selected neonatal intensive care preceptor. Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in caring for clients with neonatal intensive care health disruptions and multi-system problems. Within the clinical practicum, many neonatal intensive care skills are taught, observed, practiced, and evaluated by the preceptor (arterial blood gasses, assisting with needle aspiration, ventilator care, etc.). Location for the practicum experiences may vary with individual students and request for specific locations. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-H 370 Nursing Honors Research Internship I (3 cr.)

NURS-H 470 Nursing Honors Research Internship II (3 cr.)

NURS-H 498 Nursing Honors Colloquium (1 cr.) Specifically for students accepted to nursing honors study option. This course will cover various research topics in each semester of the nursing major, helping prepare students to complete a senior thesis. Students will receive a grade of R until senior thesis is complete.

NURS-J 360 Operating Room Nursing: Didactic (2 cr.) C: Introduction to Perioperative Nursing: Practicum. This elective is designed to enable the student to participate (with supervision) in the professional and technical components of perioperative nursing practice. Learning opportunities include care of the patient undergoing the stress of surgery. The student participates as a member of the surgical team in the circulating and scrub nurses' roles. Experiences in the preoperative and postoperative patient care areas are provided.

NURS-K 305 New Innovations in Health & Healthcare (3 cr.)

NURS-K 490 Clinical Elective (1-6 cr.) Many clinical 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 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 495 Adult Critical Care: Didactic (3 cr.) Web-based course This online course provides comprehensive content on critical care concepts of the adult patient. The course is divided into modules: respiratory, cardiovascular, gastrointestinal, renal, endocrinology, neurology, immunology, hematology, trauma and emergencies, and professional practice. Online activities and critical thinking vignettes help the learner to apply and synthesize the critical care concepts. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.- B.S.N. students.

NURS-K 496 Adult Critical Care: Practicum (3 cr.) Web-based course. This practicum involves 112 clinical hours with a selected critical care preceptor. Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the clinical practicum, many advanced critical care skills are taught, observed, practiced, and evaluated by the preceptor (aerial blood gases, arrhythmia analysis, ventilator care, etc.). Locations for the practicum experiences may vary with individual students and requests for specific locations. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-K 497 MINDFULNESS-BASED WELLNESS (3 cr.) This course is appropriate for all healthcare and social service related fields, including, but not limited to, pre-nursing and nursing student electives, pre-med, psychology, and social work students. This course will introduce mindfulness practice as a skillful approach to personal sustainability (care for the caregiver) and will expand one's understanding of this practice in integrative patient care. This class is appropriate for both new and

seasoned meditation practitioners. This class includes one full day meditation retreat on a weekend.

Graduate Courses

Core Courses

NURS-N 502 Nursing Theory I (3 cr.) Focus is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

NURS-R 500 Nursing Research (3 cr.) P: NURS -N502 This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice.

NURS-R 505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, and univariate and bivariate inferential statistics are addressed. The research purpose and the phenomena under study are considered as determinants of measurement techniques and data analysis.

NURS-R 590 Scholarly Project (3 cr.) The Scholarly Project is the application of knowledge and skills learned through a program of graduate study to a nursing focused question or problem. Students work individually or in groups under the supervision of a faculty advisor to complete a project that contributes to the advancement of nursing practice, education, or administration.

NURS-R 606 Intermediate Statistics in Nursing Research (3 cr.) P: An introductory statistics course within three years or permission of instructor. Understanding the mathematics and logic behind the techniques is the focus of the course. Students develop skills and answer research questions related to the critical analysis, interpretation, and evaluation of nursing research evidence. Topics include probability, sampling distributions, estimation, and hypothesis testing on means, variances, proportions, correlations, and simple regressions.

NURS-R 699 Research Inquiry (Thesis) (3-6 cr.) The Research Inquiry is a research investigation of phenomenon of interest to nursing. Students work individually with a faculty advisor or advisors to complete a research study that contributes new knowledge to nursing science.

NURS-R 900 Continuation in Study or Thesis (1 cr.) Following enrollment in R590 Nursing Study or R699 Master's Thesis in Nursing, the student must enroll every semester and first summer session in R900 (a pseudocourse) until the study or thesis has been completed.

Other Courses

NURS-C 550 Advanced Pediatric Health Assessment (3 cr.) Enables students to learn psychomotor skills required for performing physical examinations. Provides theoretical basis to begin process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-C 551 Health Maintenance of the Pediatric Client (5 cr.) P: C550 Provides the basis for synthesizing health status information for nursing interventions aimed at encouraging children and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 10 clinical hrs./wk.

NURS-C 555 Advanced Nursing Care of Children and Families I (6 cr.) P: C550, C661. This course prepares advanced practice nurses for the specialized care of children and their families. Complex, unique, or challenging health issues are examined. Students develop skills in critical thinking, ethical decision making, and the facilitation of behavioral change to assume a leadership role in improving health outcomes. 15 non-lecture contact hours.

NURS-C 556 Advanced Nursing Management of the Pediatric Client (3 cr.) P: C551. To prepare the student to use research data and clinical knowledge of mental, infectious, acute and chronic re-occurring conditions in supporting advanced nursing practice in primary health care nursing of children.

NURS-C 661 Psychosocial Assessment Strategies in Pediatrics and Women's Health Nursing (3 cr.) P: Statistics. Focuses on strategies to assess psychosocial health status. Assessment tools and conceptual frameworks will be analyzed. Purpose of assessment strategy, considerations for administration, technical evaluation, and implications for nursing practice will be discussed.

NURS-C 662 Issues in Adolescent Health (3 cr.) P: R500. This course uses a seminar format to survey key issues in adolescent health, such as physical and psychosocial growth and development, teenage pregnancy, HIV/AIDS, substance abuse, and violence and abuse. Findings from evidence-based practice and major theoretical perspectives are employed to formulate recommendations for clinical practice, future research, and policy.

NURS-C 666 Collaborative Clinical Practice in Pediatric Primary Health Care (5 cr.) Seminar provides students with the opportunity to present and discuss complex, multi faceted clinical situations with faculty and peers. The clinical component provides students with the opportunity to develop advanced clinical skills in pediatric primary health-care settings. Emphasis is on continuity and comprehensiveness of nursing interventions with pediatric clients. 25 clinical hrs./wk.

NURS-C 670 Advanced Nursing Care of Children and Families II (3 cr.) P: C555 This course prepares advanced-practice nurses to function effectively in leadership roles within multi disciplinary health-care systems/organizations specifically focused on children and their families. Critical issues that impact the practice environment are explored. Students develop skills in facilitating evidence-based practice for specific populations of children and their families. 10 non-lecture contact hours.

NURS-D 602 Responsible Conduct of Research (1 cr.) Students will develop knowledge regarding the responsible conduct of research, including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, policies

regarding the use of animals and/or human subjects, and institutional vs. individual responsibilities for scientific integrity. This meets the NIH requirements for instruction of pre- and postdoctoral fellows.

NURS-D 607 Theoretical Perspectives of Nursing Science (3 cr.) P: Placement in curriculum: first semester C: D701 Focus is on the development of nursing science. Philosophy of science as an influence on theory development and historical perspectives on the development of theory and science in the discipline will be analyzed. Identification of significant phenomena of interest to the discipline, analysis of the principles of theory construction and evaluation of the various dimensions of theoretical conceptualizations both in and outside the discipline will be included.

NURS-D 608 Middle-Range Theory (3 cr.) P: Admission into Ph.D. program, D607, or permission of instructor. This course focuses on examination and implementation of methods for applying middle range theories in nursing. Emphasis is on evolving phenomena of relevance to nursing utilizing selected middle range theories to enhance knowledge development.

NURS-D 615 Health Care Outcomes and Decision Making (3 cr.) Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines.

NURS-D 627 Health Care Outcomes and Decision Making (3 cr.) Elective course open to all graduate students regardless of major, or permission of instructor P: Graduate status or permission of instructor Computer skills required: E-mail, Microsoft Office Suite, Oncourse This course focuses on examination and discussion of the myths, theories and scientific evidence surrounding menopause, a life transition that affects all women who reach midlife. The course explores biocultural, evolutionary, adaptionist, ecological, and gerontological theories and scientific controversies surrounding women's experiences and outcomes. Course content is relevant to students from a wide range of disciplines including but not limited to nursing, education, health and rehabilitation sciences, informatics, journalism, anthropology, medicine, social work, and biology.

NURS-D 700 Nursing Research Seminar (3 cr.) P: Admission to the Ph.D. program. C: D607 Nursing Theory II. This seminar for predoctoral/postdoctoral nursing students provides an opportunity for career socialization; facilitates achievement of individual research goals; and enables students to acquire knowledge, skills, and abilities to support professional development as a nurse scientist.

NURS-D 701 Nursing Inquiry and Scholarship: Introduction to Doctoral Study (3 cr.) P: Admission to the Ph.D. program. C: D607. Examination and development of knowledge, skills, and strategies to support critical and creative thinking, identification of research and evaluation interests, socialization, and development of scholarship in nursing.

NURS-D 735 Clinical Epidemiology and Statistics in Nursing (3 cr.) This course provides students with intermediate epidemiologic concepts of populations and biostatistical techniques for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

NURS-D 736 Inquiry I: Evidence-based Research and Translation Science (1-3 cr.) This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

NURS-D 737 Inquiry II: Evidence-based Research and Translation Science (1-3 cr.) Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course.

NURS-D 743 Influencing Health Public Policy (3 cr.) Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research.

NURS-D 744 Strategic Resource Management in Nursing and Health Systems (3 cr.) The design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization's human and financial assets, and (2) How to implement these strategies to achieve the organization's objectives.

NURS-D 749 DNP Practicum (1-3 cr.) C: Concurrent enrollment in DNP didactic course required. Provides opportunities to develop knowledge and skills in specific area of advanced nursing practice or professional role, building on didactic courses. Includes in-depth work with experts from multiple disciplines, and engagement within communities of practice. Enables students to synthesize and integrate leadership, policy, inquiry, evidence-based practice, and clinical expertise in selected settings.New course with variable credit proposed. A total of 7credit hours of practicum course work will be require of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree. (DNP students will take a total of 7 credits over the course of their program). Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester).

NURS-D 751 Knowledge Complexity (3 cr.) P: Admission to the Ph.D. program. Evaluation of models, theories, methods, and research that supports strategic

learning, knowledge work, and knowledge translation in complex systems.

NURS-D 751 Leadership in Complex Systems (3 cr.) P: Admission to the Ph.D. program. P: Admission to the Ph.D. or D.N.P. program. Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

NURS-D 751 Quality of Life in Acute and Chronic Illness (3 cr.) P: Admission to the Ph.D. program. This course examines in depth the concept of quality of life research, beginning with the clients' perspectives across a variety of social contexts. Theoretical underpinnings and conceptualizations, research methods, and measurements are examined for congruence with various perspectives for usefulness in advancing nursing science.

NURS-D 751 Health Behaviors (3 cr.) P: D607, R603. The focus of this course is an in-depth analysis of the theoretical and research literature that supports health behavior change. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research.

NURS-D 609 State of the Science Seminar (2 cr.) P: D607 • Placement in curriculum: a focus area course This course focuses on increasing the student's understanding of how knowledge has developed relevant to their phenomena of interest. Each student will develop skills needed to critically analyze and synthesize relevant literature in the area of a specific phenomenon. Special emphasis is placed on the application on critical analysis and synthesizing skills.

NURS-D 751 Stress and Coping (3 cr.) P: D607; D701. The course is designed to provide opportunities for students to critically analyze extant stress theories/ models, emphasizing the transactional orientation, to identify testable theoretical formulations for application to nursing practice. Each student will conduct a study to explicate a stress-related concept, test for mutual exclusiveness for two or more stress-related concepts, and/or test/examine a stress-related theoretical formulation in a selected population.

NURS-D 751 Relationship-Centered Leadership in Complex Systems (3 cr.) P: Admission to the Ph.D. program. This course involves the analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

NURS-D 752 Directed Research Practicum (3 cr.) P: Admission to the Ph.D. program. C: Linked in curriculum to D751 but need not be taken concurrently. Students will develop research skills through directed study and supervised research experience. Learning is related to a D751 focus course and the student's interest area. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, data collection, data analysis, and secondary analysis of existing datasets relevant to the student's research interests. This course may be taken more than once

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

NURS-F 572 Primary Health Care of Children (3 cr.) (3 credit hours:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health-care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in children. 5 clinical hrs./wk.

NURS-F 574 Primary Health Care of Adults (3 cr.) (3 credit hrs:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in the assessment and management of primary health-care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. 5 clinical hrs./wk.

NURS-F 576 Primary Health Care of Women (3 cr.) (3 credit hrs:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. 5 clinical hrs./wk.

NURS-F 578 Primary Health Care of Families—Clinical (5 cr.) Enables the F.N.P. student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. 25 clinical hrs./wk.

NURS-F 700 Theories for Family Health (3 cr.) The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific family health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

NURS-F 701 Family Systems Interventions (3 cr.) The goal for this course is to develop an understanding of theory-based interventions for research with family systems. The course will facilitate an in-depth understanding of family system concepts. The course will also address ethical issues when working with families, and it will have a focus on culture, social class, and ethnicity.

NURS-F 702 Family Research Methods (3 cr.) This course provides the student the opportunity to analyze

and apply family research methods as a foundation for conducting family research. Students evaluate family research literature and findings and obtain the knowledge to implement family research studies. Students examine designs in family studies; apply techniques for strengthening designs and address instrumentation, sampling, data collection, and unit of analysis issues specific to family research.

NURS-G 513 Genetics (2 cr.) In-depth study of biophysical and behavioral aspects of human development, which also considers genetic, embryologic, and developmental physiological components. This course may be repeated for a maximum of 4 credits.

NURS-G 556 Primary Health Care of Women Throughout LifeSpan (4 cr.) P: Y550, Y515, Y612, G552, G555 or permission. Enables student to develop a practice base for clinical decision-making in the assessment and management of women from menarche past menopause. Includes identification of health needs, nursing interventions for illness prevention, health promotion, and therapeutic interventions. 20 clinical hours/ week.

NURS-G 901 Advanced Research (Independent Study) (6 cr.) Individual assignments arranged for doctoral students.

NURS-H 537 Community Epidemiology (3 cr.) This research course presents methodological and analytical techniques to summarize health-related indicators in populations and provides opportunities to assess mainstream and multicultural populations through existing data sets. Epidemiologic techniques will form the basis for these population assessments.

NURS-H 540 Community Assessment (3 cr.) This course focuses on concepts and methods for the assessment of a mainstream and multicultural community's strengths and needs. Students will collect and analyze secondary data for selected communities, analyze health indicators, conduct a community assessment, and delineate implications for advanced practice nursing.

NURS-H 544 Community Development and Organization for Health (3 cr.) The purpose of this course is to critically analyze ethical principles, theories, concepts, and research of community development and organization for health, and to consider the application of these issues in mainstream and multicultural communities. Students develop an evaluation research proposal to study the effects of community development efforts.

NURS-H 546 Action Research and Community Health Policy (3 cr.) Analysis of action research as a method of scientific inquiry for social and policy change. Working with mainstream and multicultural community groups, students design and conduct action research projects. Based on research results, recommendations for social and policy change and for further policy research are made.

NURS-H 548 Community-Based Nursing Practicum (3 cr.) Students conduct a practicum experience in order to synthesize theory and research related to program development or evaluation of community-based intervention. Mainstream and multicultural community experiences and activities are independently planned to meet student career goals. 15–30 clinical hrs./wk.

NURS-H 630 Community Health Planning and Implementation (4 cr.) P: H537, H538. Analysis of concepts, ethical principles, frameworks, models of practice, and research related to community-based nursing. Working with mainstream and multicultural community leaders, students design a plan for a community-based intervention and outcome evaluation appropriate at the local level.

NURS-H 733 Community Health Nursing and Primary Health Care Policy (3 cr.) P: R600 or equivalent, H730, H731, or consent of instructor. The impact of primary health care policy on nursing, health, and development in industrialized and developing countries is evaluated. Student research projects evaluate national primary health care policies, and recommendations are made for optimal policies and for further development of nursing science.

NURS-I 579 Nursing Informatics Practicum (3 cr.) This course provides an opportunity for the learner to synthesize all previous course work and to demonstrate beginning competency in nursing informatics. The course employs an application focus in which the learner demonstrates comprehension, critical thinking, and problem-solving abilities within the context of a real-world environment.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics.

NURS-I 631 Clinical Information Systems (3 cr.) Clinical Information systems includes: human computer interface and system design, healthcare decision support and clinical guidelines, system selection, organizational issues in system integration, project management for information technology change, system evaluation, regulatory policies, impact of the Internet, economic impacts of e-health, distributed healthcare information technologies, and future trends.

NURS-I 635 Consumer Health Informatics (3 cr.) Topics include theoretical models for the delivery of consumer health information; Internet-based information delivery, access to patient information, and privacy issues; quality of consumers health information health literacy; design and development of consumer health information resources; consumer access to clinical information; and current research.

NURS-I 639 Informatics in Nursing Administration Practice (3 cr.) This course describes the knowledge work necessary for competent practice in nursing management. The focus is on identification, acquisition, analysis, interpretation, and application of knowledge data, databases, and systems that support decision making strategies in nursing administration.

NURS-J 595 Topical Seminar (2-4 cr.) Seminar topic to be announced each semester.

NURS-J 595 Legal and Ethical Issues in Nursing Education (2 cr.) This topical seminar will be focused on a discussion of the legal and ethical issues related to nursing education.

NURS-J 690 Readings in Clinical Nursing (1-3 cr.) Topic arranged depending on the needs and interests of the student.

NURS-J 692 Hermeneutics Institute (3 cr.) Seminar focusing on hermeneutic phenomenology in the context of research and scholarship in health care and the human sciences (including design, data collection and analysis and dissemination). Readings from philosophers such as Heidegger, Gadamer and Nancy are used to situate hermeneutical methodologies in a philosophy of science.

NURS-J 692 Independent Study in Nursing (1-6 cr.) Individual assignments arranged.

NURS-L 574 Administrative Management in Nursing (3 cr.) P: L573. Content derived from contemporary environmental, personnel, and organizational issues related to the administration of nursing services with an emphasis on management principles and processes.

NURS-L 575 Corporate and Public Policy for Nursing Executives (3 cr.) This course is designed to prepare nurse administrators for active policy-making participation in health-care organizations, professional associations, and governmental agencies. The focus of the course is on managerial decisions and on building coalitions for policy at the organizational, local, regional, national, and international levels.

NURS-L 579 Nursing Administration Practicum (3-6 cr.) P: L574 and SPEA V610. A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes group seminars. 15 clinical hrs./wk.

NURS-L 650 Data Analysis for Clinical and Administrative Decision Making (3 cr.) Focuses on understanding, manipulating, and analyzing quantitative data in nursing and health care. Includes use of computer-based systems for data management and statistical analysis. Students learn application and interpretation of multivariate statistical models for decision making.

NURS-L 670 Economic Analysis of Nursing and Health Systems (3 cr.) This course provides the economic context for nursing administration and a forum for students to analyze key nursing administration and health systems issues from a perspective of economic value to the community they serve.

NURS-L 671 Financial Management: Nursing (3 cr.) Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of obtaining personnel input, estimating costs, and cost justification are analyzed in depth.

NURS-L 775 Organizational Theories in Nursing (3 cr.) An analysis of existing organizational theory for the purpose of identifying, extending, or modifying theory for application in the nursing service or education sectors.

NURS-M 500 The Scientific Basis for Clinical Nurse Specialist Practice (3-4 cr.) This course focuses on understanding the clinical nurse specialist role and practice. Emphasis is placed on theory and science related to chronic illness prevention, risk reduction and management for individuals in the context of families. Students use clinical reasoning to diagnose actual or potential problems amenable to nursing interventions, and design, implement and evaluate evidence-based nursing interventions for specialty populations of adults across the lifespan.

NURS-M 559 Stress and Coping (3 cr.) This course focuses on analyzing psychological and psycho-physiological theories of stress and coping. Students apply principles of interviewing to identify experiences of stress, and use clinical reasoning to diagnose stress related problems for adults across the life span. Students design, implement and evaluate evidence-based nursing stress management interventions for individuals and their families.

NURS-M 560 Enhancing Health Behaviors Through Psycho-Educational Intervention (3 cr.) This course focuses on the application of science to enhance individual health behaviors of adults across the lifespan through psycho-educational interventions. Emphasis is on the development of psycho-educational interventions to support health-related decision-making and self-management through learning and cognitive restructuring. Learning and other relevant theories are presented to guide intervention design, implementation and evaluation.

NURS-M 565 Symptom Management and Functional Enhancement (4 cr.) This course focuses on the application of theory and science to improve patient outcomes related to symptoms and functional status in the context of chronic illness. Theory, research and evidence are analyzed in the design, implementation and evaluation of nursing interventions to optimize outcomes for adults across the adult life span.

NURS-M 575 Clinical Nurse Specialist Role in Health Systems (3-4 cr.) This course prepares clinical nurse specialists to function as leaders within complex health systems. Students synthesize and apply theories and research to advance the practice of nursing for a specialty population of adults across the lifespan experiencing chronic illness. Emphasis is placed on leading nurses and multidisciplinary teams in achieving safety, quality, and cost-effective outcomes.

NURS-P 510 Neuro-Psychopharmacology (3 cr.) Considers indications, therapeutic uses, neurophysiological mechanisms of action, and side effects of the major classifications of psychotropic drugs. Relevant research is examined, as is clinical application pertinent to current psychiatric mental health practice, including therapeutic management, psychodynamics, and combination of drugs with other treatment modalities.

NURS-P 515 Assessment in Advanced Psychiatric Nursing (3 cr.) Methods and skills for completing a comprehensive mental health assessment are emphasized. Content includes criteria for DSM, psychiatric nursing diagnosis, ICD, and functional abilities, developmental status, and cultural influences. Students become familiar with standardized assessment tools commonly used in psychiatric/mental health settings. 5 clinical hrs./wk.

NURS-P 558 Psychiatric/Mental Health Advanced Practice Nursing Across the Lifespan (3 cr.) P: P510;

P515; N502 • Placement in curriculum: a required course for MSN, psychiatric/mental health adult/geriatric major Treatment models and research findings related to the care of persons across the lifespan with mental illness are examined, analyzed, evaluated, and implemented in clinical practice. The interrelationships of neurobiology, gender, development, environment, and culture are explored in relation to how they guide therapeutic approaches to treatment. Sociopolitical forces that influence advanced nursing practice and health care delivery are examined. Supervised clinical experiences focus on developing advanced practice skills in clinical management, crisis intervention, health promotion and illness prevention.

NURS-P 651 Psychiatric/Mental Health Nursing with Families (3 cr.) Theoretical formulations and research related to developmental and functional processes in families are examined for their relevance in designing and implementing nursing interventions. Biopsychosocial formulations are used to understand the reciprocity of individual and family function and dysfunction. Learning experiences include analysis of family therapy simulations and a family therapy practicum. 5 clinical hrs./wk.

NURS-P 652 Interprofessional Approach to the Treatment of Substance Use and Co-occurring Psychiatric Disorders (3 cr.) P: Core courses: N502, N504, R500, R505 or permission of course faculty The purpose of this course is to provide learners with knowledge, skills and the exploration of attitudes relevant to interprofessional approaches to the treatment of substance use and co-occurring psychiatric disorders.
The course will address prevention, intervention, and treatments of these disorders with diverse populations across the life span. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills relevant to their professional standards of practice. Students explore the relationships between and among substance use/psychiatric disorders and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use and co-occurring disorders.

NURS-P 654 Group Interventions in Advanced Psychiatric Nursing (3 cr.) The student will demonstrate an understanding of group treatment as a therapeutic modality in the advanced practice of psychiatric/mental health nursing. Various models of group intervention are analyzed to determine their relevance for meeting specialized needs of clients across the life span. Practicum required. 5 clinical hrs./wk.

NURS-P 671 Advanced Clinical Practice in Psychiatric/ Mental Health Nursing I (3 cr.) Students engage in advanced psychiatric nursing practice with selected populations. Students further define and expand their practice of psychiatric/mental health nursing based on the integration of theory, research, self-evaluation, and clinical supervision. A variety of approaches and issues of service delivery are explored. 10 clinical hrs./wk.

NURS-P 672 Advanced Clinical Practice in Psychiatric/ Mental Health Nursing II (3 cr.) In this practicum, students expand their practice to indirect care responsibilities, including clinical supervision, evaluation of treatment environments, program development, and interdisciplinary collaboration. Students examine social, legal, economic, and ethical issues to develop goals for future professional development and contributions to nursing. 10 clinical hrs./wk.

NURS-R 601 Instrumentation and Measurement (3 cr.) P: R603, R604, or consent of faculty. This course provides an opportunity for the student to develop expertise in developing and testing the psychometric properties of an instrument to measure health-related phenomena. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, and content analysis, item analysis, assessment of reliability and validity, accuracy and precision, and manuscript preparation to report psychometric properties.

NURS-R 602 Instrument Development for Health Behavior II (2 cr.) P: R601. The purpose of this course is to provide an opportunity for the student to develop expertise in the testing of an instrument to measure health behavior. Content focuses on data collection, item analysis, validity and reliability assessment, and manuscript preparation to report psychometric properties.

NURS-R 603 Foundations of Quantitative Research (3 cr.) P: Concurrent or Pre-requisite to Theory 1 and R607 The focus of this course is on in-depth critique of the quality indicators for quantitative research designs. Designs, sampling methods, data collection methods, measurement strategies, and quality of measures are evaluated for threats to internal and external validity. In addition, the logical consistency among problem, purpose, design, data analysis and conclusions are examined.

NURS-R 604 Experimental and Quasi-Experimental Designs and Methods in Nursing (3 cr.) P: R603. An in-depth study of experimental and quasi-experimental research designs and methods used to evaluate the effectiveness of interventions. Designs will be evaluated to minimize error and maximize internal and external validity. Sampling methods, power analysis, Type I and II errors, and other concepts relevant to experimental and quasi-experimental research designs and related methods will be covered.

NURS-R 605 Design and Applications of Advanced Research Designs/Interventions (3 cr.) P: R603, R604. Evaluates and applies issues relevant to intervention research and health services research. Content will include intervention dosage, sensitivity, mediators and moderators, and quality assurance and feasibility of intervention delivery. Translational research, multisite research, intent-to-treat, nested designs, and outcome designs will be discussed for application.

NURS-R 607 Advanced Statistics in Nursing Research (3 cr.) P: R606 or equivalent Intermediate Statistics in Nursing Research or permission of instructor. This course covers multiple linear regression, ANCOVA, factorial ANOVA, repeated measures, sensitivity and specificity, logistic regression, and survival analyses. Understanding the mathematics and logic behind these techniques is emphasized. Students develop skills to answer research

questions, and critically analyze, interpret, and evaluate evidence related to nursing research.

NURS-R 608 Multivariate Statistics in Nursing Research (3 cr.) P: R606 Intermediate Statistics or equivalent in Nursing Research and R607or equivalent Advanced Statistics in Nursing Research or permission of instructor. The development of skills and applications that enhance student's ability to critically analyze, interpret, evaluate and conduct nursing research using canonical correlation, MANOVA/ MANCOVA, discriminant analysis, principal component analysis, exploratory and confirmatory factor analysis, and structural equation modeling. Understanding the mathematics, logic, application of these techniques is emphasized.

NURS-R 610 Foundations of Qualitative Research (3 cr.) The focus of this course is on in-depth critique of the quality indicators for qualitative research designs. Designs, sampling methods, data collection methods, and analysis methods are evaluated for threats to credulity, neutrality, consistency, and usefulness of findings. In addition, the consistency among research question, purpose, design, data analysis, and conclusions are examined.

NURS-R 611 Advanced Qualitative Research Methods (3 cr.) P: R500, R603, R610, or consent of faculty. Elective course provides context for deeper analysis of selective qualitative methodologies. Critical skills include developing research questions appropriate for selected methodologies and defending methodological choice. Students refine and conduct a pilot research project, including IRB submission, data collection/ analysis, application of quality criteria, and preparation of a publishable research report.

NURS-R 612 Interpretive Data Analysis (1-3 cr.) P: R610, R611 and completed qualitative data collection from D752 or with permission of course faculty. This course advances new qualitative researchers in building a foundation of philosophical, theoretical and practical understanding of interpretive research methods, study designs, conditions of rigor in qualitative research, and research team building. Students will explore ways of grounding their findings in the works of interpretive phenomenology, grounded theory and other interpretive methods meeting the needs of students. Students will explore multiple avenues for dissemination of interpretive research findings.

NURS-R 800 Dissertation Seminar (3 cr.) The seminar is a forum for students to explore with their peers the processes for obtaining Ph.D. candidacy status and completing the dissertation. Policies/procedures for completing the Ph.D. candidacy examination and the dissertation proposal defense will be discussed. Dissertation research compliance issues related to the IUPUI IRB application process also will be discussed. Students will collaborate with their dissertation chair to facilitate progress toward Ph.D. candidacy and the dissertation phase of their program.

NURS-R 899 Dissertation in Nursing (1-9 cr.) P: Candidacy status in the doctoral program. In collaboration with the student's dissertation chair, dissertation development is facilitated. The seminar is a forum for students to explore with their peers research problem development, theoretical foundations, methodology, and data analysis to launch their dissertation research. Format and procedures for progression in the dissertation process are also discussed. The student's dissertation chair is involved as the student progresses through the semester.

NURS-S 674 Management of the Acutely Ill Adult 1 (6 cr.) This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/ critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 675 Management of the Acutely Ill Adult 2 (6 cr.) P: S674. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 676 Management of the Acutely Ill Adult 3 (6 cr.) P: S674 and S675. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate/accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-T 600 Scientific Basis for Clinical Teaching in Nursing (3 cr.) P: N502, N504, R500, R505 or permission of course faculty C: T670 All students must satisfy the Indiana University School of Nursing RN licensure, background check, immunization and CPR requirements and provide documentation of this prior to the first day of class. This course includes an integration of concepts of population-based clinical practice and teaching in clinical environments. Emphasis is placed on the relationship between nursing theory, quality and safety, evidence based practice and teaching and learning in clinical settings.

NURS-T 615 Curriculum in Nursing (3 cr.) This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula; evaluating existing curricula; and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) Integration of concepts of assessment and evaluation into a nursing education framework. Students analyze assessment/ evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies (3 cr.) This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) Seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction. The course is taught entirely on the Internet.Students work with a preceptor and submit a videotape or audio tape of teaching a unit of instruction.

NURS-T 679 Nursing Education Practicum (3 cr.) A practicum experience designed for application, demonstration, and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences. M.S.N. nursing education major students are required to take a 2 credit J595 special topics course concurrently with T679.

NURS-T 800 Preparing Future Faculty (2 cr.) This course provides preparation for employment and development of competencies as educators in academic and other complex organizations. Course concepts include functioning within the educational environment; understanding research abilities, teaching-learning process, the use of technology, civic engagement, and service; and developing effective communication skills with diverse groups.

NURS-W 540 Writing for Publication (3 cr.) P: Permission of the faculty. This course focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.

NURS-Y 512 Advanced Concepts in Gerontology (3 cr.) P: Consent of instructor. Introductory/survey course in gerontology and consent of instructor. Enables students to synthesize theoretical and practical concepts from different disciplines to meet the primary health-care needs of elderly adult clients and their families.

NURS-Y 515 Advanced Pathophysiology (4 cr.) Provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults.

NURS-Y 535 Dynamics of Family Health Care (3 cr.) Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 550 Advanced Adult and Geriatric Health Assessment (3 cr.) Enables students to learn psychomotor skills required for performing physical examinations. This course also provides the theoretical basis to begin the process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-Y 552 Health Maintenance for Adults (5 cr.) Provides the basis for synthesizing health status information for nursing interventions aimed at helping adults and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 15 clinical hrs./wk.

NURS-Y 554 Advanced Nursing Management—Adult (2 cr.) Enables the student to use nursing research data and theoretical knowledge to support advanced nursing practice in primary health-care nursing.

NURS-Y 555 Collaborative Clinical Practice in Primary Health-Care Nursing (4 cr.) Provides opportunities for students to develop advanced clinical practice in primary health-care nursing. Seminar provides for the analysis of nursing management through care presentations. 20 clinical hrs./wk.

NURS-Y 556 Advanced Nursing Management of the Oncology Client (4 cr.) P: Y515, Y550, Y552, Y562, or consent of instructor. Provides the nurse practitioner concentrating in oncology with an overview of advanced nursing management for adults with cancer. Students will learn how to facilitate patient transition through screening and detection, diagnosis, acute care, rehabilitation, and the terminal phase. 5 clinical hrs./wk.

NURS-Y 562 Pathophysiology of Cancer (2 cr.) P: Y515, Y550, or consent of instructor. A pathophysiological approach to nursing care of clients with localized or invasive cancer.

NURS-Y 565 Interdisciplinary Practicum in Gerontology (3 cr.) P: Introductory/survey course in gerontology, Y512, and consent of instructor. Provides the student, as an advanced practitioner and interdisciplinary team member, with the opportunity to participate in the creation or change of health policies and/or programs affecting elderly people. Consists of a seminar and a practicum. 10 clinical hrs./wk.

NURS-Y 600 Clinical Reasoning & Diagnostic Processes in Advanced Practice Nursing (3 cr.) P: Y515, R500 or permission of instructor; C: C550, or Y550, or F570, or T550 depending on specialty major. Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence based practice to decision making in direct patient care. Issues related to third party reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

NURS-Y 612 Applied Pharmacology for Advanced Nursing Science (3 cr.) P: Admission to NP major or permission of instructor This guided online course focuses on pharmaceutics, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principles, and

synthesis of pharmacotherpeutics for advanced practice nursing.

Pre-Nursing Courses

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 190 Special Topics in Nursing (1-3 cr.) P: Completion of all required course work noted or permission of instructor. Students will have an opportunity to pursue special topics of interest related to the professional practice of nursing. Topics will be offered on an as-needed basis.

NURS-A 192 Special Topics in Nursing: Practicum (1-3 cr.) P: Completion of all required course work noted or permission of instructor. Students will have an opportunity to pursue areas of nursing practice that complement their program of study. Course offerings will be based on resource availability.

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.

RN to MSN Mobility Option

NURS-B 490 RN–MSN Transition I (4 cr.) This course is designed to provide learning opportunities to acquire the knowledge and skills that are foundational to advanced practice nursing roles, and success in the masters program. Professional role development, evidence based practice, theories of community-based nursing, nursing leadership and management are analyzed in combination with related research and are applied to the nurse's evolving role in an era of health care reform. Learning opportunities emphasize the knowledge and skills needed to provide evidence based nursing care in complex health systems and in the community. Future trends for nursing's leadership, management, ethics, and social policy roles are examined, with particular emphasis placed on the impact of health care reform.

RN to BSN Degree Completion Program Courses

NURS-B 231 Communication Skills for Health-Care Professionals: RN BSN (3 cr.) This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

NURS-B 244 Comprehensive Health Assessment: RN BSN (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/ observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 304 Professional Nursing Seminar I: Health Policy (3 cr.) (RN-BSN) Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

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: Informatics (3 cr.) (RN-BSN) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 365 Nursing Research (3 cr.) P: All fifth-semester nursing courses and H355 or its equivalent. (RN-BSN) 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 The Art and Science of Complementary Health (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 (3 cr.)

NURS-K 305 New Innovations in Health and Health Care (3 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 499 Genetics and Genomics (3 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 (3 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 474 Applied Health-Care Ethics (3 cr.) P: All sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 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 483 Clinical Nursing Practice Capstone (3 cr.) (RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 487 Nursing Management (3 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.

IU School of Optometry

Welcome to the IU School of Optometry!

The IU School of Optometry is one of Indiana University's health profession schools and is located on the Indiana University Bloomington campus. The school has a strong clinical presence at its Indianapolis Eye Care Center near the IUPUI campus at 501 Indiana Avenue. It is expanding its clinical and research programs in cooperation with other IU health sciences programs, including the IU School of Medicine. The IU School of Optometry is also a collaborating partner with dentistry, medicine, nursing, allied health, public and environmental affairs, law, social work, and other schools and agencies in the graduate program in public health at IUPUI.

IUPUI RESOURCES

- IUPUI Web site
- Academic Calendar
- Campus Map

IU RESOURCES

- Indiana University Web site
- Policies

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If you are seeking further assistance view our Contact Information.

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IU School of Optometry

Contact Information

Mission

The mission of the IU School of Optometry is to protect, advance, and promote the vision, eye care, and health of people worldwide by:

- Preparing individuals for careers in optometry, the ophthalmic industry, and vision science
- Advancing knowledge through teaching, research, and service.

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IU School of Optometry

Mission

Contact Information

Visit our website at:

Indiana University School of Optometry

For information about academic requirements, call (812) 855-1917 or write to:

Office of Student Administration
Indiana University School of Optometry
800 E. Atwater Avenue
Bloomington, IN 47405
(812) 855-1917
E-Mail: opt@indiana.edu

We welcome your visit and can provide advising appointments as well as tours of the School of Optometry and the Bloomington campus.

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Admission

Pre-Dental, Pre-Veterinary, and Pre-Optometry Programs

Admission to professional schools is highly competitive. The pre-professional student is therefore urged to elect a degree program rather than fulfilling the minimum requirements of these schools. Students who choose pre-dental, pre-veterinary medicine, and pre-optometry are usually placed in the Department of Biology, where pre-professional advising is available. Pre-dental students are also encouraged to meet with the health professions advisor in the School of Science to plan for the testing and admission process required by dental schools. Refer to the "Department of Biology" section of this bulletin for the required courses for the Indiana University School of Optometry and Purdue University School of Veterinary Medicine.

Graduate students holding non-science degrees who are electing courses in the School of Science to prepare for medical or dental school are also invited to use the health professions advising service for help with the admission process.

For more Admission information please refer to the website:
http://www.opt.indiana.edu/admis/index.htm

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IU School of Optometry

Degree Programs

The school offers one of the best programs in the country for the education of optometrists. The American Optometric Association defines an optometrist as a primary health care provider who examines, diagnoses, treats, and manages diseases and disorders of the visual system. Students in the four-year Doctor of Optometry (O.D.) program study a rigorous curriculum that prepares them to provide outstanding eye care to all patients. The students learn to diagnose and treat patients with refractive errors, binocular vision problems, ocular diseases, and other eye-related problems. Practical experience is gained in the school's clinics in Indianapolis and Bloomington and on rotations to different clinical settings in and outside Indiana.

The school also provides education for professionals who complement the work of optometrists: opticians and optometric technicians. Students in the Optician/ Technician program at the IU School of Optometry earn a two-year Associate of Science (A.S.) degree.

They learn how to test visual acuity, depth perception, and field of vision, and how to help people select eyewear and learn to care for contact lenses. They also learn how to fill optical prescriptions and make spectacles. Opticians and optometric technicians are a valuable part of the eye care team.

Students interested in research can join the graduate program in vision science and study for the M.S. and Ph.D. degrees. This is an interdisciplinary program intended primarily for those who wish to prepare for teaching and/or research in the sciences related to vision. Students participate in research projects in such areas as ocular physiology, psychophysics, optics, corneal physiology, infant vision, contact lenses, and low vision. They work with world-renowned faculty members to add to the body of knowledge of the vision sciences.

For more information please go to: http://www.opt.indiana.edu/about/pgms.htm

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Clinic Locations

The IU School of Optometry provides a broad range of clinical services for both the general public and the experience of its students. The **Atwater Eye Care Center**, located on the Bloomington campus, provides the public with primary vision care services, contact lens fitting and care, binocular vision diagnosis and treatment, and pediatric care.

The Community Eye Care Center is located on the west side of Bloomington. This busy clinic provides primary vision care, pediatric care, and experience in sports vision, low vision, and other aspects of vision care.

The Indianapolis Eye Care Center, located next to the IUPUI campus, provides primary eye care, contact lens care, low vision services, and pediatric care to the campus and to the general public.

The IU Eye Optometry Clinic is located in Carmel, Indiana. This clinic provides routine eye examinations, contact lenses, management of ocular disease, low vision services, and co-management of refractive surgery in conjunction with the IU School of Medicine Department of Ophthalmology.

The Guanajuato Eye Care Center is located in the Hospital General in the city of Guanajuato, Mexico, and is operated in cooperation with Mexico's Department of Infants and Family. Optometrists and students at this clinic provide primary eye care.

The Rural Clinics Program, with support from the Indiana State Department of Health, provides eye and vision care services to under-served, low-income residents of rural areas in five southern Indiana counties.

For more information

Visit our Web site at www.opt.indiana.edu

E-mail: iubopt@indiana.edu

For information about academic requirements, call (812) 855-1917 or write to:
Office of Student Administration
Indiana University School of Optometry
800 E. Atwater Avenue
Bloomington, IN 47405-3680

We welcome your visit and can provide advising appointments as well as tours of the School of Optometry and the Bloomington campus.

IU School of Optometry

Services

School of Optometry faculty members help to fulfill the school's mission by providing outstanding instruction. In addition, the school has excellent research facilities, both as part of its graduate program in vision science and as part of the Borish Center for Ophthalmic Research. There are many opportunities for students in both the doctor of optometry and graduate programs to participate in ongoing studies.

The school is also strongly committed to service for the general public and to the education of its students. Some of the activities include providing vision screenings to the homeless, eye care to uninsured/low-income patients, vision screenings in elementary schools, and helping to support new optometric education programs in other countries.

Students participate in many of these activities, on campus and in the community. Members of the School of Optometry community also travel with volunteers from organizations like Volunteer Optometric Service to Humanity to underdeveloped countries to provide examinations and eyewear to needy persons. This outreach effort led to the establishment of the school's clinic in Guanajuato, Mexico. Faculty, students, and staff join together to bring vision care to all people.

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IU School of Optometry

Faculty

For a complete and updated listing of the IU School of Optometry faculty, please choose one of the websites below:

- Regular Faculty
- Emeritis Faculty
- Adjunct Faculty

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Courses

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School of Physical Education and Tourism Management

Welcome to the IUPUI School of Physical Education and Tourism Management

Mission

The mission of the Indiana University School of Physical Education and Tourism Management capitalizes on its rich history and unique location in downtown Indianapolis to prepare future leaders in kinesiology and tourism by translating theory into practice.

The school's distinct culture and unique combination of disciplines foster innovative research, learning opportunities and civic engagement that enhance quality of life and economic development of local, national and global communities.

Last updated January 2012

Overview

History of the School of Physical Education and Tourism Management

The School of Physical Education and Tourism Management is the oldest unit at Indiana University Purdue University Indianapolis (IUPUI) and the oldest existing school in the country for the preparation of physical education teachers.

The school was founded in New York City in 1866 as the Normal College of the American Gymnastic Union. It was established by the American Turners to prepare instructors for their gymnastics societies.

The school moved to Chicago in 1871 only to be burned out by the great Chicago fire, which forced it to return to New York, where it remained until 1873. The school then moved to Milwaukee and finally settled in Indianapolis in 1907. During these years, the curriculum was continually expanded, from a four-month certificate program to a one-year, then a two-year, and eventually a four-year degree program. The curricular changes were in response to the ever-changing needs for trained professionals in other educational institutions.

The Normal College merged with Indiana University in 1941, when financial difficulties occurred. Under the merger, students attended the Normal College in Indianapolis for two years and completed their junior and senior years in Bloomington, where they earned the Bachelor of Science in Physical Education degree. This arrangement remained in effect until 1969, when the junior-year program was moved to Indianapolis, followed by the senior-year program in 1972. In the same year, the name of the college was changed to the School of Physical Education to reflect more closely the mission of the school as a training center for teachers of physical education. Since that time, the physical education curriculum has added majors in exercise science, fitness management and personal training, sports management, and pre–professional programs: pre-med, pre-physician assistant, and pre-occupational or physical therapy.

In 1994, the school assumed administrative responsibilities for the Purdue University Department of Restaurant, Hotel, Institutional and Tourism Management. In response to changing needs in the tourism industry, a new Indiana University degree in Tourism, Conventions and Event Management was approved in 1999. The growth of this degree program, as well as five certificate programs, resulted in another name change for the school to the School of Physical Education and Tourism Management.

Facilities

The School of Physical Education and Tourism Management and the Indiana University Natatorium share a $21.5 million facility located at 901 West New York Street on the main campus of IUPUI. The complex is divided into deck, concourse and bridge levels, covering approximately 200,000 gross square feet.

The deck level features weight-training and conditioning rooms, a 50-meter competitive pool, a diving pool, and a 50-meter instructional pool; the instructional pool is equipped with moveable bulkheads and floor so that the water depth may be adjusted to aid in instruction and recreation. A research suite for exercise physiology and biomechanics is also located on the deck level.

The concourse level of the physical education wing has a large gymnasium, an auxiliary gymnasium, racquetball courts and Informal Learning Laboratory.

The bridge level houses the administrative and faculty offices. From this level, an enclosed overhead pedestrian walkway connects the physical education complex with the Education/Social Work building across New York Street, where the three schools share classroom space.

Adjacent to the Physical Education/Natatorium building is an Olympic-caliber 400-meter track and field stadium, plus outdoor fields for instructional, recreational and competitive athletic events. The 28.7-acre outdoor facility also includes fields for softball, soccer and touch football.

The National Institute for Fitness and Sport (NIFS) was created in 1985. Dedicated to promoting healthy, active lifestyles through research, education and service, this nonprofit organization currently works in conjunction with the School of Physical Education and Tourism Management and other departments of the university. It occupies a $12 million, 120,000 square-foot facility located on the IUPUI campus and in White River State Park.

Contact Information

School of Physical Education and Tourism Management
Physical Education/Natatorium (PE) 250
901 West New York Street
Indianapolis, IN 46202-5193 (317) 274-2248
http://petm.iupui.edu/ or petm@iupui.edu

Department of Physical Education information:
(317) 274-0600

Department of Tourism, Conventions and Event Management information:
(317) 274-2248

Undergraduate Programs

The Department of Physical Education grants the Bachelor of Science in Physical Education degree and a Master's degree in Physical Education. Undergraduate students may select from five options (exercise science, exercise science with pre–occupational therapy/pre–physical therapy, pre-medical or physician assistance options, fitness management and personal training, sports management, and teacher education with physical education) and a variety of minors and certificates.

The Department of Tourism, Conventions and Event Management offers a four-year degree in Tourism, Conventions and Event Management. The program emphasizes tourism research and meeting, special event, and sports event planning to prepare graduates for management positions in a variety of profit and not-for-profit tourism organizations.

The Department of Military Science also resides in the School of Physical Education and Tourism Management.

Admission

Intercampus Transfers

Temporary

To transfer credit for an individual semester or for the summer from one campus to another campus of Indiana University, the student must file a temporary Intercampus Transfer Request through the Office of the Registrar at https://www.iupui.edu/~moveiu/ict.html.

Permanent

To transfer permanently from one campus to another campus of Indiana University, the student must file an Intercampus Transfer Application. Applications typically take 4-6 weeks to be processed. Please visit http://enroll.iupui.edu/admissions/undergraduate/transfer/intercampus.html for more detailed information, the application and deadline information.

Awards and Scholarships

School Awards and Scholarships

Dean's Honor List Students in the School of Physical Education and Tourism Management are recognized for outstanding academic achievement by having their names placed on the Dean's List. This award goes to all full-time students who have achieved a semester GPA of 3.5 or higher.

Phillip K. Hardwick Scholarship Established in 1998, this scholarship recognizes a student in the School of Physical Education and Tourism Management for outstanding community volunteerism or philanthropy.

P. Nicholas Kellum Scholarship This scholarship is awarded to a top junior in each academic department.

School of Physical Education and Tourism Management Freshman Scholarship Established by faculty gifts, this scholarship recognizes an outstanding entering freshman.

Swinford Scholarship (Students Attending Camp Brosius) Eligible students must be full-time with a minimum 2.5 GPA. Students should be enrolled for summer classes at Camp Brosius within their department. Students also must provide financial need and proof of summer employment.

Department of Physical Education Awards and Scholarships

Diversity Research Scholarship This scholarship is a one-year renewable scholarship that enables a beginning student to be matched with a faculty mentor for the purpose of establishing a comprehensive research program.

Athenaeum Turners Scholarship The Athenaeum Turners of Indianapolis established this scholarship to honor a physical education major who demonstrates academic excellence and professional promise. The School of Physical Education and Tourism Management was located at the Indianapolis Athenaeum from 1907 to 1970.

Frank and Loretta Feigl Scholarship Two $1,000 Frank and Loretta Feigl Scholarships are available for incoming freshman students who intend to study physical education teacher education.

The Clara L. Hester Scholarship This coveted award is presented in the name of the past director of the Normal College of the American Gymnastic Union. Clara Hester served the school for 44 years; the award was established in 1978 to honor her. It is given to a full time student majoring in physical education who has satisfied all academic criteria at the completion of their junior year. The recipient must use the award for academic programs in the Department of Physical Education at IUPUI.

Peg Hope Scholarship This scholarship is awarded to a student with a GPA of 2.5 or higher who demonstrates financial need and who has worked to defray the cost of his or her education.

Floyd and NiCole Keith Book Award The Department of Physical Education provides awards for book fees to Physical Education students (fall semester). Eligible applicants are sophomores or juniors majoring in a Department of Physical Education degree program. These students must have a cumulative GPA of 2.5 or higher.

Floyd and NiCole Keith Coaching Scholarship This scholarship is awarded to a sophomore or junior enrolled in the Department of Physical Education and planning to pursue a career in coaching or athletic administration. Students must have a 2.5 cumulative GPA or higher.

The John Jordan Scholarship Recognizes an outstanding active member who emulates John Jordan, an outstanding former member in the Alpha Chapter of Phi Epsilon Kappa.

The Lola L. Lohse Scholarship This scholarship is presented annually to a minority student who is majoring in physical education. The basis for the selection consists of involvement in extracurricular activities, student leadership, participation in professional organizations, and evidence of self#help in obtaining a college education. Selection is made by the faculty.

Rudolph L. Memmel Scholarship The Memmel Scholarship is given in honor and recognition of Rudolph

L. “Rudy” Memmel, former head of physical education for the Cincinnati, Ohio, Public Schools. Selection criteria include excellence of academic record and active involvement in activities related to the profession.

The Department of Physical Education Faculty Award The faculty presents this award to a graduating senior as a vote of confidence in a promising future within the profession. The award is based on scholarship performance; professional attitude toward physical education as a career; and service to the department, university, and community.

Physical Education Teacher Education Scholarship This scholarship is presented to an undergraduate student pursuing teacher education who is preparing to enter the student teaching aspect of their education. Selection criteria include excellence of academic record and the beginning of student teaching within the next academic year.

Dr. Carl B. Sputh Memorial Scholarship These memorial scholarships are presented annually to outstanding juniors enrolled full-time in the Department of Physical Education. The candidates are selected by faculty on the basis of scholastic achievement, character, need, and professional promise in the teaching of physical education.

The William A. Stecher Honor Award An outstanding graduating senior from the Department of Physical Education is recognized annually at the Commencement reception with this award. The candidate is selected by the faculty on the basis of scholarship, level of performance in physical activities, professional attitude, character, leadership, and service.

Ann Ritsert Schnurr and Katrina Schnurr Pierce Scholarship This scholarship supports out-of-state sophomore or junior physical education students. Candidates must achieve a GPA of 3.0 or higher.

Dr. Hitwant Sidhu Scholarship This scholarship honors an undergraduate physical education major with a GPA of 2.5 or higher who participates in voluntary service to the community, profession, education, or the university.

Jeff and Sue Vessely Scholarship This scholarship is awarded to an incoming freshman physical education major with an outstanding high school academic performance record.

Anna V. Wessel Memorial Scholarship The Anna V. Wessel Memorial Scholarship awards one incoming freshman female student with $10,000 for tuition and books. Qualified applicants participate in sports via youth, church, or school leagues.

Department of Tourism, Conventions and Event Management (TCEM) Awards and Scholarships

American Hotel Foundation Scholarship These scholarships are awarded to students who have demonstrated potential for leadership in hospitality management, have a minimum cumulative GPA of 3.0, and have financial need.

Brewers of Indiana Guild Scholarship The Department of Tourism, Conventions and Event Management awards the Brewers of Indiana Guild Scholarship to one student studying within the department. To be eligible, applicants must be enrolled as a Tourism, Conventions and Event Management major at IUPUI. Qualified applicants must have taken and achieved a semester grade above 90% in TCEM 328, Introduction to Microbrewing, or equivalent course. Priority consideration will be given to students who represent the top 10% majoring in Tourism, Conventions and Event Management.

Raymond A. Dault Care, Pride and Skill Scholarship In recognition of Raymond Dault’s leadership of the TCEM department and his devotion to students, two annual awards are given. One recipient is the freshman student who has earned the highest GPA. The second recipient is the student with the highest GPA on completion of the associate degree.

Bill Day Outstanding Tourism Scholarship and Award The scholarship recognizes a junior for academic achievement, extracurricular participation, and leadership potential. The award recognizes the graduating senior with the highest GPA.

Donald Durbin Memorial Scholarship Honors the memory of Donald Durbin, Indianapolis hotelier, by recognizing contributions.

Leo and Mary Durbin Scholarship This scholarship is awarded to a sophomore or junior student who is currently working in the hospitality industry and has a cumulative GPA of 2.5 or higher.

Bo L. Hagood Scholarship The scholarship recipient must be an incoming TCEM major with a high school GPA of 2.5 or higher.

Sara Hecht Memorial Scholarship In memory of Sara Hecht, a TCEM major, this scholarship is awarded to a student or to students enrolled in TCEM 306 or TCEM-L 391.

Bill and Joan McGowan Scholarship Recognizes sophomores or juniors with a cumulative GPA of 3.0 or higher who currently work or has worked in the tourism or hospitality industry.

Per Moller Scholarship This scholarship is awarded to a full-time student who has maintained a GPA of 3.0 or higher and is currently employed in the hospitality industry.

Edward and Amy Nefouse Scholarship Recognizes a TCEM major with a minimum cumulative GPA of 3.0.

Max M. Shapiro Restaurant Excellence Scholarship This scholarship recognizes an outstanding student and leader. Selection criteria include scholarship, potential for leadership in hospitality management, and commitment to the department and student organizations.

Elias and Fofo Stergiopoulos Scholarship This scholarship award goes to a full-time student in good academic standing who is currently employed in the hospitality industry and is committed to community service.

Dr. Violet White Scholarship The Department of Tourism, Conventions and Event Management awards the Dr. Violet White Scholarship to one student studying within the department who has aspirations of a career in

the tourism industry. To be eligible, applicants must be enrolled in the TCEM department at IUPUI.

Degree Programs

Bachelor of Science in Physical Education (B.S.P.E.)

- Exercise Science (Pre-Med, Pre-Occupational Therapy, Pre-Physician Assistant, Pre-Physical Therapy)
- Fitness Management and Personal Training
- Physical Education - Teacher Education
- Sports Management

Bachelor of Science (B.S.)

- Tourism, Conventions and Event Management

General Requirements

Policies Governing the Academic Program—School of Physical Education and Tourism Management

Degree Requirements

Students in the School of Physical Education and Tourism Management are responsible for fully understanding and meeting all the requirements for graduation. Information regarding the program can be obtained by consulting this bulletin.

A minimum cumulative grade point average (GPA) of 2.2 (on a 4.0 scale) is necessary. Class standing is based on credit hours completed:
Freshman—26 or fewer
Sophomore—27–55
Junior—56–85
Senior—86+

The Department of Physical Education requires a minimum of 124 credit hours for a Bachelor of Science degree. Within the physical education major, the department offers five plans of study (exercise science, exercise science with pre-med, pre-physician assistant, pre-occupational or physical therapy with pre–occupational and pre–physical therapy and pre–med options, fitness management and personal training, sports management, and teacher education, physical education and a certificate in personal training). A capstone practicum is a feature of each plan of study: student teaching, for teacher education majors, or an internship, for majors in all other plans of study. A minimum cumulative GPA of 2.5 is required for entry into the capstone course, and a minimum cumulative GPA of 2.2 is required to earn the bachelor's degree. A grade of C or higher is required in ENG-W 131, ENG-W 231/BUS-X 204 and COMM-R 110, and none of these courses may be taken by correspondence.

The exercise science plan of study is designed for the individual who wishes to work in the corporate/community fitness setting or to pursue a graduate degree in exercise science, biomechanics, physical therapy, occupational therapy, or a related health discipline. The fitness management and personal training plan of study is directed to those interested in personal fitness training, sports programming, entrepreneur activities related to fitness and sports, and related fields. The sports management plan of study prepares students for careers in the business and operational aspects of sporting activities. The teacher education plan of study prepares students to meet teacher education certification requirements set by the state of Indiana.

The Department of Tourism, Conventions and Event Management requires 124 credit hours for the Bachelor of Science degree.

The four-year degree requires a letter grade of C or higher in the general education courses of ENG-W 131, ENG-W 231 and COMM-R 110. The degree program requires 600 hours of work experience in a pre-approved tourism or hospitality organization. Students may complete the work experience with a paid or unpaid position.

Internship Programs

Internship Program in Exercise Science, Fitness Management and Personal Training and Sports Management

Students following the exercise science, fitness management and personal training and sports management plans of study complete an internship with a community agency approved by the School of Physical Education and Tourism Management. Prospective interns must have completed at least 30 semester hours in residence at IUPUI and at least 15 semester hours in the major. Students apply approximately one year before the expected internship placement. A minimum overall GPA of 2.5 is required at the time of the application. The internship assignment will entail full-time work for 12 weeks (summer, fall or spring). Only in rare and exceptional cases will students be allowed to participate in an internship at their previous or present place of employment.

Internship Program in Tourism, Conventions and Event Management (TCEM)

TCEM majors are required to complete a minimum of 600 hours of work experience in tourism/hospitality businesses. The internship should be completed after the sophomore year of attendance.

Bachelor of Science-Physical Education

Each student will select one of the following plans of study and will complete the requirements for that option: (1) exercise science; (2) exercise science (pre–occupational therapy, pre-physician assistance, pre–physical therapy, and premedical options); (3) fitness management and personal training; (4) sports management; and (5) teacher education (physical education).

- Exercise Science Plan of Study (124 credits)
- Exercise Science/Pre-Med Plan of Study (135 credits)
- Exercise Science/Pre-Occupational Therapy Plan of Study (124 credits)
- Exercise Science/Pre-Physical Therapy Plan of Study (125 credits)
- Fitness Management and Personal Training Plan of Study (125 credits)
- Sports Management Plan of Study (122-125 credits)
- Teacher Education Physical Education Plan of Study (125 credits)

- Other Programs Offered in Physical Education and Related Areas

Exercise Science Plan of Study

The exercise science plan of study will lead to a Bachelor of Science in Physical Education degree. It is designed to meet the needs of students who wish to pursue careers in a corporate/community fitness setting; a graduate degree in exercise science, biomechanics, occupational therapy, or physical therapy; or a career in a related health/wellness field. There are three categories of requirements in this program: (1) physical education; (2) general education; and (3) electives.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)
- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 258 Activities for People with Special Needs (3 cr.)
- HPER-P 373 Resistance Exercise/Sports Conditioning* (3 cr.)
- HPER-P 374 Basic Electrocardiogram for Exercise Sciences* (2 cr.)
- HPER-P 391 Biomechanics* (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience)* (7 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise* (3 cr.)
- HPER-P 405 Introduction to Sport Psychology* (3 cr.)
- HPER-P 409 Basic Physiology of Exercise* (3 cr.)
- HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations* (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment* (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation* (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design for Apparently Healthy and Special Populations* (3 cr.)
- HPER-P 443 Internship: Physical Education (Internal capstone)* (3 cr.)
- HPER-P 452 Motor Learning* (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

Total: 68 credit hours

* Go to School of Physical Education and Tourism Management website for list of prerequisites.

General Education Requirements

A. Humanities and Social/Behavioral Sciences (21 credit hours)

- COMM-R 110 Fundamentals of Speech Communication (C or higher required) (3 cr.)
- ENG-W 131 Elementary Composition (C or higher required) (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (C or higher required) (3 cr.)
- PSY-B 110 Introduction to Psychology (3 cr.)

Elective Humanities and Social/Behavioral
(9 credit hours) Select at least one course outside of Communication/English. Select from:

- Anthropology (ANTH)
- Art (HER)
- Classical Studies (CLAS)
- Communication (COMM)
- Economics (ECON)
- English (ENG)
- Folklore (FOLK)
- Foreign Language
- Geography (non physical) (GEOG)
- History (HIST)
- HPER: P402, P411
- Journalism (JOUR)
- Music (MUS)
- Organizational Leadership and Supervision (OLS)
- Philosophy (PHIL)
- Political Science (POLS)
- Psychology (PSY)
- Religion (REL)
- Sociology (SOC)
- Women's Studies (WOST)

B. Life Science and Mathematics (27-28 credit hours)

- BIOL-N 261 Human Anatomy (5 cr.)
- BIOL-N 217 Human Physiology (5 cr.)
- MATH 15900 Pre-Calculus (5 cr.) OR MATH 15300 Algebra and Trigonometry I (3 cr.) AND MATH 15400 Algebra and Trigonometry II (3 cr.) may be substituted
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- PHYS 21800 General Physics I (4 cr.)
- PSY-B 305 Statistics (3 cr.) OR STAT 30100 Elementary Statistical Methods (3 cr.)

C. Electives

Additional elective credits may be required to reach the 124 credit hour minimum required for the degree.

Exercise Science/Pre-Med Plan of Study

Students will earn a Bachelor of Science in Physical Education with an Exercise Science emphasis and will complete the additional courses and experiences typically needed for medical school admission.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)

- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)
- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 258 Activities for People with Special Needs (3 cr.)
- HPER-P 373 Resistance Exercise/Sports Conditioning* (3 cr.)
- HPER-P 374 Basic Electrocardiogram for Exercise Sciences* (2 cr.)
- HPER-P 391 Biomechanics* (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience)* (7 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise* (3 cr.)
- HPER-P 405 Introduction to Sport Psychology* (3 cr.)
- HPER-P 409 Basic Physiology of Exercise* (3 cr.)
- HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations* (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment* (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation* (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design for Apparently Healthy and Special Populations* (3 cr.)
- HPER-P 443 Internship: Physical Education (Internal capstone)* (3 cr.)
- HPER-P 452 Motor Learning* (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

Total: 68 credit hours

* Go to School of Physical Education and Tourism Management website for list of prerequisites.

General Education Requirements

A. Humanities and Social/Behavioral Sciences (21 credit hours)

- COMM-R 110 Fundamentals of Speech Communication (C or higher required) (3 cr.)
- ENG-W 131 Elementary Composition (C or higher required) (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (C or higher required) (3 cr.)
- PSY-B 110 Introduction to Psychology (3 cr.)

Elective Humanities and Social/Behavioral (9 hours) Select at least one course outside of Communication/ English. Select from:

- Anthropology (ANTH)
- Art (HER)
- Classical Studies (CLAS)
- Communication (COMM)
- Economics (ECON)
- English (ENG)
- Folklore (FOLK)
- Foreign Language
- Geography (non physical) (GEOG)
- History (HIST)
- HPER: P402, P411
- Journalism (JOUR)
- Music (MUS)
- Organizational Leadership and Supervision (OLS)
- Philosophy (PHIL)
- Political Science (POLS)
- Psychology (PSY)
- Religion (REL)
- Sociology (SOC)
- Women's Studies (WOST)

B. Life Science and Mathematics (27 credit hours)

- BIOL-K 101 Concepts of Biology I (5 cr.)
- MATH 15900 Pre-Calculus (5 cr.) OR MATH 15300 Algebra and Trigonometry I (3 cr.) AND MATH 15400 Algebra and Trigonometry II (3 cr.) may be substituted
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- PHYS 21800 General Physics I (4 cr.)
- PSY-B 305 Statistics (3 cr.) OR STAT 30100 Elementary Statistical Methods (3 cr.)

C. Additional Required Prerequisites for Pre-Med Program (23 cr.)

- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CHEM-C 341 Organic Chemistry 1 Lectures (3 cr.)
- CHEM-C 343 Organic Chemistry Laboratory 1 (2 cr.)
- CHEM-C 342 Organic Chemistry Lectures 2 (3 cr.)
- CHEM-C 344 Organic Chemistry Laboratory 2 (2 cr.)
- PHYS 21900 General Physics II (4 cr.)
- BIOL-K 103 Concepts of Biology II (5 cr.)

Exercise Science/Pre-Occupational Therapy Plan of Study

Students will earn a Bachelor of Science in Physical Education with an Exercise Science emphasis and will complete the additional courses and experiences required to apply for graduate-level occupational therapy degree programs. For further information about the IUPUI Master of Science in Occupational Therapy Program, contact the School of Health and Rehabilitation Sciences (formerly the School of Allied Health Sciences), (317) 274-7238, www.shrs.iupui.edu.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)

- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 258 Activities for People with Special Needs (3 cr.)
- HPER-P 373 Resistance Exercise/Sports Conditioning* (3 cr.)
- HPER-P 374 Basic Electrocardiogram for Exercise Sciences* (2 cr.)
- HPER-P 391 Biomechanics* (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience)* (7 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise* (3 cr.)
- HPER-P 405 Introduction to Sport Psychology* (3 cr.)
- HPER-P 409 Basic Physiology of Exercise* (3 cr.)
- HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations* (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment* (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation* (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design for Apparently Healthy and Special Populations* (3 cr.)
- HPER-P 443 Internship: Physical Education (Internal capstone)* (3 cr.)
- HPER-P 452 Motor Learning* (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

Total: 68 credit hours

*Go to School of Physical Education and Tourism Management website for list of prerequisites.

General Education Requirements

A. Humanities and Social/Behavioral Sciences (21 credit hours)

- COMM-R 110 Fundamentals of Speech Communication (C or higher required) (3 cr.)
- ENG-W 131 Elementary Composition (C or higher required) (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (C or higher required) (3 cr.)
- PSY-B 110 Introduction to Psychology (3 cr.)

Elective Humanities and Social/Behavioral (9 credit hours) Select at least one course outside of Communication/English. Select from:

- Anthropology (ANTH)
- Art (HER)
- Classical Studies (CLAS)
- Communication (COMM)
- Economics (ECON)
- English (ENG)
- Folklore (FOLK)
- Foreign Language
- Geography (non physical) (GEOG)
- History (HIST)
- HPER: P402, P411
- Journalism (JOUR)
- Music (MUS)
- Organizational Leadership and Supervision (OLS)
- Philosophy (PHIL)
- Political Science (POLS)
- Psychology (PSY)
- Religion (REL)
- Sociology (SOC)
- Women's Studies (WOST)

B. Life Science and Mathematics (27 credit hours)

- BIOL-N 261 Human Anatomy** (5 cr.)
- BIOL-N 217 Human Physiology** (5 cr.)
- MATH 15900 Pre-Calculus (5 cr.) OR MATH 15300 Algebra and Trigonometry I (3 cr.) AND MATH 15400 Algebra and Trigonometry II (3 cr.) may be substituted
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- PHYS 21800 General Physics I (4 cr.)
- PSY-B 305 Statistics** (3 cr.) OR STAT 30100 Elementary Statistical Methods** (3 cr.)

C. Additional Required Prerequisites for Pre-OT Program (7-8 credit hours)

- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) OR RADI-R 108 Medical Terminology (1 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-B 380 Abnormal Psychology (3 cr.)

D. Electives

Additional elective credits may be required to reach the 124 credit hour minimum required for the degree.

The IUPUI Master of Science in Occupational Therapy Program strongly recommends that students volunteer or observe at two or more occupational therapy sites before applying to the program.

**BIOL and statistics classes must be taken no more than seven years prior to entry into the IUPUI Master of Science in Occupational Therapy Program.

Exercise Science/Pre-Physical Therapy Plan of Study

Students will earn a Bachelor of Science in Physical Education with an Exercise Science emphasis and will complete the additional courses and experiences required to apply for graduate-level physical therapy degree programs. Graduate-level physical therapy programs require completion of any undergraduate major; completion of specific pre–physical therapy prerequisite courses (primarily math and science) and experiences (documented volunteer or paid activity in physical therapy-related settings under supervision of an approved physical therapist); and high grade point average (minimum 3.2 overall; minimum 3.2 in biology, chemistry, psychology, physics and statistics courses). For further information about the IUPUI Doctor of Physical Therapy Program, contact the School of Health and Rehabilitation Sciences (formerly the School of Allied Health Sciences) at (317) 274-7238, www.shrs.iupui.edu.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)
- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 258 Activities for People with Special Needs (3 cr.)
- HPER-P 373 Resistance Exercise/Sports Conditioning* (3 cr.)
- HPER-P 374 Basic Electrocardiogram for Exercise Sciences* (2 cr.)
- HPER-P 391 Biomechanics* (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience)* (7 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise* (3 cr.)
- HPER-P 405 Introduction to Sport Psychology* (3 cr.)
- HPER-P 409 Basic Physiology of Exercise* (3 cr.)
- HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations* (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment* (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation* (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design for Apparently Healthy and Special Populations* (3 cr.)
- HPER-P 443 Internship: Physical Education (Internal capstone)* (3 cr.)
- HPER-P 452 Motor Learning* (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

Total: 68 credit hours

*Go to School of Physical Education and Tourism Management website for list of prerequisites.

General Education Requirements

A. Humanities and Social/Behavioral Sciences (21 credit hours)

- COMM-R 110 Fundamentals of Speech Communication (C or higher required) (3 cr.)
- ENG-W 131 Elementary Composition (C or higher required) (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (C or higher required) (3 cr.)
- PSY-B 110 Introduction to Psychology (3 cr.)

Elective Humanities and Social/Behavioral (9 hours) Select at least one course outside of Communication/ English. Select from:

- Anthropology (ANTH)
- Art (HER)
- Classical Studies (CLAS)
- Communication (COMM)
- Economics (ECON)
- English (ENG)
- Folklore (FOLK)
- Foreign Language
- Geography (non physical) (GEOG)
- History (HIST)
- HPER: P402, P411
- Journalism (JOUR)
- Music (MUS)
- Organizational Leadership and Supervision (OLS)
- Philosophy (PHIL)
- Political Science (POLS)
- Psychology (PSY)
- Religion (REL)
- Sociology (SOC)
- Women's Studies (WOST)

B. Life Science and Mathematics (27 credit hours)

- BIOL-N 261 Human Anatomy (5 cr.)
- BIOL-N 217 Human Physiology (5 cr.)
- MATH 15900 Pre-Calculus (5 cr.) OR MATH 15300 Algebra and Trigonometry I (3 cr.) AND MATH 15400 Algebra and Trigonometry II (3 cr.) may be substituted
- CHEM-C 105 Principles of Chemistry I (3 cr.)
- CHEM-C 125 Experimental Chemistry I (2 cr.)
- PHYS 21800 General Physics I (4 cr.)
- PSY-B 305 Statistics (3 cr.) OR STAT 30100 Elementary Statistical Methods (3 cr.)

C. Additional Required Prerequisites for the Doctoral of Physical Therapy Program (13-14 credit hours)

- CHEM-C 106 Principles of Chemistry II (3 cr.)
- CHEM-C 126 Experimental Chemistry II (2 cr.)
- CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) OR RADI-R 108 Medical Terminology (1 cr.)
- PHYS 21900 General Physics II (4 cr.)
- PSY-B 310 Life Span Development (3 cr.)

Fitness Management and Personal Training Plan of Study

This plan of study will lead to a Bachelor of Science in Physical Education degree. It is directed to those students who are interested in pursuing positions in personal fitness training, recreational fitness, and related areas.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 195 Principles/Applications of Lifestyle Wellness (3 cr.)
- HPER-H 350 Complementary/Alternative Approaches to Health (3 cr.)
- HPER-H 363 Personal Health (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)

- HPER-P 200 Microcomputers Applications in Kinesiology (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 212 Introduction to Exercise Science (3 cr.)
- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 258 Activities for People with Special Needs (1 cr.)
- HPER-P 373 Resistance Exercise/Sports Conditioning* (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience)* (7 cr.)
- HPER-P 397 Kinesiology* (3 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise* (3 cr.)
- HPER-P 405 Introduction to Sport Psychology* (3 cr.)
- HPER-P 409 Basic Physiology of Exercise* (3 cr.)
- HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations* (3 cr.)
- HPER-P 416 Fitness Management* (3 cr.)
- HPER-P 417 Physical Activity and Disease: Prevention and Treatment* (3 cr.)
- HPER-P 419 Fitness Testing and Interpretation* (3 cr.)
- HPER-P 420 Exercise Leadership and Program Design for Apparently Healthy and Special Populations* (3 cr.)
- HPER-P 443 Internship: Physical Education (Internal capstone)* (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

*=Prerequisites. Go to School of Physical Education and Tourism Management website for list of prerequisites.

Total: 78 credit hours

General Education Requirements

A. Humanities and Social/Behavioral Sciences (21 credit hours)

- COMM-C 180 Introduction to Interpersonal Communications (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (C or higher required) (3 cr.)
- ENG-W 131 Elementary Composition (C or higher required) (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (C or higher required) (3 cr.)
- PSY-B 110 Introduction to Psychology (3 cr.)

Elective Humanities and Social/Behavioral (6 hours)--Select at least one course outside of Communication/English. Select from:

- Anthropology (ANTH)
- Art (HER)
- Classical Studies (CLAS)
- Communication (COMM)
- Economics (ECON)
- English (ENG)
- Folklore (FOLK)
- Foreign Language
- Geography (non physical) (GEOG)
- History (HIST)
- HPER: P402, P411
- Journalism (JOUR)
- Music (MUS)
- Organizational Leadership and Supervision (OLS)
- Philosophy (PHIL)
- Political Science (POLS)
- Psychology (PSY)
- Religion (REL)
- Sociology (SOC)
- Women's Studies (WOST)

B. Science and Mathematics (11 credit hours)

- BIOL-N 212 Human Biology (3 cr.)
- BIOL-N 213 Human Biology Lab (1 cr.)
- BIOL-N 214 Human Biology (3 cr.)
- BIOL-N 215 Human Biology Lab (1 cr.)
- STAT 11300 Statistics and Society (3 cr.)

C. Business Related Courses (9 credit hours)

- BUS-M 226 Personal Selling Techniques (3 cr.) OR BUS-M 200 Marketing and Society: Roles/Responsibilities (3 cr.)
- BUS-F 260 Personal Finance (3 cr.) OR BUS-F 200 Foundations of Financial Management (3 cr.)
- OLS 252 Human Behavior in Organizations

D. Suggested Electives (6 credit hours): Choose two of the courses listed below:

- COMM-C 392 Health Communication (3 cr.)
- FN 33000 Diet Selection and Planning (3 cr.)
- HPER-H 317 Topical Seminar in Health Education (Topic examples include program planning, health coaching, etc.) (3 cr.)
- PBHL-A 322 Principles of Epidemiology (3 cr.)
- PSY-B 365 Stress and Health (3 cr.)
- PSY-B 356 Motivation (3 cr.)
- SHRS-W 361 Health Promotion and Disease Prevention (3 cr.)

Sports Management Plan of Study

This program will lead to a Bachelor of Science in Physical Education degree. Included in this plan of study is a business component: students must complete either the Business Foundations Certificate (21 cr.) or the Business Minor (21 cr.) through the Kelley School of Business. Details of the business component are available on the Kelley School of Business website, kelley.iupui.edu/undergrad/Curriculum.cfm.

Physical Education Requirements

- HPER-L 135 Learning Community: Physical Education-Exercise Science (for new students & transfers with <15 hours) (1 cr.)
- HPER-H 160 First Aid and Emergency Care (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.) OR BUS-K 201 The Computer in Business (3 cr.)
- HPER-P 211 Principles and Practice of Exercise Science (3 cr.)

- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)
- HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (Practical Experience) (7 cr.)
- HPER-P 402 Ethics in Sport (3 cr.)
- HPER-P 411 Legal Aspects of Sport and Risk Management (3 cr.)
- HPER-P 415 Sport Promotions and Public Relations (3 cr.)
- HPER-P 418 Sport Marketing (3 cr.)
- HPER-P 423 Financial Principles of Sport (3 cr.)
- HPER-P 426 Sales Management in Sport (3 cr.)
- Course # Sports Management Consulting Project (3 cr.)
- TCEM 219 Management of Sports Events (3 cr.)
- Camp Brosius Leadership Training (3 cr.)

Total: 53 credit hours

Business Requirements

Sport Management majors must complete either Business Minor or Business Foundations Certificate.

Business Minor (21-24 credit hours)

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-L 203 Commercial Law I (3 cr.)
- BUS-F 300 Introduction to Financial Management (3 cr.)
- BUS-M 300 Introduction to Marketing (3 cr.)
- BUS-P 300 Introduction to Operations Management (3 cr.)
- BUS-D 301 International Business Environment (3 cr.) OR BUS-Z 302 Managing and Behavioral in Organizations (3 cr.) OR BUS-Z 311 Leadership and Ethics in the Business Environment (3 cr.) AND BUS-Z 312 Human Resources and Negotiations (3 cr.)

Business Foundations Certificate (21 credit hours)

- BUS-A 186 Accounting and the Business Environment (3 cr.)
- BUS-W 200 Introduction to Business and Management (3 cr.)
- BUS-M 200 Marketing and Society: Roles/ Responsibilities (3 cr.)
- BUS-Z 200 Introduction to Human Resources Practices (3 cr.)
- BUS-F 200 Foundations of Financial Management (3 cr.)
- BUS-P 200 Foundations of Operations and Supply Chain Management (3 cr.)

Choose one of the following:

- BUS-L 100 Personal Law (3 cr.)
- BUS-F 260 Personal Finance (3 cr.)
- ECON-E 101 Survey of Economic Issues/Problems (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)
- BUS-X 204 Business Communications (3 cr.)
- BUS-M 226 Personal Selling Techniques (3 cr.)

General Education Requirements

A. Humanities (9 credit hours)

- COMM-R 110 Fundamentals of Speech Communication (3 cr.)
- ENG-W 131 Elementary Composition (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (3 cr.)

A grade of C or higher is required in COMM-R 110, ENG-W 131 and ENG-W 231 or BUS-X 204, and none of these may be taken by correspondence.

B. Science, Mathematics and Technology (6 credit hours)

- MATH-M 119 Brief Survey of Calculus I (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.) OR PSY-B 305 Statistics (3 cr.) OR STAT 30100 Elementary Statistical Methods (3 cr.) OR ECON-E 270 Introduction to Statistical Theory Economics and Business (3 cr.)

C. Social and Behavioral Sciences (15 credit hours minimum)

- SOC-R 100 Introduction to Sociology (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- ECON-E 202 Introduction to Macroeconomics (3 cr.)
- PSY-B 110 Course Title (3 cr.)
- OLS 25200 Human Behavior in Organizations (3 cr.)

D. Suggested Electives (21-24 credit hours)

- HPER-P 333 Sport in America: History Perspective (3 cr.)
- HPER-H 363 Personal Health (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 331 Planning and Operation of Sports Facilities (3 cr.)
- HPER-P 324 Recreational Sports Programming (3 cr.)
- HPER-P 484 Interscholastic Athletic Administration (2 cr.)
- HPER-P 421 Special Topics in Physical Education (Summer Study Abroad Program) (3 cr.)
- TCEM 231 Tourism and Hospitality Marketing (3 cr.)
- TCEM 252 Promotional Communications (3 cr.)
- JOUR-J 321 Principles of Public Relations (3 cr.)
- MSTE 31000 Business of Motorsports I (3 cr.)
- MSTE 31100 Business of Motorsports II (3 cr.)
- INFO-I 475 Informatics in Sports (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)
- BUS-W 212 Explore Entrepreneurship (3 cr.)
- BUS-W 311 New Venture Creation (3 cr.)
- BUS-D 301 International Business Environment (3 cr.)

- *HPER-P 200 may substitute for BUS-K 201 in the Business Minor; BUS-K 201 is required for the Business Certificate.

Teacher Education Physical Eduation and Health Education Plan of Study

This program will lead to a Bachelor of Science in Physical Education degree and Indiana teaching certification in health education and physical education (dual licensure) at the elementary, junior high/middle school, and high school levels.

Physical Education Requirements

Students must pass a departmental swimming test; if necessary, students must take lessons or class, then retest.

Elective HPER activity class: (1 cr.) Students must obtain advance approval from academic advisor; activity should be new to the student. Elective dance class requirement does not meet this requirement.

- HPER-L 135 Learning Community: Physical Education-Exercise Science (1 cr.)
- HPER-H 160 First Aid & Emergency Care (3 cr.)
- HPER-H 163 Introduction to Health Education (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 157 Teaching Individual & Team Activities (3 cr.)
- HPER-P 195 History & Principles of Physical Education (3 cr.)
- HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.) (grade of C or higher required)
- HPER-P 204 Motor Development (3 cr.)
- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 215 Principles & Practice of Exercise Science (3 cr.)
- HPER-P 224 Teaching of Dance Activities (2 cr.)
- HPER-P 246 Performance & Teaching of Cardio & Resistance Training (3 cr.)
- HPER-P 271 Individual Sport (1 cr.)
- HPER-P 258 Performance & Teaching of Activities for Persons with Special Needs (1 cr.)
- HPER-P 290 Movement Experiences for Preschool & Elementary Children (2 cr.)
- HPER-P 390 Growth & Motor Performance of School-Age Youth K-12 (2 cr.)
- HPER-P 397 Kinesiology (3 cr.)
- HPER-P 398 Adapted Physical Education (3 cr.)
- HPER-P 405 Introduction to Sport Psychology (3 cr.)
- HPER-P 409 Basic Physiology of Exercise (3 cr.)
- HPER-P 411 Legal Issues in Sport Settings (3 cr.)
- HPER-P 452 Motor Learning (3 cr.)
- HPER-P 493 Tests & Measurements in Physical Education (3 cr.)
- HPER-P 495 Laboratory Teaching in Physical Education Program (1 cr.)
- HPER-P 497 Organizational & Curricular Structures of Physical Education K-12 (2 cr.)
- HPER-R 275 Dynamics of Camp Leadership (2 cr.)
- HPER-F 255 Human Sexuality (3 cr.)
- HPER-H 317 Special Topics: Instructional Strategies in Health Education (3 cr.)
- HPER-H 318 Drug Use in American Society (3 cr.) OR HPER-H 517 Student Assistance Program I (3 cr.)
- HPER-H 464 Coordinated School Health Program (3 cr.)

Health elective: Select 6 credits from HPER-F 258 Marriage and Family Interaction, HPER-H 180 Stress Prevention & Management, HPER-H 317 Health & Wellness Summer Institute, HPER-H 414/515 Health Education in Grades K-8 OR other course approved in advance by department chair or health education faculty.

Total: 87 credit hours

General Education Requirements

A. Humanities (9 cr.)--A grade of C or higher is required. None of these may be taken by correspondence.

- COMM-R 110 Fundamentals of Speech Communication (3 cr.)
- ENG-W 131 Elementary Composition (3 cr.)
- ENG-W 231 Professional Writing Skills OR BUS-X 204 Business Communications (3 cr.)

B. Life Science and Mathematics (8 cr.)

- BIOL-N 214 + BIOL-N 215 Human Biology (4 cr.)
- STAT 11300 Statistics and Society (3 cr.) OR more advanced mathematics course

C. Social and Behavioral Sciences (9 cr. minimum)

- ANTH-A 104 Culture and Society (3 cr.) OR similar cross-cultural course approved in advance
- PSY-B 104 Psychology as a Social Science (3 cr.)

Electives: Choose 3 credit hours from one of the following departments:

- Economics
- Geography (nonphysical)
- History
- Organizational Leadership and Supervision (OLS 252, OLS 274)
- Political Science
- Sociology
- Women's Studies

Total: 26 credit hours

Professional Education Requirements

Students must be admitted to the School of Education teacher education program to enroll in these courses. October 7 and February 10 are the deadlines for submission of teacher education applications to the School of Education. Students must pass three assessment benchmarks in addition to meeting grade point requirements. Courses must be taken in the prescribed sequence and are offered only in the daytime and in fall and summer semesters. Grades of C are required in all classes; however, a grade point average (GPA) of 2.5 or higher is required throughout the professional education courses. See the School of Education Web site (education.iupui.edu) for further details.

- EDUC-M 301 Diversity & Learning Field Experience (1 cr.)
- EDUC-M 303 Teaching & Learning in the Middle School Field Experience (1 cr.)
- EDUC-M 322 Diversity & Learning: Reaching Every Adolescent (6 cr.)
- EDUC-M 408 Methods of Teaching Physical Education Field Experience (1 cr.)

- EDUC-M 425 Student Teaching in the Elementary School (8 cr.) OR EDUC-M 451 Student Teaching in Junior High/Middle School (8 cr.)
- EDUC-M 451 Student Teaching/Secondary School (8 cr.)
- EDUC-M 456 Methods of Teaching Physical Education (3 cr.)
- EDUC-M 469 Content Area Literacy (3 cr.)
- EDUC-S 420 Teaching & Learning in the Middle School (3 cr.)

Total: 33 credit hours

D. Electives (optional)

Other Programs Offered in Physical Education and Related Areas

Adapted Physical Education Minor

This program and its curriculum are under revision. The adapted physical education program will prepare the physical educator to design and develop programs for special populations in school and community settings. Upon completion, the revised program will offer students the opportunity to earn dual teacher certification in physical education and in adapted physical education. For further information, contact Dr. Katie Stanton-Nichols, Department of Physical Education, kstanton@iupui.edu, and review the material in the "Adapted Physical Education" section of www.iupui.edu/~indyhper/pe_degrees.htm.

Dance Minor

This program is under revision. The dance minor provides students with experiences in dance performance, choreography and production, movement theory and the related arts, and teaching. For further information, contact the chairperson of the Department of Physical Education at (317) 274-2248; pedept@iupui.edu.

Health Education Minor (18 credit hours)

This program is open to all IUPUI students, regardless of major. This program allows students to obtain foundational knowledge and skills about healthy lifestyles, prevention of disease and optimal living through wellness behaviors. The students will add a health component to their academic base for careers in various fields such as wellness coaching, teaching, nursing, social work or tourism.

Required courses

- HPER-H 195 Principles & Applications of Lifestyle Wellness (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-H 366 Health Problems in the Community (3 cr.)
- HPER-P 215 Principles & Practices of Exercise Science (3 cr.) OR HPER-P 216 Current Concepts & Applications in Physical Fitness (3 cr.)

Total: 12 credit hours

Elective courses--Select 2 courses from this list:

- HPER-F 258 Marriage & Family Interaction (3 cr.)
- HPER-F 255 Human Sexuality (3 cr.)
- HPER-H 180 Stress Prevention & Management (3 cr.)
- HPER-H 305 Women's Health (3 cr.)
- HPER-H 315 Consumer Health (3 cr.)
- HPER-H 317 Workshop in Health Education (3 cr.)
- HPER-H 318 Drug Use in American Society (3 cr.)
- HPER-H 350 Complementary/Alternative Approaches to Health (3 cr.)
- HPER-H 352 Secondary School Health Curriculum & Instruction (3 cr.)
- HPER-H 363 Personal Health (3 cr.)
- HPER-H 464 Coordinated School Health Programs (3 cr.)

Total: 6 credit hours

Coaching Endorsement

This program is under revision. For details, contact the Department of Physical Education at (317) 274-2248; pedept@iupui.edu.

Certificate in Personal Training

This certificate provides individuals with a basic understanding of the principles of personal training and prepares them for two national certification exams: the Exercise Leader Certificate of the American College of Sports Medicine and Certified Personal Trainer from the National Strength and Conditioning Association. Currently there are no state or national licensing requirements for personal trainers. All courses in the certificate curriculum apply to the exercise science degree.

Prerequisites: Admission to IUPUI.

- HPER-P 205 Structural Kinesiology (3 cr.)
- HPER-P 215 Principles and Practice of Exercise Science (3 cr.)
- HPER-N 220 Nutrition for Health (3 cr.)
- HPER-P 246 Performance & Teaching of Cardiovascular & Resistance Training (3 cr.)
- HPER-P 373 Resistance Exercise and Sports Conditioning (3 cr.)
- HPER-P 403 Theory and Practice of Cardiovascular Exercise (3 cr.)
- Anatomy and Physiology: BIOL-N 212 + N 213 + N 214 + N 215; or BIOL-N 261 + N 217; or BIOL-K 101 + K 103 (8 or 10 cr.)

Total: 26-28 credit hours

A grade of C or better is required in all certificate courses.

Department of Tourism, Conventions and Event Management Degree Programs

- Bachelor of Science in Tourism, Conventions and Event Management (IU degree)
- Cultural Heritage Tourism Certificate (IU)
- Food Production Management Certificate (Purdue)
- Lodging Management Certificate (Purdue)
- Beverage Management Certificate (Purdue)
- Events Management Certificate (IU)
- Health Tourism Certificate (IU)
- Travel Planning Certificate (IU)

- Sports Tourism Development (IU)
- Consumer and Family Science Transfer Program

Bachelor of Science in Tourism, Conventions and Event Management (IU degree)

This 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:

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

General Education Requirements

- ENG-W 131 English Composition I (3 cr.) (C or higher)
- ENG-W 231 Professional Writing Skills (3 cr.) (C or higher)
- ENG-W 331 Business and Administrative Writing (3 cr.) OR COMM-R 320 Public Communication (3 cr.) OR COMM-C 325 Interviewing Principles and Practices (3 cr.) OR COMM-C 482 Inter-Cultural Communication (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.) (C or higher)
- PSY-B 110 Course Title (3 cr.)
- PSY elective (300 level) (3 cr.)
- ECON-E 201 Introduction to Microeconomics (3 cr.)
- PHIL-P 162 Logic (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.) P: MATH-M 118 with a C- or better
- World Languages and Culture (6 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- ANTH-A 304 Social and Cultural Behavior OR ANTH-A 361 Applied Cultural Change

Choose one of the following GEOG electives:

- GEOG-G 321 Geography of Europe (3 cr.)
- GEOG-G 323 Geography of Latin America (3 cr.)
- GEOG-G 324 Geography of the Caribbean (3 cr.)
- GEOG-G 326 Geography of North America (3 cr.)
- GEOG-G 424 Geography of Africa (3 cr.)

Total: 45 credit hours

Tourism, Conventions and Event Management Requirements

- TCEM 100 Introduction to Tourism Studies (3 cr.)
- TCEM 112 Tourism and Hospitality Management Principles (3 cr.)
- TCEM 171 Introduction to Convention/Meeting Management (3 cr.)
- TCEM 181 Lodging Industry Operations (3 cr.)
- TCEM 210 Special Event Management (3 cr.) P: TCEM 171
- TCEM 219 Management of Sports Events (3 cr.)
- TCEM 241 Financial Analysis for the Service Industries (3 cr.) P: PHIL-P 162 Logic
- TCEM 252 Promotional Communications (3 cr.) P: ENG-W 231
- TCEM 271 Mechanics of Meeting Planning (3 cr.) P: TCEM 171
- TCEM 310 Event Catering Management (2 cr.)
- TCEM 312 Human Resources Management for Service Industry (3 cr.) P: TCEM 112
- TCEM 341 Financial Analysis and Decision Making in Tourism and Hospitality (3 cr.) P: TCEM 241
- TCEM 372 Global Tourism Geography (3 cr.) P: TCEM 172 and GEOG-G 300 elective
- TCEM 411 Tourism and Hospitality Law (3 cr.) P: TCEM 112 and TCEM 312
- TCEM 472 Global Tourism (3 cr.) P: TCEM 100
- TCEM 499 Operational Tourism Analysis (3 cr.) P: TCEM 112, TCEM 231, TCEM 341, SPEA-K 300

Total: 67 credit hours

Electives

- 6 credit hours must be at the 100 or 200 level.
- 6 credit hours must be at the 300 level or higher.

Total: 12 credit hours

Grand Total: 124 credit hours

*Note: TCEM classes may be used for free electives.

Cultural Heritage Tourism Certificate (IU)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Cultural Heritage Tourism certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 100 Introduction to Tourism Systems (3 cr.)
- TCEM 172 The Development and Management of Attractions (3 cr.)
- TCEM 231 Marketing Tourism and Hospitality (3 cr.)
- TCEM 302 Hospitality/Tourism Industry (2 cr.)
- TCEM 334 Cultural Heritage Tourism (3 cr.)
- TCEM 372 International Travel Geography (3 cr.)
- TCEM 401 Industry Internship (2 cr.)
- TCEM 472 Global Tourism Seminar (3 cr.)

Total: 22 credit hours

Food Production Management Certificate (Purdue)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Food Production Management certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)
- TCEM 218 Wines of the World (3 cr.)
- TCEM 312 Human Resource Management for the Service Industries (3 cr.)
- TCEM 318 Creative Wine Management (3 cr.)
- TCEM 385 Beer and Spirits Management (3 cr.)
- TCEM 401 Industry Internship* (2 cr.)
- TCEM 310 Event Catering Management (2 cr.)
- TCEM-L 310 Event Catering Management Laboratory (1 cr.)

Total: 20 credit hours

*Industry internship requires 400 paid hours or 200 volunteer hours. Part of the requirement is mandatory work for a week at Churchill Downs during the Kentucky Derby.

Lodging Management Certificate (Purdue)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Lodging Management certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 112 Tourism and Hospitality Management Principles (3 cr.)
- TCEM 181 Lodging Industry Operations (3 cr.)
- TCEM 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.)
- TCEM 241 Financial Accounting for the Service Industries (3 cr.)
- TCEM 281 Hotel Management (3 cr.)
- TCEM 371 Convention and Meeting Sales (3 cr.)
- TCEM 401 Tourism Internship (2 cr.)

Total: 20 credit hours

Beverage Management Certificate (Purdue)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Beverage Management certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 218 Wines of the World (3 cr.)
- TCEM 308 Wine Selection (3 cr.)
- TCEM 318 Creative Wine Management (3 cr.)
- TCEM 328 Introduction to Microbrewing (3 cr.)
- TCEM 385 Beer and Spirits Management (3 cr.)
- TCEM 388 Wine Styles (3 cr.)
- TCEM 408 Food and Wine Pairing (3 cr.)
- TCEM 418 History of Wine (3 cr.)

Total: 24 credit hours

Events Management Certificate (IU)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded an Events Management certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 171 Introduction to Convention/Meeting Management (3 cr.)
- TCEM 210 Special Event Management (3 cr.)
- TCEM 219 Management of Sport Events (3 cr.)
- TCEM 271 Mechanics of Meeting Planning (3 cr.)
- TCEM 371 Convention and Meeting Sales (3 cr.)
- TCEM 377 Exhibit Marketing (3 cr.)
- TCEM 401 Industry Internship (1 cr.)
- TCEM 471 International Meeting Planning (3 cr.)
- TCEM 477 Non-Profit Meeting Management (3 cr.)

Total: 25 credit hours

Health (Wellness) Tourism Certificate

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Health Tourism certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 100 Introduction to Tourism Systems (3 cr.)
- TCEM 172 The Development and Management of Attractions (3 cr.)
- TCEM 231 Hospitality and Tourism Marketing (3 cr.)
- TCEM 302 Hospitality/Tourism Trends (1 cr.)
- FN 30300 Essentials of Nutrition (3 cr.)
- HPER-H 180 Stress Prevention and Management (3 cr.)
- HPER-H 195 Principles and Applications of Lifestyle Wellness (3 cr.)
- HPER-H 350 Complementary and Alternative Approaches to Health (3 cr.)

Total: 22 credit hours

Travel Planning Certificate (IU)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Travel Planning certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 100 Introduction to Tourism Systems (3 cr.)
- TCEM 231 Hospitality and Tourism Marketing (3 cr.)
- TCEM 309 Cruise Line Management (3 cr.)
- TCEM 372 Global Tourism Geography (3 cr.)
- TCEM 382 Popular Travel Trends (3 cr.)
- TCEM 482 Travel to Exotic Destinations (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- GEOG-G 321 Geography of Europe OR GEOG-G 323 Geography of Latin America OR GEOG-G 324 Geography of Caribbean OR GEOG-G 326 Geography of North America OR GEOG-G 424 Geography of Africa (3 cr.)

Total: 24 credit hours

Sports Tourism Development Certificate (IU)

Completion of the courses below with a passing grade and a cumulative GPA of 2.2 within a five-year period will qualify an IUPUI student (undergraduate non-degree seeking students are not eligible) or graduate non-degree student to be awarded a Sports Tourism Development certificate. Certificates are considered degrees and do not have to be paired with an Associate's or Bachelor's degree to be awarded.

- TCEM 100 Introduction to Tourism Systems (3 cr.)
- TCEM 219 Management of Sports Events (3 cr.)
- TCEM 231 Tourism and Hospitality Marketing (3 cr.)
- TCEM 329 Sports Marketing (3 cr.)
- TCEM 352 Promotional Communications (3 cr.)
- TCEM 362 Tourism Economics (3 cr.)
- TCEM 387 Industry Internship (1 cr.)
- HPER-P 331 Planning and Operations of Sports Facilities (3 cr.)
- HPER-P 392 Sport in American Society (3 cr.)

Total: 25 credit hours

Consumer and Family Science Transfer Program

Requirements for a Bachelor of Science degree in child development and family studies; foods and nutrition; consumer sciences and retailing; hospitality and tourism management; or family and consumer sciences education can be started at IUPUI. Students must transfer to the School of Consumer and Family Sciences at Purdue University in West Lafayette. See a TCEM academic advisor for more information on transfer completion.

Student Learning Outcomes

The **Exercise Science** (**Pre-Med**, **Pre-Occupational Therapy**, Pre-Physician Assistant, **Pre-Physical Therapy**) and **Fitness Management and Personal Training** majors in the Department of Physical Education at IUPUI align its curricular student learning outcomes with the framework of the American College of Sport Medicine (ACSM) Health Fitness Specialist (HFS) certification. The HFS is a degreed health and fitness professional qualified to pursue a career in university, corporate, commercial, hospital and community settings.

1. Student will demonstrate an understanding of general principles of exercise science concepts.
2. Student will demonstrate the ability to conduct health and fitness appraisals and clinical exercise testing.
3. Student will demonstrate an understanding of electrocardiography, diagnostics, patient management, medications, pathophysiology and risk factors associated with exercise and clinical exercise testing.
4. Student will demonstrate the ability to conduct exercise prescription and programming.
5. Student should demonstrate an understanding of basic nutrition and weight management.
6. Student should demonstrate an understanding of basic human behavior and counseling as it applies to strategies of enhancing exercise and health behaviors.
7. Student will demonstrate an understanding of safety, injury prevention and emergency procedures.
8. Student will demonstrate an understanding of program administration and outcomes assessment.

The **Physical Education Teacher Preparation program** in the Department of Physical Education at IUPUI aligns its curricular student learning outcomes with the framework of the National Association for Sport and Physical Education; as such, the student learning outcomes are:

1. Students apply discipline specific and theoretical concepts when developing physically educated individuals.
2. Students demonstrate competent movement and health enhancing fitness skills.
3. Students implement developmentally appropriate learning experiences to address the diverse needs of all students.
4. Students use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Students utilize assessments and reflection to foster student learning and make informed instructional decisions.
6. Students demonstrate dispositions essential to becoming effective professionals.

The **Sports Management program** in the Department of Physical Education at IUPUI deals with the business side of the multibillion dollar sports industry. Upon completion of this degree, students will be able to:

1. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries.
2. Summarize the potential risks associated with managing an event, organization, stadium or other sports venue and recommend solutions to avoid the risk.
3. Integrate and apply knowledge to analyze an industry issue and recommend solutions and/or strategies.
4. Present a persuasive argument both in writing and orally.
5. Describe the governance associated with the various sport management industries.
6. Discuss the unique impact of sport on society.

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:

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

Last updated January 2012

Graduate Programs

Master of Science--Kinesiology

The Indiana University School of Physical Education and Tourism Management at Indiana University Purdue University Indianapolis offers a Master of Science degree in Kinesiology. This degree will provide students with a multidisciplinary and in#depth understanding of kinesiology and its related fields. The objectives of the program are: (1) to create coursework and experiences that promote higher learning; (2) to develop community and university-based partnerships that facilitate research and learning opportunities; and (3) to provide personal growth and professional development to teachers and others in the field.

Master of Science--Event Tourism

The Indiana University School of Physical Education and Tourism Management at Indiana University Purdue University Indianapolis offers a Master of Science degree in Event Tourism. This degree will provide students with practical and theoretical understanding of the events and experiences created by expositions, fairs, sports, festivals, conferences, meetings and cultural destinations.

The program culminates in a thesis such that graduates are well equipped to conduct research as a means to inform and improve decision making. Graduates will be prepared for positions in public, private and non-profit organizations related to event tourism experiences.

Admissions--Master of Science in Event Tourism

Master of Science—Event Tourism

Regular Admissions Requirements

Students entering the graduate program must have:

- Official transcripts from a baccalaureate degree in a related area (e.g., tourism management, hospitality management, sports management, leisure studies, recreation management, business) from an accredited institution.
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale.
- A satisfactory score on the Graduate Record Examination (GRE) taken within the past five years.
- A completed graduate program application and payment of the non-refundable application fee. Link can be found at: www.iupui.edu/%7egradoff.

IMPORTANT Event Tourism Master's Application Information

The following items must be submitted online with your application:

- Three letters of recommendation that address the student's potential for academic success in a graduate program.
- Candidate's statement (1,000 words) regarding the applicant's professional experiences, personal goals, career aspirations and how earning an M.S. degree relates to each.

The following must be submitted AT ONE TIME to the School of Physical Education and Tourism Management Recorder and will be added to your application:

- GRE scores (official copy; may be opened, but may not be a photocopy)
- Official transcripts from all colleges previously attended; both undergraduate and graduate
- For international students, proof of proficiency in English, as defined by a score of 550 or above on the paper-based Test of English as a Foreign Language (TOEFL) and a minimum of 213 on the computer-based TOEFL, or 79 on the iBT.

Mail to:

School of Physical Education and Tourism Management Recorder's Office 901 West New York Street Indianapolis, IN 46202
Until all items are received, an application will be considered incomplete and cannot be reviewed.
Once complete, your application will be added to the queue for committee review. Please e-mail the PETM School Recorder at petmrec@iupui.edu if you have any questions.

Undergraduate courses required of applicants with undergraduate degrees in unrelated areas

Students who have bachelor degrees in unrelated areas or disciplines may be granted admission upon the completion of undergraduate courses listed below.

- TCEM 499 Operational Tourism Analysis (required for all) (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)

Admissions--Master of Science in Physical Education

Master of Science—Physical Education

Regular Admission Requirements

Students entering the graduate program must:

- Have a bachelor's degree in physical education, exercise science, sports management or related area
- Have completed undergraduate work with a 3.0 grade point average on a 4.0 scale
- Have appropriate scores on the Graduate Record Examination (GRE)
- Submit complete application online by March 31st. Link can be found at: http://www.iupui.edu/%7egradoff.

IMPORTANT Physical Education Master's Application Information

The following items must be submitted online with your application:

- Non-refundable application fee
- All three letters of recommendation
- Personal statement

The following must be submitted AT ONE TIME to the School of Physical Education and Tourism Management Recorder and will be added to your application:

- GRE scores (official copy; may be opened, but may not be a photocopy)
- Official transcripts from all colleges previously attended; both undergraduate and graduate
- For international students, proof of proficiency in English, as defined by a score of 550 or above on the paper-based Test of English as a Foreign Language (TOEFL) and a minimum of 213 on the computer-based TOEFL.

Mail to:

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Until all items are received, an application will be considered incomplete and cannot be reviewed.
Once complete, your application will be added to the queue for committee review. Please e-mail the PETM School Recorder at petmrec@iupui.edu if you have any questions.

Undergraduate Courses Required of Applicants with Undergraduate Degrees in unrelated areas

Students who have bachelor degrees in unrelated areas or disciplines may be granted admission upon the completion of undergraduate courses listed below.

- HPER-P 215 Principles and Practices of Exercise Science (3 cr.)
- BIOL-N 217 Human Physiology (5 cr.) OR N 214 + N 215 Human Biology (4 cr.) (**Lecture offered Spring + Summer II; lab offered Spring only; may take lecture + lab together or lecture then lab**)
- BIOL-N 261 Human Anatomy (5 cr.) OR BIOL-N 212 + N 213 Human Biology (4 cr.)
- HPER-P 391 Biomechanics (3 cr.) P: Math 111 or higher; BIOL-N 261
- HPER-P 409 Basic Physiology of Exercise

Prerequisites: HPER-P 215, BIOL-N 261, BIOL-N 217 OR N 212 + N 213

Admission

- **Master of Science--Event Tourism (M.S.)**
- **Master of Science—Physical Education (M.S.)**

Contact Information

If you have questions about Physical Education programs, please contact the Physical Education department, 317.274.0600.

If you have questions about Tourism, Conventions and Event Management programs, please contact the TCEM department, 317.274.2248.

We'll be glad to answer your questions, direct you to a faculty member, or put you in contact with the university resource you seek.

Degree Programs

Master of Science--Kinesiology

The Indiana University School of Physical Education and Tourism Management at Indiana University Purdue University Indianapolis offers a Master of Science degree in Kinesiology. This degree will provide students with a multidisciplinary and in#depth understanding of kinesiology and its related fields. The objectives of the program are: (1) to create coursework and experiences that promote higher learning; (2) to develop community and university-based partnerships that facilitate research and learning opportunities; and (3) to provide personal growth and professional development to teachers and others in the field.

Master of Science--Event Tourism

The Indiana University School of Physical Education and Tourism Management at Indiana University Purdue University Indianapolis offers a Master of Science degree in Event Tourism. This degree will provide students with practical and theoretical understanding of the events and experiences created by expositions, fairs, sports, festivals, conferences, meetings and cultural destinations.

The program culminates in a thesis such that graduates are well equipped to conduct research as a means to inform and improve decision making. Graduates will be prepared for positions in public, private and non-profit organizations related to event tourism experiences.

Master of Science in Event Tourism

Degree requirements for students in the School of Physical Education and Tourism Management are established by the faculty of the school and may change. Students are bound by rules and regulations established by the faculty at the time of their initial matriculation as a graduate student. Every graduate student will be assigned

an advisor who will help cooperatively plan their course of study depending on experiences and education objectives.

Required Courses (35 credit hours plus pre-requisites)

Foundation Courses

- HPER-T 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.)
- HPER-T 591 Interpretation of Data in Health, Kinesiology and Recreation (3 cr.)
- PSY 601 Experimental Design (3 cr.)
- PSY 608 Measurement Theory and Interpretation of Data (3 cr.)
- TCEM 599 Master's Thesis (5 cr.)

Total: 17 credit hours

Emphasis Courses (First three courses listed are required)

- TCEM 500 Foundations of Event Tourism (3 cr.)
- TCEM 531 Event Tourism Marketing (3 cr.)
- TCEM 562 Economics of Event Tourism (3 cr.)
- TCEM 519 Sports Tourism Management OR TCEM 534 Cultural Tourism Management OR TCEM 571 Strategic Meeting Management (3 cr.)

Total: 12 credit hours

Pre-Requisites

- TCEM 499 Operational Tourism Analysis (required for all) (3 cr.)
- SPEA-K 300 Statistical Techniques (3 cr.)
- MATH-M 118 Finite Mathematics (3 cr.)

Total: 9 credit hours

Elective Recommendations (Selected with approval of advisor)

- SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA-V 507 Data analysis and modeling - Public Affairs (3 cr.)
- SPEA-V 521 Non-Profit and Voluntary Sector (3 cr.)
- SPEA-V 522 Human Resource Management in Non-Profit Organizations (3 cr.)
- SPEA-V 525 Management in the Non-Profit Sector (3 cr.)
- SPEA-V 526 Financial Management for Non-Profit Organizations (3 cr.)
- SPEA-V 550 Topics in Public Affairs (GIS) (3 cr.)
- SPEA-V 558 Funding Development for Non-Profits (3 cr.)
- SPEA-V 539 Management Science (3 cr.)

Total: 6 credit hours

Master of Science in Kinesiology--Clinical Exercise Science

Degree requirements for students in the School of Physical Education and Tourism Management are established by the faculty of the school and may change. Students are bound by rules and regulations established by the faculty at the time of their initial matriculation as a graduate student. Every graduate student will be assigned an advisor who will help cooperatively plan their course of study depending on experiences and education objectives.

The Master of Science degree consists of a 18 hour core of major topics in kinesiology and human performance and an additional 18 hours of elective courses, of which a minimum of 9 must be completed in the School of Physical Education and Tourism Management.

Required Courses

- HPER-K 530 Mechanical Analysis of Human Performance (3 cr.)
- HPER-K 535 Physiological Basis of Human Performance (3 cr.)
- HPER-K 542 Neuromuscular Control of Human Movement (3 cr.)
- HPER-K 562 Exercise in Health and Disease I (3 cr.)
- HPER-T 590 Introduction to Research in Human Performance (3 cr.)
- HPER- T 591 Interpretation of Data in Human Performance (3 cr.) OR BIOS-G 651 Introduction to Biostatistics I (3 cr.)

Total: 18 credit hours

Elective Courses (Non-Thesis=18 credit hours; Thesis=9 credit hours)

- HPER-K 532 Clinical Biomechanics (3 cr.)
- HPER-K 500 Muscle Physiology (3 cr.)
- GRAD-G 819 Basic Bone Biology (3 cr.)
- HPER-K 563 Cardiac Assessment in Exercise Testing (2 cr.)
- HPER-K 564 Exercise in Health and Disease II (3 cr.)
- HPER-K 500 Special Variable Topics (EMG, Gait Analysis, Cardiac Testing) (3 cr.)
- ANAT-D 850 Gross Anatomy (5 cr.)
- PHSL-F 503 Human Physiology (4 cr.)
- PHSL-F 708 Cardiac & Coronary Physiology of Exercise (1 cr.)
- HPER-K 553 Physical Activity & Disease (3 cr.)
- SHRS-W 661 Theories of Health Promotion & Disease Prevention (3 cr.)
- HPER-K 533 Advanced Theories of High Level Performance (3 cr.)
- HPER-K 552 Problems in Adapted Physical Education (3 cr.)
- SHRS-N 500 Nutrition I (3 cr.)
- HPER-K 525 Sport Psychology (3 cr.)
- HPER-K 602 Independent Research (3 cr.)
- HPER-K 576 Measurement & Evaluation in Physical Education (3 cr.)
- HPER-K 601 Readings in Physical Education (3 cr.)
- HPER-K 560 Corporate Fitness & Wellness (3 cr.)
- HPER-K 545 Childhood Motor Development (3 cr.)
- HPER-K 541 Nature of Motor Skills (3 cr.)

Research Courses for Thesis Students

- HPER-T 592 Statistical Techniques of Research in Health, Physical Education & Recreation (3 cr.) OR BIOS-G 652 Introduction to Biostatistics II (3 cr.)
- HPER-K 602 Thesis Option--Independent Research Hours (5 cr.)
- HPER-K 699 Independent Research (3 cr.)

- GRAD-N 802 Techniques of Effective Grant Writing (3 cr.)
- RAD-G 504 Introduction to Research Ethics (2-3 cr.)

Total: 11 credit hours

Grades

Quality points are assigned for purposes of determining the cumulative grade point average as follows: A+ or A = 4 credit points; A– = 3.7; B+ = 3.3; B = 3.0; B– = 2.7; C + = 2.3; C = 2.0; C– = 1.7; D+ = 1.3; D = 1.0; D– = 0.7; F = 0. No points are assigned for grades of Incomplete (I), Satisfactory (S), Pass (P) or Withdrawn (W).

All graduate students are expected to maintain an overall grade point average of 3.0 or higher. Students whose average falls below this level will be placed on probation. Grades below C– will not count toward degree requirements; however, all grades earned in courses taken for graduate credit will be included in the calculation of the grade point average.

Transfer of credit

A maximum of 9 credit hours of graduate work may be transferred from other institutions for application to the master's degree program. The admission committee will determine the distribution and acceptance of those transfer hours at the time of admission. Once students have enrolled in the Master of Science degree program in the School of Physical Education and Tourism Management, they must receive advance approval from the advisor and department chair to take work at another institution for transfer to IUPUI. This limitation does not apply to work taken at any other Indiana University campus.

Transfer credit bearing grades of Pass (P) or Satisfactory (S) cannot be accepted unless there is official documentation for the transferring institution to verify that these grades are equivalent to at least a B on a graduate grading scale. No credit can be transferred for a course that cannot be officially documented as carrying graduate credit.

Graduation

Students planning to graduate from the Master of Science program in December should apply for graduation by May 1st; May graduates by October 1st and August graduates by February 1st. The student should file an application for graduation with the School of Physical Education and Tourism Management Recorder, Physical Education/Natatorium building. Students are ultimately responsible for knowing, understanding and completing all degree requirements in a timely manner. IUPUI holds a single Commencement ceremony in May each year. To participate in Commencement activities, the student must have completed all degree requirements by the previous December or expect to complete them no later than August following the May Commencement exercises.

Last updated January 2012

Student Learning Outcomes

Upon completion of the **Master of Science in Physical Education**, students will demonstrate the following abilities:

1. Knowledge and skills needed to conduct original research within the area of kinesiology and/or to enter a program to earn an advanced degree in kinesiology or related fields.
2. Communicate the knowledge of kinesiology across disciplines and translate it to the general public.
3. Think critically and creatively to evaluate literature in the field of kinesiology.
4. Apply ethics within the field of kinesiology.

Upon completion of the **Master of Science in Event Tourism**, students will know and be able to:

1. Develop, synthesize and execute principles of event tourism through research.
2. Conduct research in an ethical and responsible manner.
3. Demonstrate best practices in event tourism research.
4. Interpret and appraise event tourism sustainability critically and reflectively.
5. Examine and predict event tourism industry trends.
6. Communicate effectively with stakeholders, including tourism professionals and the general public.
7. Work productively with persons from diverse cultures and backgrounds.
8. Practice a sense of community and civic mindedness.

Last updated January 2012

Military Science

Department of Military Science

1000 Waterway Boulevard
Room 100A
Indianapolis, IN 46202
(317) 274-2691
www.iupui.edu/~armyrotc

- Department Chair/Professor of Military Science: Lieutenant Colonel Thomas E. Rude
- Senior Military Instructor: Master Sergeant Patrick Murray
- Assistant Professor of Military Science: Captain Ryan Woolf
- Scholarship and Enrollment Officer: Captain Andrew Bokmeyer
- Military Instructors:
  - Master Sergeant (Ret.) Jerry Barker
  - Sergeant First Class Ryan Davis
- Recruiters:
  - Master Sergeant (Ret.) Richard Smith
  - Staff Sergeant Timothy Dauk
- Human Resources Assistant: Virgie Eubanks
- Military Property Custodian: Captain (Ret.) Scott King

Advising:

1000 Waterway Boulevard, Room 100A; Telephone: (317) 274-2691; Fax: (317) 274-0069; E-Mail: goarmy@iupui.edu; Website: www.iupui.edu/~armyrotc/

Admission

Policy

The ROTC Basic Course (see ‘‘Curriculum, Basic Course’’ in this bulletin) is open to all IUPUI, IU-Kokomo, Butler University, Franklin College, Marian College, University of Indianapolis and Ivy Tech Community College of Indiana students without any prerequisites or allied requirements. Students who are not U.S. citizens must check with the Department of Military Science administrative office prior to course attendance to ensure that they have the proper permission from their home country embassy for military training.

The ROTC Advanced Course is open to all students who have completed the Basic Course or who qualify for advanced placement (see ‘‘Advanced Placement’’ in this bulletin). Entry requirements are specified below.

Standards

Applicants for the Advanced Course must have completed the Basic Course (courses MILS-G 101, MILS-G 102, MILS-G 201 and MILS-G 202) or be eligible for advanced placement (see ‘‘Advanced Placement’’ in this bulletin) prior to acceptance. Applicants must also meet the following entrance requirements.

Academic Performance

Applicants must have a minimum grade point average of 2.0 (C) throughout the first two years of college work.

Medical Evaluation

Applicants must pass a Department of Defense Medical Examination Review Board medical exam, provided free of charge.

Physical Fitness Test

Applicants must obtain a passing grade on the Army Physical Fitness Test (APFT) consisting of push-ups, sit-ups and a two-mile run.

Age

Entrance into the commissioning program is predicated on students not having reached age 30 by June 30th of the year they receive their officer’s commission. Scholarship recipients must be less than 31 years of age on December 31th of the calendar year of commissioning. Extensions of up to three years may be granted for veterans of active duty. Waivers may be granted beyond age 32 for certain students.

Dependents

To be eligible, an individual must not have more than three dependents (e.g., a spouse and two children).

Citizenship

Applicants for the Advanced Course must be U.S. citizens by birth or naturalization.

Veterans

Prior service personnel entering the program must have a qualifying reenlistment code.

Student Status

Advanced Course students must be full-time university students; that is, they must enroll for 12 hours of undergraduate credit or 9 hours of graduate credit each semester.

Marginal Students

In accordance with Army regulations, students who do not meet the academic or physical fitness requirements of the Advanced Course may be dis-enrolled from the program.

Personal History

All applicants must meet loyalty and integrity requirements established by the United States Congress for military officers.

Interview

A professor of military science will personally interview all applicants and is the final authority on a candidate’s eligibility for the program.

Emphasis

Students entering the Advanced Course must matriculate in a curriculum that will lead to a four-year bachelor’s degree or a two-year graduate degree. Any curriculum offered by IUPUI or other institution served by this department is acceptable.

Advanced Placement (Army ROTC Two-Year Program)

Although Army ROTC is often considered a four-year course of instruction, a program is available to allow students to complete ROTC in just two years. Students must have two years of course work remaining to complete degree requirements upon entering the Advanced Placement program. Under the two-year program, students who attended a junior or community college, students at four-year institutions who have not taken ROTC during their first two years of undergraduate study, and students entering a two-year postgraduate course of study may enroll in the ROTC program.

In addition, students who have past military experience may participate in this program. Students who are awarded advanced placement may go directly into the ROTC Advanced Course. In order to qualify for Advanced Course placement, the applicant must fulfill one of the following requirements:

- Leader’s Training Course
- Veterans
- Junior ROTC (JROTC)
- Simultaneous Membership Program (SMP)
- Cadet Professional Development Training
- Airborne School
- Cadet Troop Leader Training
- Financial Aid
- Compensation Outlook

Leader’s Training Course

This four-week camp is held at Fort Knox, Kentucky, each summer and is repeated several times between

June and early August. Successful completion of this camp allows direct entrance into the ROTC Advanced Course. Students' travel expenses are paid, and all food and lodging is provided. In addition, participating students earn approximately $900. ROTC scholarships are offered to well-qualified students who complete the course and meet Advanced Course eligibility requirements. Training covers rappelling, map reading/land navigation, rifle marksmanship, basic leadership techniques, physical training/marches, individual and unit tactics, communications, first aid, drills/parades/ceremonies, military courtesy/traditions, and water survival.

During this training, students learn fundamental things about the Army—weapons, combat tactics, drill and ceremonies. Students also learn basic things about themselves—their physical endurance, leadership capabilities, and ability to think and perform under pressure. Students finish the summer with other basics —discipline, pride and confidence—that will be important to them in all their future endeavors. Applications for Leader's Training Course are accepted each year from November through May.

Veterans

Veterans of prior military service with any branch of the armed services are authorized for advanced placement if they meet program admission requirements.

Junior ROTC (JROTC)

Students who have completed at least two years of Junior ROTC in high school may receive advanced placement of one year in the ROTC program, and students with three years of Junior ROTC may receive advanced placement of two years in the ROTC program if they meet Advanced Course admission requirements.

Simultaneous Membership Program (SMP)

This program is for those who desire to serve in an Army National Guard or Army Reserve unit while earning a commission through ROTC. Scholarship students are not eligible for the SMP unless they are receiving a Guaranteed Reserve Forces Duty Scholarship. If a guard or reserve member accepts an ROTC scholarship, he or she must be released and discharged from the guard or reserve unit.

As an officer trainee in the SMP, students are exempt from the ROTC Basic Course and may enroll directly in the Army ROTC Advanced Course at host colleges or at nearby institutions that permit cross-enrollment. There are also opportunities for tuition assistance with the SMP units.

SMP students draw pay from two sources. First, as advanced ROTC students, they receive $450-$500 a month for each month of the major academic term and approximately $800 for attending the National Advance Leadership Camp. Meanwhile, as officer trainees in an Army National Guard or Army Reserve unit, students attend monthly drills and annual training and receive pay equivalent to a sergeant's (E-5) or the highest grade attained if they have prior military rank. In addition, they can receive Federal Tuition Assistance and GI Bill benefits, if they qualify.

The ROTC stipend and Army National Guard or Army Reserve pay, including annual training, provides students with more than $7,000 per year, depending on the nature of their SMP participation.

Cadet Professional Development Training

One of the major advantages of the ROTC program is the opportunity for cadets to attend actual Army training courses during the summer vacation months. Attendance at one or more of these courses has multiple benefits for the ROTC student. Cadets are exposed to a unique learning experience. They learn firsthand how the Army trains. They live in an actual Army environment and gain an appreciation for the people with whom they will be working during their period of service. Students are selected for this training on a merit basis (leadership, academic and physical performance) from volunteers wishing to take advantage of this opportunity. The following list describes the two most popular types of off campus training programs. Cadets are not paid to attend these training courses; however, travel, lodging and meals are provided.

Airborne School

This course is taught at Fort Benning, Georgia, and lasts three weeks. Students completing this course are fully qualified paratroopers. The first week (ground week) consists of rigorous physical training and instruction designed to prepare the student to make a parachute jump and land safely. The second week (tower week) perfects individual skills and stresses team effort. Jump skills are taught through the use of the swing landing trainer, the suspended harness, and the 250-foot free-fall tower. The final week (jump week) consists of five parachute jumps from U.S. military aircraft.

Cadet Troop Leader Training

Cadet Troop Leader Training gives cadets who have completed Advanced Camp firsthand experience in the duties of an Army officer by providing three weeks of duty in an active Army unit or initial entry training unit (basic training), where cadets serve as platoon leaders.

If a cadet is assigned to a unit on parachute status and the cadet is already airborne qualified, the cadet may participate in unit parachute jumps with approval from the commanding officer.

Financial Aid

Army ROTC Scholarships

Army ROTC scholarships are offered for two, three and four years. The two- and three-year scholarships are awarded competitively to students who are enrolled in college. Recipients of these scholarships may be cross-enrolled at Butler University, Marian College, Franklin College, IU-Kokomo or the University of Indianapolis.

Applications for two- and three-year scholarships are available from the professor of military science and must be submitted no later than March 1st for the following fall semester. Recipients will be notified prior to the end of the spring semester.

The host ROTC unit awards scholarships based upon quotas allocated by Cadet Command. The three-year and

four-year Advanced Designee scholarships are awarded to U.S. citizens who will be entering college as freshmen. Scholarship winners must enroll at the institution (or partnership school) that awarded them the scholarship. For more information on scholarship availability and selection deadlines, contact the Department of Military Science.

Three-year Advanced Designee scholarships are awarded in a manner similar to the four-year scholarships, except that the benefits commence with the student's sophomore year if the student continues to meet eligibility requirements.

The value of the tuition/fee portion of the scholarship depends on the amount charged by the institution attended. Students may receive full compensation for tuition and fees; however, students may also receive lesser scholarships. In addition to tuition and fees, scholarship recipients receive $1200 per year for books, and a subsistence allowance of $300–$500 per month, depending on academic level, while school is in session.

Fee Scholarship

All freshmen and sophomores taking the Basic Course do not have to pay tuition for MILS-G 101, MILS-G 102, MILS-G 201 or MILS-G 202, since these courses are eligible for university fee scholarship. Note: The student must pay for MILS-G 120, MILS-G 121, MILS-G 301, MILS-G 302, MILS-G 310, MILS-G 401, MILS-G 402, HPER-E 130 and HPER-E 230 to receive academic credit.

Books/Supplies

All books, supplies and materials needed in the Basic Course are supplied to the student by the Department of Military Science free of charge.

Subsistence Allowance

Each Advanced Course student and three- and four-year scholarship recipients receive a tax-free allowance of at least $350 per month up to 10 months per year. Additionally, students are paid approximately $900 for each summer training camp they attend.

Student Employment

The department manages a limited amount of student employment. Students may apply for part-time employment. Student employees are paid on an hourly basis.

Compensation Outlook

The Department of Military Science is unique in that it publishes the salaries of its active-duty graduates. Military compensation (salary) includes pay and non-taxable allowances for subsistence and housing. Although the housing allowance varies by location, the average annual military salary earned by a new second lieutenant graduate in 2010 was $48,000. Salaries are adjusted for cost of living each year and also increase with longevity and promotions. Three years later, the officer, then a captain, would earn an average annual military salary of $74,000.

Background

Since 1918, the Reserve Officers' Training Corps has produced thousands of commissioned officers for the United States Army. While other commissioning sources exist, Army ROTC produces officers with diverse educational backgrounds and contemporary ideas. This is accomplished because the primary focus of an Army ROTC Cadet is being a student first in whatever major field of study the student desires. This collaboration with the university, along with military science classes during the school year and some military training on weekends and during summer break, is the method of producing leaders.

Many student-cadets have interest in, but no experience with, the military. ROTC is a great test-bed for that interest and can lead to a guaranteed job in a profession that the American people respect and one that may provide a lifetime of satisfaction. Monetary incentives (e.g., tuition, scholarships and stipends) that make it easier to get through college are available. Intangible incentives (including camaraderie, adventure and others too countless to name) improve quality of life and performance as a whole.

Because of the nature of the cadets' future profession, ROTC has been called the best leadership course in America. ROTC enhances a student's education by providing unique leadership and management experience. It helps develop self-discipline, physical stamina, and poise. Students develop qualities that lead to success in any career. U.S. Secretary of State Colin Powell credits ROTC for making him much of what he is today.

ROTC at IUPUI has grown with the campus. We have commissioned 250 officers since 1980, and they have served in Indiana, throughout the United States, and around the world.

What is a Commissioned Officer?

A graduate of any of this country's 270 ROTC programs is commissioned a second lieutenant in the U.S. Army. This commission can be in the Active Army or the Reserve Component (National Guard and Army Reserves). An officer plans the work of the organization, assigns tasks to subordinates, and ensures that the work is accomplished to the highest standard. Even the most junior officer routinely has 30 or more personnel working directly under his or her control.

Officers lead the army. They do so by developing missions, training their subordinates, influencing people, and solving problems. An officer must have integrity and the warrior spirit.

A commision as a second lieutenant may lead to a short stay in the Army and then a smooth transition to a civilian life. If this is the case, junior military officers leaving the service are highly sought after by Fortune 500 firms for their leadership experience. On the other hand, a junior military officer may fall in love with the lifestyle and benefits of being an officer and decide to make a rewarding career out of service to the United States.

Faculty

Active-duty or retired Army personnel are assigned to the Department of Military Science with the consent of the

ROTC Faculty Advisory Committee at Indiana University Purdue University Indianapolis (IUPUI) and the dean of faculty as confirmed by the Trustees of Indiana University. Such personnel spend an average of three years as instructors in the department. Each faculty member has a blend of practical military experience and solid educational background.

Administration

The faculty are supported by a full-time staff that has clerical, administrative and logistical responsibilities. The staff includes the military property custodian (a university employee) and the human resources assistant (a Department of the Army civilian).

Curriculum

- Basic Course (MILS-G 101, MILS-G 102, MILS-G 120, MILS-G 121, MILS-G 201 and MILS-G 202)
- Learning Community Course
- Advanced Course (MILS-G 301, MILS-G 302, MILS-G 401 and MILS-G 402)
- Suggested Schedule of Courses
- Academic Policy
- Professional Military Education Requirements

Basic Course (MILS-G 101, MILS-G 102, MILS-G 120, MILS-G 121, MILS-G 201 and MILS-G 202)

The Basic Course is usually taken in the freshman and sophomore years. All necessary textbooks and materials are furnished without cost to the student, and all tuition and fees are paid for through university fee remission. Signing up for the basic course is an excellent way to explore officership for those with an interest. No prior military experience is required, and no obligation for military service is incurred for participation in the basic course. Students may withdraw from the basic course at any time through the end of the second year.

Individual courses cover the areas of the Army profession, leadership, values and ethics, personal development, physical well-being, military history, drill and ceremony, customs and courtesies, squad tactics, map reading, first aid, and basic rifle marksmanship. Various social and professional activities are available in conjunction with the military science program.

Course credit is determined as follows: 100-level courses are one credit hour, and 200-level courses are two credit hours, for a total of six credit hours in the Basic Course. In essence, this course is intended to introduce the student to the Army and ROTC. Theoretical concepts are covered in the classroom, and practical military skills are learned in a field-training environment.

Students are encouraged to attend optional physical fitness training (Monday, Wednesday, Friday; 6:45 to 7:45 a.m.), field training exercises and periodic leadership labs.

Learning Community Course

The first year military science class is also offered as a Learning Community Course which fulfills the Freshman requirement. This course is also free for IUPUI students and is administered in the same manner as the university's other Learning Communities Courses.

Advanced Course (MILS-G 301, MILS-G 302, MILS-G 401 and MILS-G 402)

After completing the Basic Course or its equivalent (see ''Advanced Placement'' in this bulletin) and 54 credit hours that count towards the major with a grade point average of at least 2.0, students who have demonstrated officer potential and who meet Army physical standards are eligible to enroll in the Advanced Course. The Advanced Course is normally taken in the final two years of college. Instruction includes further leadership development, organization and management, tactics and administration.

A paid 32-day Leader Development and Assessment Course (LDAC) is held during the summer between the junior and senior years at one of the Army's premier training facilities at Fort Lewis (near Seattle, Washington). This camp permits cadets to put into practice the principles and theories they have learned in the classroom. It also exposes them to Army life in a tactical or field environment.

All cadets in the Advanced Course receive uniforms, compensation for attending LDAC, and an allowance between $4,000 and $5,000 each school year.

Before entering the Advanced Course, a student must sign a contract that certifies an understanding of the service obligation. This obligation may be fulfilled in various ways, depending on the individual's personal preference and the needs of the Army. Scholarship graduates serve four years on active duty (if selected by Cadet Command) and four in the Army Guard or Army Reserve, unless they receive a Guaranteed Reserve Forces Duty scholarship. If that scholarship is received, the graduate serves entirely with the Guard or Reserve. Non-scholarship graduates may serve three years on active duty (if selected by Cadet Command) and the remaining five years in the Guard or Reserve. If the non-scholarship graduate selects reserve force duty, the eight-year obligation is spent in the Guard or Reserve. There, officers assume duties for six years with a troop unit, and the last two years of the eight-year obligation require no participation (readiness status only).

The Advanced Course comprises four 3 credit hour courses (totaling 12 credit hours) and LDAC. The 300-level courses stress the military skills that will be needed to complete LDAC successfully. The 400-level courses concentrate on those skills needed by a cadet as he/she makes the transition to becoming a commissioned officer. In addition, students lead a battalion in which they are given various command and staff positions based on an order of merit established by their prior performance in the program. Advanced Course students are required to attend field training exercises and periodic leadership labs, and meet minimum physical fitness standards.

Professional Military Education Requirements

This component of the ROTC program is designed to provide the cadet with the type of academic foundation necessary to support continued intellectual growth and is a pre-commissioning requirement. As an integral part of their undergraduate education, prospective officers are required to complete the following:

1. Baccalaureate degree;
2. Advanced Course (MILS-G 301, MILS-G 302, MILS-G 401, MILS-G 402 and LDAC);

3. Military history course, including a “staff ride” (a systemic preliminary study and visit to a historic battlefield); and
4. Enhanced Skills Training Program (a program to enhance the communication, analytical, and critical thinking skills of future leaders).

Suggested Schedule of Courses

The following matrix shows the progression through the military science curriculum. It is a suggested approach; ROTC intends to be as flexible as possible in allowing a student to complete course requirements.

Freshman Year

1st Semester
- MILS-G 101 Leadership and Personal Development

2nd Semester
- MILS-G 102 Foundations in Leadership

Sophomore Year

1st Semester
- MILS-G 201 Innovative Tactical Leadership
- Enhanced Skills Training Program

2nd Semester
- MILS-G 202 Leadership in Changing Environments

Junior Year

1st Semester
- MILS-G 301 Adaptive Team Leadership
- Military History Course

2nd Semester
- MILS-G 302 Leadership Under Fire

Summer

- Leadership Development and Assessment Course
- Selected students attend Cadet Troop Leader Training, Airborne School or Air Assault School

Senior Year

1st Semester
- MILS-G 401 Developing Adaptive Leaders
- Staff Ride

2nd Semester
- MILS-G 402 Leadership in a Complex World

May

- Commissioned as a Second Lieutenant in the U.S. Army

Academic Policy

No student with a history of marginal academic performance (below a 2.0 cumulative GPA) will be admitted to the ROTC Advanced Course.

Students who have been admitted to the Advanced Course but fail to maintain good academic standing will be disenrolled from ROTC.

No student will be commissioned as an officer in the U.S. Army if not in good academic standing at the time of commissioning, even if the student has finished all military science academic requirements. Students must receive the bachelor’s degree to be commissioned.

The chairperson of the military science department admits all Advanced Course students to the program, continuously monitors their progress, disenrolls marginal performers and certifies each candidate for a commission.

Partnership Schools

The Department of Military Science at IUPUI offers participation in Army ROTC at six other Indianapolis-area institutions of higher education. Students on these six campuses may cross-enroll in the IUPUI ROTC program and earn an Army commission. Partnership students are eligible for the same benefits as IUPUI students and must meet the same admission requirements. The partnership institutions are:

Butler University

Students register and pay fees for ROTC courses just as they would for any Butler University course. Students must commute to the IUPUI campus for ROTC classes not offered at Butler University. Students may fulfill Butler University’s physical education requirement through ROTC. Military science grades are applied to the student’s overall GPA.

Indiana University Kokomo

Students register and pay fees for ROTC courses just as they would for any IUK course. The basic course and PT is taught on IUK’s campus, and advanced course cadets must commute to IUPUI for class. All students must travel to IUPUI (at the department’s expense) for Leadership Labs.

Franklin College

Students enroll in military science courses through the Consortium for Urban Education, Indianapolis, and the Franklin College registrar’s office. Students must commute to the IUPUI campus for all ROTC classes.

Marian University

Students enroll in military science courses through the Consortium for Urban Education, Indianapolis, and the Marian College registrar’s office. Students must commute to the IUPUI campus for ROTC classes not offered at Marian University.

University of Indianapolis

Students enroll in military science courses through the Consortium for Urban Education, Indianapolis, and the University of Indianapolis registrar’s office. Students must commute to the IUPUI campus for ROTC classes not offered at University of Indianapolis.

Ivy Tech Community College of Indiana

Students register and pay fees for ROTC courses just as they would for any Ivy Tech CCI course. Students must commute to the IUPUI campus for ROTC classes not offered at Ivy Tech. Students may fulfill an elective requirement through ROTC. Military science grades are applied to the student’s overall GPA.

Support Services

Library

The Department of Military Science maintains its own library facility with books, journals and training aids particular to the curriculum.

Awards

Students who merit special recognition receive it through the military science department's awards program.

Functional Awards

Made on merit, these awards provide the student with additional educational experience. For example, the Marshall Foundation Award provides for a student's attendance at a three-day seminar in the Washington, D.C. area, where national security concerns are discussed by the highest-ranking members of the Army and civilian members of the Department of the Army.

Recognition Awards

The Army and many civilian organizations, such as the American Legion, Veterans of Foreign Wars, and Daughters of the American Revolution, provide awards to deserving students, recognizing accomplishments in academic and leadership efforts.

University Awards

IUPUI, in honor of Dr. and Mrs. Otis R. Bowen, presents a trophy every year to an outstanding ROTC student.

Social Activities

The Department of Military Science provides ample opportunity for its students and faculty to meet in a social environment as well as in the classroom. Social activities include a picnic each semester and cadet-sponsored parties. Awards and commissioning ceremonies are followed by social hours. The primary social event of the year is a formal military ball.

Intramural Program

It is the policy of the Department of Military Science to enter teams or individuals, as appropriate, in university intramurals when desired by the cadets. In essence, the department acts as a vehicle for those students wishing to participate in athletics. Additionally, the "Ranger Challenge" program tests cadets in military skills against other ROTC programs around the country.

Career Counseling

The Department of Military Science maintains a vigorous counseling program. Student progress and performance level are constantly monitored. Students are periodically counseled on their status in the program, and those in academic trouble are offered assistance. The purpose of this program is to ensure that students are commissioned in the proper career field upon successful completion of the ROTC program.

IUPUI School of Physical Education and Tourism

Management Student Organizations and Services

Physical Education Student Organization (PESO)

PESO exists to improve the quality of student life. It's activities include assimilating new students into the School of Physical Education and Tourism Management program, representing the school in the shaping of university-wide policies and activities, helping students attain educational objectives and promoting participation in student activities. The general membership of the organization is composed of full- and part-time majors in the Physical Education and the Tourism, Conventions and Event Management degree programs.

Indiana Association for Health, Physical Education, Recreation and Dance and the American Alliance of Health, Physical Education, Recreation and Dance

Students in the Department of Physical Education are encouraged to affiliate with this professional organization. Annual conferences and workshops, a professional journal and a newsletter are among the membership benefits.

IUPUI Moving Company

The IUPUI Moving Company is a performing dance company composed of students enrolled at IUPUI. Prospective members audition during the first week of the fall semester, when members and apprentices are taken into the company. Approximately 4–6 hours per week are spent in rehearsals, workshops, lecture-demonstrations, or performances. Members should be enrolled concurrently in a dance technique class while performing with the company. The repertoire consists of ballet, modern, jazz, and ethnic dance forms. The IUPUI Moving Company performs on campus, at professional conferences, and for elementary, middle school, and high school audiences.

Phi Epsilon Kappa

This professional fraternity was organized in 1913 at the Indianapolis campus of the School of Physical Education and Tourism Management's predecessor, the Normal College of the American Gymnastic Union Campus. It is dedicated to advancing interest in health, physical education, recreation and safety education. It seeks to promote sound community relationships that support physical education programs. Eligibility criteria include a minimum cumulative GPA of 2.0 earned at IUPUI in addition to participation in professional activities.

Professional Convention Management Association (PCMA) Student Chapter

The Tourism, Conventions and Event Management (TCEM) department sponsors this student organization to expand students' knowledge about the meetings industry. Site visits and speakers are educational components. Social activities and fundraisers are also planned.

Tourism and Hospitality Society

The Tourism, Conventions and Event Management (TCEM) department sponsors this student organization to expand students' knowledge about the tourism industry. Site visits and speakers are educational components. Social activities and fundraisers are also planned.

Policies and Procedures

Undergraduate

Advising and Special Options

Advising Each student in the School of Physical Education and Tourism Management is assigned a faculty counselor who advises the student in program planning and assists with any academic questions or problems. All students are expected to obtain academic counseling each semester prior to enrollment.

Forgiveness Policy Policy provides a fresh start to former IU students accorded to students transferring from other universities. The policy applies only to former IU students, who have worked on a first undergraduate degree, but who have not attended any college for a minimum of three years. Students must invoke this policy upon application for admission to the School of Physical Education and Tourism Management or submit a notification of intent to petition for academic forgiveness if not yet accepted by a school. Forgiveness policy applications are located in the School of Physical Education and Tourism Management.

If the forgiveness petition is accepted, all courses previously taken will remain on the transcript, but only courses with grades of A+, A, A-, B+, B, B-, C+, C, P and S may be counted toward degree requirements, though these grades will not count in the student's GPA. In effect, the student will start with a cumulative GPA of 0.0, after which all the rules of academic probation and dismissal will apply. Forgiveness may be invoked only once and it does not preclude a student from using other grade replacement options available for course work taken after forgiveness is granted. Forgiveness is available only for courses taken at Indiana University. Visit the IUPUI Registrar's Office website to see the entire policy.

Independent Study Work may be accomplished in absence for credit through the School of Continuing Studies. A student must have satisfied the entrance requirements of the School of Physical Education and Tourism Management, however, before registering for such work if it is to be applied toward a degree. Special permission from the dean is required. Students may apply up to 18 credit hours of correspondence work from the School of Continuing Studies toward a degree in the School of Physical Education and Tourism Management.

Pass/Fail Option Students may elect to take one course each semester with a grade of P (Pass) or F (Fail), with a maximum of two such courses each school year, including summer sessions. The student must elect to exercise this option early in the semester or summer session, per the timeline contained in the Registration Guide and Academic Information. Courses that satisfy school or degree program requirements may not be taken under this option.

Excessive Withdrawal Policy After eight withdrawals, a mandatory meeting among the student, the student's advisor and department chair will be held to identify the reason(s) for the withdrawals, discuss alternatives for course scheduling and review the student's plan of study to determine if satisfactory progress is being made toward the degree objective. After 10 withdrawals, a mandatory meeting with the dean of the school will occur. A review of the previous meeting and reason(s) for subsequent withdrawals will determine if the student will be allowed to continue in the School of Physical Education and Tourism Management.

Special Credit Opportunities See department chair for procedures on special credit.

Academic Expectations Student work in general education and major courses will include content and learning activities supporting the principles of undergraduate learning as defined by the faculty of the School of Physical Education and Tourism Management. These principles relate to students' competencies in the following five areas: core skills (reading, writing, speaking, quantitative analysis and use of information technology); critical thinking; intellectual depth, breadth, and adaptiveness; understanding society and culture; and integration and application of knowledge. These general education principles are defined on course syllabi. Faculty expect students to use software applications to prepare assignments, to use electronic mail to enhance communication and/or submit assignments, and to develop competencies with various campus technology resources (e.g., OneStart, Oncourse, internet browsers). Written work is to be of high quality (focused, organized, and with an introduction, purpose, sense of audience, thesis and conclusion; appropriate sentence structure; variety; and correct spelling, grammar, and punctuation). Writing should reveal the student's ability to develop ideas with balanced and specific arguments. Papers should follow APA style unless another style is specified and should give credit to original sources when ideas or materials of others are used.

Academic Integrity Students are responsible for familiarizing themselves with the school's regulations concerning cheating and plagiarism, which appear as follows in the *IUPUI Faculty Handbook VI-5*:

Cheating is dishonesty of any kind with respect to examinations, course assignments, alteration of records or illegal possession of examinations. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student who was assisted. Students should also do everything possible to induce respect for the examining process and honesty in the performance of assigned tasks in or out of class.

Plagiarism is the claiming of the work of someone else as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, databases, or the writings of other students. The offering of materials assembled or

collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

A faculty member who has evidence that a student is guilty of cheating or plagiarism shall initiate the process of determining the student's guilt or innocence. No penalty shall be imposed until the student has been informed of the charge and of the evidence upon which it is based and has been given an opportunity to present a defense. If the faculty member finds the student guilty, the faculty member assesses a penalty within the course and promptly reports the case, in writing, to the dean of the school or comparable head of the academic unit. The report should include the names of any other students who may be involved in the incident and recommendations for further action. The dean, in consultation with the faculty member if the latter so desires, will initiate any further disciplinary proceedings and inform the faculty member of any action taken. In every case, a record of the offenses remains on file in the dean's office.

For further regulations, students should refer to *IUPUI's Code of Student Rights, Responsibilities, and Conduct* by the Board of Trustees of Indiana University. Students may obtain a copy of the Code from the dean's office or view the text on the IUPUI website at www.iupui.edu.

Academic Load

Semester Academic Load A typical academic load is 12–18 credit hours, with an average load being approximately 15 credit hours. A typical load in a summer session is 6 credit hours. Students expecting to carry more than 18 credit hours per semester or 7 credit hours per summer session must have permission of the dean of the School of Physical Education and Tourism Management and should have a minimum cumulative grade point average (GPA) of 3.0 (B), or have earned a B (3.0) average in their last full semester.

Academic Standing, Probation, Dismissal and Reinstatement

Academic Standing Students who consistently maintain a GPA of 2.2 or higher in both their cumulative and semester records are considered to be in good standing.

Academic Probation Students are on academic probation when either their semester GPA or their cumulative GPA is below 2.2. Each student on academic probation will be so advised by a letter from the dean of the School of Physical Education and Tourism Management. The student will be informed of all conditions and restrictions required for reestablishing good academic standing.

Dismissal Students are subject to dismissal when they have failed to attain a minimum of a 2.2 GPA average in any two consecutive semesters or when the cumulative GPA of the student who is on probation falls or remains below a 2.2 GPA. Each student who is dismissed will be so advised by a letter from the Office of the Dean of the School of Physical Education and Tourism Management.

Reinstatement A dismissed student who wishes to be reinstated must complete an Application for Reinstatement located on the School of Physical Education and Tourism Management website. This application requires explanation of any extenuating circumstances that may have hindered academic performance and a brief outline of future schedules and study plans. Each application will be considered on an individual basis and will receive more favorable consideration if the student has sought advice about academic progress on previous occasions and if academic records are close to the standards required for retaining the student. In order to allow time for each case to be reviewed on its own merits, petitions for re-admission must be filed at least two weeks before the first day of classes. Application for Reinstatement forms should be submitted to the School of Physical Education and Tourism Management Recorder.

The School of Physical Education and Tourism Management typically does not consider petitions for immediate reinstatement. Dismissed students who believe that circumstances warrant consideration for immediate reinstatement must meet with the dean, who will determine whether or not an application for immediate reinstatement is warranted.

One Dismissal Students who have been dismissed once for academic reasons may appeal for reinstatement subject to the conditions stated above.

Two Dismissals Students who have been dismissed twice for academic reasons may not appeal for reinstatement for any enrollment period during the next calendar year.

Students who are reinstated by the school will have to meet prescribed standards of performance for the semester for which they are reinstated. Failure to meet these standards will result in dismissal.

Student Grievance Procedures Students who feel they have been treated in an unfair or unethical manner by a member of the School of Physical Education and Tourism Management faculty are encouraged to resolve their differences directly with the faculty member. When informal solutions do not appear possible, the following procedures should be observed.

Appeal for Grade Change A student may request a change of grade in a School of Physical Education and Tourism Management course by filing a petition with the dean of the school. The petition, along with supporting evidence that the grade was improper, must be submitted to the Dean's Office (PE 251) no later than one calendar year following the final date of the term in which the course was taken.

Complaints of Unethical Treatment All academic personnel (faculty, part-time instructors and advisors) are expected to conform to the Code of Student Rights, Responsibilities, and Conduct published in the Indiana University Academic Handbook. Students who feel they have been treated unfairly by a faculty member may lodge a complaint by following the procedures outlined in the Code, a copy of which may be obtained from the Dean's Office, PE 251.

Student Advocacy The Office of Student Advocacy provides impartial, objective and confidential assistance to students regarding problems or disputes that appear unresolvable through existing procedures or systems. By considering problems in an unbiased way, the student

advocate strives to achieve a fair resolution of disputes. As an advocate for just and fair treatment, the office works to protect the rights of all parties involved. The student advocate investigates claims of unfair treatment or erroneous procedures and serves as an information resource, advisor and intermediary.

For many problems, a procedure is outlined by university rules or policies. Where practical, students should observe the policies and regulations of their school. For more information, contact the Student Advocacy Office, Campus Center 350, (317) 278-7594, or the Office of the Dean of Students, Campus Center 350, (317) 274-4431.

Graduation

Residency Requirements for Graduation Students must complete at least 30 hours of the last 60 credit hours required for a specific degree program while in residence at the School of Physical Education and Tourism Management at IUPUI. The 30 credit hours should include either one 12 credit hour regular semester or two 6 credit hour summer sessions.

Degree Application A candidate for graduation must file a formal graduation application for the degree with the School of Physical Education and Tourism Management. Applications must be filed by the following deadlines: December graduates file the application by May 1st, May graduates file by October 1st, and August graduates file by February 1st. Candidates for graduation will be notified before the start of their graduation semester/summer session regarding their graduation status.

Graduation with Honors Indiana University recognizes high cumulative grade point averages by awarding degrees with the designations “Distinction,’’ “High Distinction,’’ and “Highest Distinction.’’ Purdue programs recognize the top 10 percent of graduates with the designations “Distinction’’ and “Highest Distinction.’’ The designated individuals are presented with honor cords to wear at Commencement exercises for IUPUI.

Other Physical Education Department Information

Uniforms Physical education majors are encouraged to wear uniform shirts and shorts for several professional preparation activity classes. Instructors indicate on the first day of class if uniforms will be required. White polo shirts and long navy pants are the recommended attire for physical education majors participating in professional field experiences off campus.

Swimming classes require a one-piece bathing suit. Warm-ups or street clothes are appropriate attire for the office area on the bridge level of the Physical Education/Natatorium Building.

Camp Brosius In 1921, the Normal College (presently known as the IUPUI School of Physical Education and Tourism Management) established Camp Brosius at Elkhart Lake, Wisconsin, as a training camp for its physical education majors. Currently, the Indiana University School of Physical Education and Tourism Management operates the camp as both a College Camp (for academic credit) and Family Camp (for family vacations). The Department of Physical Education holds leadership, team building, critical thinking and personal skills development classes at Camp Brosius as a part of the physical education major's required curriculum.

The physical education major (once admitted to the Department of Physical Education) is expected to attend camp early in their academic career with three sessions now being held every summer for this purpose. Two sessions are held in mid-May and one session in mid-August. Orientation to Camp is held on the IUPUI campus the week prior to going to Camp Brosius. Students in the Department of Physical Education receive 3 credit hours towards their degree for the Camp Brosius experience.

Faculty

Administrative Officers

- James M. Gladden, Ph.D., Dean of the School of Physical Education and Tourism Management
- Rafael E. Bahamonde, Ph.D., Chairperson of the Department of Physical Education
- Sotiris Hji-Avgoustis, Ph.D., Chairperson of the Department of Tourism, Conventions and Event Management
- Thomas Rude, M.A., Chairperson of the Department of Military Science

Department of Physical Education Faculty

- Angermeier, Lisa, Ph.D. (Indiana University, 2000), Clinical Assistant Professor of Physical Education
- Bahamonde, Rafael E., Ph.D. (Indiana University, 1994), Professor of Physical Education
- Barnett, Sandra, M.S. (Indiana University, 1995), Lecturer in Physical Education
- Barton, Nancy, M.S. (Indiana University, 1986), Lecturer in Physical Education
- Bradley, Jay A., M.Ed. (University of Cincinnati, 1979), Clinical Assistant Professor of Physical Education; Coordinator of Internship Programs
- Cappaert, Thomas A., Ph.D. (University of Toledo, 2000), Visiting Lecturer in Physical Education
- Culp, Brian, Ed.D. (University of Georgia, 2005), Assistant Professor of Physical Education
- Doecke, Johannah, Ph.D. (Ohio State University, 1984), Lecturer in Physical Education; IUPUI Men's and Women's Diving Coach
- Eagleman, Andrea N., Ph.D. (Indiana University, 2008), Assistant Professor of Physical Education
- Fallowfield, Stephen M., M.S. (Indiana University, 2005), Visiting Lecturer in Physical Education
- Kaleth, Anthony, Ph.D. (Virginia Polytechnic Institute and State University, 2002), Associate Professor of Physical Education
- Keith, NiCole, Ph.D. (University of Connecticut, 1999), Associate Professor of Physical Education
- Lee, Soonhwan, D.S.M. (United States Sports Academy, 2002), Assistant Professor of Physical Education
- Mikesky, Alan E., Ph.D. (University of Texas Health Science Center Dallas, 1987), Professor of Physical Education, School of Physical Education and Tourism Management; Adjunct Professor of Anatomy and Cell Biology, School of Medicine.
- Mullins, Dena, M.A. (Ball State University, 1990), Lecturer in Physical Education

- Riley, Zachary A., Ph.D. (University of Colorado, 2008), Assistant Professor of Physical Education
- Stanton-Nichols, Kathleen A., Ph.D. (University of Virginia, 1995), Associate Professor of Physical Education
- Streepey, Jefferson, Ph.D. (University of Michigan, 2003), Assistant Professor of Physical Education
- Swinford, Rachel R., M.S. (Indiana University, 2007), Lecturer in Physical Education
- Urtel, Mark G., Ed.D. (Indiana University, 2004), Associate Professor of Physical Education

Department of Tourism, Conventions and Event Management Faculty

- Alvarez, Susan L., M.S. (Indiana University, 2005), Lecturer in Tourism, Conventions and Event Management
- Benko, Susan T., M.B.A. (Marymount University, 1983), Trustees Lecturer in Tourism, Conventions and Event Management
- Bennett, James D., M.S. (Indiana University, 1996), Senior Lecturer in Tourism, Conventions and Event Management
- Brothers, Linda R., Ph.D. (Purdue University, 1984), Associate Professor of Tourism, Conventions and Event Management
- Cecil, Amanda K., Ph.D. (Indiana University, 2005), Assistant Professor of Tourism, Conventions and Event Management
- Fu, Yao-Yi, Ph.D. (Pennsylvania State University, 2003), Associate Professor of Tourism, Conventions and Event Management
- Heo, Jinmoo, Ph.D. (Indiana University, 2007), Assistant Professor of Tourism, Conventions and Event Management
- Hji-Avgoustis, Sotiris, Ph.D. (Indiana State University, 1996), Chair of the Department of Tourism, Conventions and Event Management; Professor of Tourism, Conventions and Event Management
- Jones, Elizabeth Ann, P.E.D. (Indiana University, 1983), Associate Professor of Tourism, Conventions and Event Management
- King, Carina, Ph.D. (Indiana University, 2007), Assistant Professor of Tourism, Conventions and Event Management
- Krohn, Brian D., Ph.D. (Clemson University, 2008), Assistant Professor of Tourism, Conventions and Event Management
- Wang, Suosheng, Ph.D. (Oklahoma State University, 2003), Associate Professor of Tourism, Conventions and Event Management

Courses

Department of Tourism, Conventions and Event Management Courses

The courses below represent the total offerings of the Department of Tourism, Conventions and Event Management. Not all courses are offered every semester. The number of credit hours given for a course is indicated in parentheses following the course title. The abbreviation P refers to prerequisites. The abbreviation C refers to corequisite(s).

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 110 College Life Orientation (1 cr.) To introduce new TCEM majors to the department, school, and university to ensure a successful beginning to their academic careers.

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 Industry Operations (3 cr.) Concepts of organization, communication, ethics and policy formulation in the front office. Introducing the basic techniques and trends in systems and equipment available to meet the needs of the management and the guest.

TCEM 191 Sanitation and Health in Food Service, Lodging and Tourism (3 cr.) The application of sanitary and public health engineering principles to food service and lodging operations.

TCEM 210 Special Event Management (3 cr.) P: TCEM 171. Course topics include planning for social events such as themed parties, weddings, balls, fundraiser recognition and entertainment events.

TCEM 218 Wines of the World (3 cr.) P: 21 years of age. An examination of wines produced in other countries, identifying the characteristics of the growing regions, types of wines produced, economic considerations of purchasing imported wines and marketing these wines to increase beverage sales.

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 241 Financial Accounting for the Service Industries (3 cr.) P: PHIL-P 162. Fundamental accounting principles and procedures applied to the hospitality and service industries. Includes study of the uniform system of accounts, financial statements, special purpose journal,

and subsidiary ledgers unique to the hospitality and service 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 302 Hospitality/Tourism Industry Trends (1-2 cr.) Supervised and structured industry practical experience. Requires signed learning agreement between student and employer prior to initiating internship: a minimum of 300 work hours for each credit. Maximum number of credit hours given for a summer is 1 (one). Maximum number of credits given in a semester experience is 2 (two).

TCEM 306 Destination Planning (1 cr.) P: TCEM 231. To prepare a business plan that presents a comprehensive outline of a proposed hospitality operation and includes a financial portfolio and work history of the applicant.

TCEM 308 Wine Selection (3 cr.) P: 21 years of age. C: TCEM 218. Topics will include types of wines, wine quality and serving suggestions. Wine tastings will be included.

TCEM 309 Cruise Line Management (3 cr.) P: Approved by the Office of International Affairs. C: 2.5 GPA. An overview of the cruise line industry and the skills needed to begin a productive career in this specialized travel segment.

TCEM 310 Event Catering Management (2 cr.) Exploration of off 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 318 Creative Wine Management (3 cr.) P: 21 years of age. C: TCEM 218. Students will be presented with a concise, practical guide to profitable wine management. The course will incorporate the best experience amassed by operations over the years, with heavy emphasis on the recent trends.

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.

TCEM 329 Tourism Sports Marketing (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.

TCEM 362 Economics of Tourism (3 cr.) P: TCEM 100. C: ECON-E 201. 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 Elective. 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 385 Beer and Spirits Management (3 cr.) P: 21 years of age. Students will be introduced to the basic principles of beer and spirits production with a primary focus on manufacturing quality criteria, beer and spirits styles, and sensory standards. Evaluation by tasting is an integral part of this course.

TCEM 387 Tourism Internship (1-12 cr.) P: Junior standing. To provide students an opportunity to improve

their operational/managerial skills by working in new areas.

TCEM 388 Wine Styles (3 cr.) P: 21 years of age. C: TCEM 218. The tasting of wines, application of wine fundamentals and recognition of regional varietals and their characteristics to better appreciate how history, climate and policy ultimately manifest into what's in each bottle.

TCEM 401 Tourism Internship (1-12 cr.) P: Junior standing. To provide students an opportunity to improve their operational/managerial skills by working in new areas.

TCEM 408 Food and Wine Pairing (3 cr.) P: 21 years of age. C: TCEM 218. To be able to appreciate the categories of wine, what they are and how they may be used in conjunction with making food combinations and wine lists for restaurants and other foodservice establishments.

TCEM 411 Tourism and Hospitality Law (3 cr.) P: TCEM 112. C: TCEM 312. Rights and duties of innkeepers and restaurateurs, civil rights, contracts, negotiable instruments, and types of organizations.

TCEM 418 History of Wine (3 cr.) P: 21 years of age. C: TCEM 218. A thematic understanding of the subject of wine since it was first produced everything from wine itself to the business of selling wine throughout history to its uses (both ancient and current) and its pleasure as a beverage which combines with food and makes the dining experience better.

TCEM 461 Tourism Research, Planning and Development (3 cr.) P: STAT 301. This course discusses tourism research planning and development as a process with emphasis on goal achievement for tourism and host community.

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 472 Global Tourism (3 cr.) P: TCEM 100. The presentation of critical issues, problems, and opportunities that face the tourism industry.

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.

TCEM 499 Operational Tourism Analysis (3 cr.) P: TCEM 112, TCEM 341, STAT 301 and Senior standing. C: TCEM 231. Combines all of the areas concerned with executive management, marketing, personnel, cost controls, etc. Examines the hospitality organization as a total system, with emphasis on strategic planning, systems design and problem analysis.

TCEM 500 Foundations of Event Tourism (3 cr.) This course will serve as a forum for the discussion of today's tourism, including tourism trends, tourism impact, tourism policy issues, examination of the role of the tourist, the tourism manager and the host community, etc. Delivery will be through a series of structured lectures, seminars, directed activities and a research project. This will include analyses of case studies, discussions, slide shows, DVD/ videos, guided readings and individual/group research projects.

TCEM 519 Sports Tourism Management (3 cr.) This course analyzes the interconnectedness of sport and tourism from behavioral, historical, economic, management, marketing, environmental and policy perspectives. Issues and trends in the sport and tourism industry are also investigated.

TCEM 531 Event Tourism Marketing (3 cr.) The purpose of this course is to help you gain advanced marketing concepts and learn the process of formulating and managing marketing strategy for event tourism. After taking this class, you should be able to: 1) identify aspects of event tourism marketing, 2) review and critically assess different marketing theories and practices in event tourism, and 3) conduct methodological sound marketing research of your own.

TCEM 534 Cultural Tourism Management (3 cr.) The course investigates the relationship between culture and tourism, by examining the socio-cultural complexities of cultural heritage tourism. Issues and trends in the management of tangible and intangible assets, such as interpretation, globalization, cross-cultural values, impacts of development, sustainable tourism, etc., are also investigated.

TCEM 562 Economics of Event Tourism (3 cr.) P: Undergraduate Micro-Economics. The course examines the fundamental economic principles as they apply to the leisure and tourism industry. The economic complexities of the tourism product, including travel behavior, tourism spending, demand and supply of tourism services, costs and benefits of tourism events, tourism development by governments, etc., will be investigated. Trends in travel and tourism, and related socio-economic impacts are examined.

TCEM 571 Strategic Meeting Management (3 cr.) This graduate seminar is designed to address contemporary issues facing business professionals in the meeting and event industry. The course will evaluate high-level strategies that address a coordinated approach to planning and evaluating meetings.

Elective Physical Education Program

HPER-D 101 Beginning Ballet (1 cr.) This course is designed for the adult learner in ballet technique. It includes barre work and center combinations that promote strength, flexibility, balance, and coordination. Ballet

serves as a foundation for other forms of dance and enhances body posture and carriage.

HPER-D 110 Beginning Modern Jazz Dance (1 cr.) This course is designed for the adult beginner in modern jazz dance and will be concerned with rigorously training the body in the styles of leading jazz educators. Warm-up exercises and jazz combinations will be performed, and historical, social, and ethnic dance contributions will be examined.

HPER-D 201 Modern Dance Workshop (1 cr.) Collaboration of dance faculty in providing a wide variety of movement experiences in the areas of technique, composition, and improvisation. This course may be repeated.

HPER-D 202 Intermediate Ballet (1 cr.) This course is a continuation of HPER-D 101 or is for the adult beginner with previous experience in ballet technique. It will cover a technical vocabulary of barre and center work to stimulate both the mind and the body.

HPER-D 211 Advanced Technique I (2 cr.) P: HPER-E 355 or consent of instructor. Designed to allow the student to develop a higher level of technical proficiency, with an emphasis on the application and analysis of various movement principles as they relate to dance and performance.

HPER-D 212 Advanced Technique II (2 cr.) P: HPER-D 211. An extension of principles examined in HPER-D 211 through the use of longer and more complex movement sequences, with an emphasis on style and performance.

HPER-D 218 Modern Jazz Dance Technique (1 cr.) Instruction in jazz dance technique derived from the styles of Luigi and Gus Giordano; special emphasis on centering, precision and clarity of movement, and coordination and performance skills such as style and visual focus.

HPER-D 221 Dance Composition I (2 cr.) P: HPER-E 255 or HPER-E 355. Through problem-solving assignments and appropriate dance composition, tools for discovering movement will be developed.

HPER-D 332 Dance and the Allied Arts II (3 cr.) P: Consent of instructor. Historical development of dance and related art forms, Renaissance through contemporary.

HPER-D 351 Teaching of Modern Dance (1 cr.) P: HPER-D 221. Study of various approaches, methods and materials for teaching dance at the secondary level, including procedures for evaluation.

HPER-D 421 Choreographic Performance Project (2 cr.) P: Senior dance performance majors only. Under faculty guidance, each student is responsible for initiating and developing a completed work for concert performance.

HPER-D 441 Dance Production (2 cr.) Basic orientation to technical theatre, specifically for dance. Production methods for publicity, audio-visual materials, and make-up design. Includes presentation of an original lecture-demonstration.

HPER-E 100 Experiences in Physical Activity (1 cr.) Any of a series of courses in new and developing fitness and activity areas.

HPER-E 102 Group Exercise (1 cr.) A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmical body movement. S/F grades.

HPER-E 105 Badminton (1 cr.) Beginning instruction in basic skills and techniques of badminton for singles, doubles, and mixed doubles play. Emphasis on basic skill development, rules, and strategy.

HPER-E 109 Ballroom and Social Dance (1 cr.) Instruction in the techniques of ballroom dance including fox trot, waltz, cha-cha, tango, rhumba, samba, and fad dances.

HPER-E 111 Basketball (1 cr.) Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

HPER-E 119 Personal Fitness (1 cr.) Instruction in basic principles of conditioning and fitness. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance. Designed for students without prior knowledge of conditioning methods.

HPER-E 121 Conditioning and Weight Training (1 cr.) Instruction in basic principles of conditioning and weight training. Emphasis on muscular strength, muscular endurance, flexibility, and cardiorespiratory endurance.

HPER-E 127 Fencing (1 cr.) Instruction in guard position, footwork, and basic defensive and offensive skills. Emphasis on fencing with foil and an overview of the sabre.

HPER-E 130 Army Physical Fitness (2 cr.) The path to total fitness requires a combination of physical conditioning, mental conditioning, and common sense dietary considerations. This course is for those willing to accept a disciplined regimen proven to lead to total fitness.

HPER-E 131 Folk and Square Dance (1 cr.) Introduction to folk dance in the United States and other countries. Instruction in fundamentals of movement, basic folk dance techniques, and square-dance patterns in traditional and modern folk dances.

HPER-E 133 Fitness and Jogging (1 cr.) Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program included. Course designed for students without prior experience in jogging programs or in aerobics levels I through III.

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-E 137 Gymnastics (1 cr.) Beginning instruction in basic skills and incorporation of basic routines in trampoline, tumbling and vaulting. Emphasis on events performed by both men and women. All events will be included.

HPER-E 148 T'ai Chi Ch'uan (1 cr.) Instruction in basic skills and techniques for beginning level participants in

this non-contact martial art. Topics include breathing, centering, postures, and movement sequences.

HPER-E 151 Self-Defense (1 cr.) Instruction techniques for practical self-defense skills and situations. No uniform required.

HPER-E 155 Modern Dance (1 cr.) Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

HPER-E 168 Swimming-Nonswimmers (1 cr.) Beginning instruction in self-rescue, remedial swimming skills, and several basic strokes. For the student with no swimming skills.

HPER-E 181 Tennis (1 cr.) Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles.

HPER-E 185 Volleyball (1 cr.) Instruction in fundamental skills of power volleyball. Emphasis on overhand serve, bump, set, dig, and spike. Team offensive and defensive strategies included.

HPER-E 190 Yoga (1 cr.) Introduction to the basic principles and techniques of yoga.

HPER-E 200 Military Science-Leadership Lab (1-6 cr.) P: Minimum 2.0 GPA, 54 total credits. Conducted at Fort Knox, Kentucky, for six weeks, this course will cover basic military skills and leadership. Students earn 1-6 credits, based on military science basic courses previously taken. Students should not have completed military basic training or Reserve Officer Training Corps (ROTC) basic course.

HPER-E 205 Badminton-Intermediate (1 cr.) Intermediate instruction in skills and techniques of badminton for singles, doubles and mixed doubles play. Emphasis on development of skills and strategy.

HPER-E 219 Weight Control and Exercise (2 cr.) Designed for overweight students, this class will stress the importance of diet and exercise in permanent weight control. Uses dietary behavior modification techniques and an exercise program to achieve a gradual reduction to and maintenance of ideal weight. S/F grades.

HPER-E 227 Intermediate Fencing (1 cr.) P: HPER-E 127 or permission of instructor. Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level.

HPER-E 230 Advanced Army Physical Fitness (2 cr.) P: HPER-E 130 or consent of instructor. Continuing along the path to total fitness begun in HPER-E 130, this course emphasizes the leadership aspect of army physical fitness. Students will lead physical training sessions, participate in and lead formation runs, and continue the discipline regimen begun in HPER-E 130.

HPER-E 248 Intermediate T'ai Chi Ch'uan (1 cr.) P: HPER-E 148 or consent of instructor. This intermediate course examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60 movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic/philosophic concepts.

HPER-E 255 Modern Dance-Intermediate (1 cr.) P: HPER-E 155 or consent of instructor. Intermediate modern dance technique stressing knowledge and application of movement principles essential to dance training.

HPER-E 260 Karate-Intermediate (1 cr.) P: Yellow belt technical level or consent of instructor. Instruction in advanced applications of basic techniques and free fighting. Students should achieve technical level of green belt. Karate uniform required.

HPER-E 268 Swimming-Intermediate (1 cr.) Instruction designed to help the less-skilled swimmer master the five basic strokes and be proficient in self-rescue and basic rescue skills.

HPER-E 270 Introduction to Scientific Scuba (2 cr.) Introduction to scuba diving. Emphasis on safety and avoidance of potential dangers. A non-certification course.

HPER-E 281 Tennis-Intermediate (1 cr.) Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies.

HPER-E 290 Yoga II (1 cr.) P: HPER-E 190 or equivalent. Intermediate yoga builds upon material presented in HPER-E 190 Beginning Yoga. The class will continue an emphasis on breath and release work through yoga, including variations on familiar asanas, continued explorations of the body systems, and deeper understanding of the health benefits of this practice. The energizing and strengthening value of standing poses will also be featured. Grading is based on attendance, effort and the completion of out-of-class written assignments.

HPER-E 355 Modern Dance I-Advanced (1 cr.) P: HPER-E 255 or consent of instructor. Advanced techniques in modern dance with emphasis on performance of movement patterns and individual creative work.

HPER-E 356 Modern Dance II-Advanced (1 cr.) P: HPER-E 355. Course may be repeated. Continuation of advanced techniques in modern dance with emphasis on performance of movement patterns and on individual creative work.

HPER-E 371 Advanced Scuba (1 cr.) P: HPER-E 370 or National Scuba Certification. Course provides students with practical knowledge in advanced scuba. Topics include natural and compass navigation, search and recovery, night or limited visibility, and specialty/deep-diving knowledge.

HPER-E 477 Water Safety Instructor (2 cr.) Instruction prepares students to teach American Red Cross swimming and water safety courses to infants/parents, preschoolers/parents, youths and adults. Includes safety course for swim coaches. Students meeting written and skill criteria earn American Red Cross Water Safety Instructor certificate.

Foods and Nutrition Courses

FN 30300 Essentials of Nutrition (3 cr.) Basic nutrition and it's application in meeting nutritional needs of all ages.

Consideration is given to food selection, legislation, and community nutrition education programs.

FN 31300 Principles of Healthy Menu Planning and Food Programs (3 cr.) Basic nutrition as applied to food intake patterns and modifications/preparation of recipes to provide a more healthful diet.

FN 31500 Fundamentals of Nutrition (3 cr.) P: CHEM-C 101 or BIOL-N 217 or consent of instructor. Basic principles of nutrition and their application in meeting nutritional needs during the life cycle.

FN 33000 Diet Selection and Planning (3 cr.) This course examines the nutritional requirements for individuals from birth to senior years.

Graduate Physical Education Courses

HPER-A 642 Internship in Athletics (1-4 cr.) Credit for practical learning experiences as well as quality career-related work experiences.

HPER-H 510 Organization and Administration of School Health Programs (3 cr.) Recommends criteria for the organization, implementation, and evaluation of health education programs in schools. Covers the areas of administration, health instruction, health services, and a healthful school environment. Discusses special roles and responsibilities of teachers, nurses, administrators, and other school and community personnel in promoting child health.

HPER-H 517 Workshop in Health Education (1-3 cr.) Interesting topics of relevance to individuals in school, public health and related disciplines. Conducted in workshop fashion under the direction of faculty members. Emphasizes practical application, group involvement, and the use of resource personnel. Specific topics vary; course may be repeated for credit.

HPER-K 500 Special Topics in Kinesiology (3 cr.) Selected topics in physical education.

HPER-K 506 Computer Applications in Physical Education (3 cr.) Hands-on applications in the use of microcomputers as problem-solving tools in physical education. Programming applications and problems in physical education, sport sciences, administration, athletics and research.

HPER-K 511 Legal Issues in the Sport Environment (3 cr.) An introduction to legal principles involved in amateur sport. Constitutional law issues such as athletic eligibility, NCAA due process, gender discrimination and drug testing. In-depth explanation of tort liability. Contracts in amateur sport settings.

HPER-K 525 Psychological Foundations of Exercise and Sport (3 cr.) Addresses theoretical and empirical aspects of topics including exercise and mental health, anxiety and sport performance, "personology" and sport, overtraining, exercise adherence, and perceived exertion.

HPER-K 530 Mechanical Analysis of Human Performance (3 cr.) P: ANAT-A 215 or equivalent; PHYS-P 201 recommended. Newtonian mechanics applied to human movement. Analysis of sports techniques.

HPER-K 532 Clinical Biomechanics-Gait (3 cr.) Injury and pathology of the human locomotive system affects our well-being and independence. Lectures, discussions and laboratory work on the mechanics of human locomotion will focus on the understanding of the complex processes involved in able-bodied and pathological gaits. Case studies are used to link observable/measurable behavior to pathology and injury.

HPER-K 533 Advanced Theories of High-Level Performance (3 cr.) An integrative analysis of the physiological, psychological and biomechanical principles, mechanisms and phenomena underlying the acquisition of the capacities and abilities required for high-level physical performance.

HPER-K 535 Physiological Basis of Human Performance (3 cr.) P: PHYS-P 215 or equivalent. A study of physiological changes that occur with exercise. Emphasis on cardiorespiratory, muscular, and biochemical adaptations to training, and how these adaptations affect human performance. Physiological principles are applied to athletic training, adult fitness, weight regulation, and physical therapy.

HPER-K 541 Nature and Basis of Motor Skills (3 cr.) An overview of neural mechanisms underlying motor control. Application of neurophysiological principles to human motor performance.

HPER-K 542 Neuromuscular Control of Movement (3 cr.) An overview of neural mechanisms underlying motor control. Includes applications of neurophysiological principles to human motor performance.

HPER-K 552 Problems in Adapted Physical Education (3 cr.) A study of problems as they relate to philosophy, procedures, and practices in adapted physical education.

HPER-K 553 Physical Activity and Health (3 cr.) Provides an overview of the role of physical activity in the prevention of disease and disability. Explores the health-related consequences of inactivity and discusses interventions designed to increase physical activity within populations. The course will focus on obesity and it's health-related consequences.

HPER-K 562 Exercise Prescription in Health and Disease I (3 cr.) Health fitness laboratory evaluation for exercise prescription for apparently healthy adults. Modification of prescription for metabolic and immune diseases. Topics include disease etiology, pathophysiology, exercise intervention, clinical management and exercise prescription for hyperlipidemia, obesity, diabetes, stage renal disease, cancer, AIDS and organ transplantation.

HPER-K 563 Cardiac Assessment in Exercise Testing (3 cr.) Physiology, assessment techniques and interpretation of basic cardiac rhythm, 12 lead EKG and adjunctive imaging techniques in clinical exercise testing. Introduction to basic cardiac pharmacology.

HPER-K 571 Administration of Physical Education (3 cr.) Prepares individuals to assume administrative roles in physical education. Concepts and practices related to the administration of physical education. Procedures for developing and evaluating learning experiences. Aspects of administration pertaining to programming, personnel, facilities, equipment, supplies, safety, and in-service programs.

HPER-K 572 The Physical Education Curriculum (3 cr.) Influences on curricula. Designs for developing, revising, and evaluating physical education curricula. Alternative modes of curriculum organization. The interdependence of general education, specialized education, exploratory education, and enrichment education. The roles of teachers and administrators in the production of curricula. Suggested formats.

HPER-K 576 Measurement and Evaluation in Physical Education (3 cr.) Theory of measurement in physical education, selection and administration of appropriate tests, and interpretation of results by statistical procedures. Project required to apply theory taught.

HPER-K 601 Readings in Kinesiology (1-3 cr.) P: Graduate GPA of at least 3.0. Guided readings for broadening information about and understanding of the profession.

HPER-K 602 Independent Study and Research (1-5 cr.) P: Graduate GPA of at least 3.0. Independent research conducted under the guidance of a graduate faculty member.

HPER-T 590 Introduction to Research in Health, Kinesiology and Recreation (3 cr.) The course objectives are: 1) to introduce graduate students to the use of research as the basis for generating knowledge in areas related to health, kinesiology and recreation; 2) to introduce students to the importance of research and to give students practice with tools and tasks of research; 3) to introduce students to quantitative and qualitative research methodologies; 4) to assist students in the development of skills in reading, conducting and understanding research; and 5) to assist students in the development of an understanding of the conceptual foundations of research from which they will be able to: a) critically review and evaluate research, and b) pursue greater understanding of more technical aspects of research through advanced course work in research methodology and statistics.

HPER-T 591 Interpretation of Data in Health, Kinesiology and Recreation (3 cr.) Elementary and essential statistical and graphical techniques for analysis and interpretation of data; practice with actual data.

Military Science Courses

HPER-E 130 Army Physical Fitness (2 cr.) Open to all students at IUPUI who are physically able to participate in a fitness class, regardless of whether they are in another military science class. The course emphasizes the development of an individual fitness program and the role of exercise and fitness in one's life. Basic Course and Advanced Course cadets attend sessions for no credit without formally enrolling, in accordance with the Professor of Military Science's Physical Fitness Memorandum. If cadets desire credit for this course, they must formally enroll and pay for the course.

HPER-E 230 Advanced Army Physical Fitness (2 cr.) Open to all students at IUPUI who are physically able to participate in a fitness class, regardless of whether they are in another military science class. The course emphasizes the development of an individual fitness program and the role of exercise and fitness in one's life. Basic Course and Advanced Course cadets attend sessions for no credit without formally enrolling, in accordance with the Professor of Military Science's Physical Fitness Memorandum. If cadets desire credit for this course, they must formally enroll and pay for the course.

MIL-G 101 Leadership and Personal Development (1 cr.) Introduces cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal-setting, time management, physical fitness and stress management relate to leadership, officership and the Army profession. The focus is on developing basic knowledge and comprehension of Army leader attributes and core leader competencies while gaining a big picture understanding of ROTC, its purpose in the Army and its advantages for the student.

MIL-G 102 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 120 Leadership Lab I (1 cr.) Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets on most Fridays throughout the semester. Students desiring credit for this course must formally enroll and pay for the course.

MIL-G 121 Leadership Lab II (1 cr.) Must be enrolled in an Army ROTC class. Different roles assigned based on level in the program. Learn and practice basic soldiering skills. Build self-confidence, team building and leadership skills that can be applied throughout life. Course meets on most Fridays throughout the semester. Students desiring credit for this course must formally enroll and pay for the course.

MIL-G 201 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 weekend 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.) 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.

MIL-G 301 Adaptive Team Leadership (3 cr.) This course challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with the demands of the ROTC Leader Development Assessment Course. Challenging scenarios related to small-unit tactical operations are used to develop self-awareness and critical thinking skills. Cadets receive systematic and specific feedback on their leadership abilities. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 302 Leadership Under Fire (3 cr.) This course uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading small units. Skills in decision-making, persuading, and motivating team members when "under fire" are explored, evaluated, and developed. Aspects of military operations are reviewed as means of preparing for the ROTC Leader Development Assessment Course. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 303 Adaptive Team Leadership (3 cr.) This course challenges cadets to study, practice and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities.

MIL-G 401 Developing Adaptive Leaders (3 cr.) This course develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a member of a staff, and providing leadership performance feedback to subordinates. Cadets are given situational opportunities to assess risk, make ethical decisions, and provide coaching to fellow ROTC cadets. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 402 Leadership in a Complex World (3 cr.) This course explores the dynamics of leading in the complex situations of current military operations. Cadets examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. Aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support are examined and evaluated. Periodic weekend and Friday leadership labs, physical training sessions, and a weekend field training exercise are mandatory course requirements.

MIL-G 403 Developing Adaptive Leaders (3 cr.) This course transitions the focus of student learning from being trained, mentored and evaluated as an MSL III Cadet, to learning how to train, mentor and evaluate underclass cadets. MSL IV Cadets will learn the duties and responsibilities of an Army staff officer and apply the Military Decision Making Process (MDMP), the Army Writing Style and the Army's Training Management and METL Development processes during weekly Training Meetings to plan, execute and assess battalion training events. Cadets will learn how to safely conduct this training by understanding and employing the Composite Risk Management Process. MSL IV Cadets will learn how to use the Comprehensive Soldier Fitness (CSF) program to reduce and manage stress.

MIL-G 404 Leadership in a Complex World (3 cr.) This course explores the dynamics of leading soldiers in Full Spectrum Operations in the Operating Environment (OE). Cadets examine differences in customs and courtesies, principles of war and rules of engagement in the face of terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield and host nation support and explore counterinsurgency operations. Cadets will learn what support services are available to assist soldiers and their families in times of need, such as: Red Cross, CFC, AER, etc. MSL IV's will develop and present a battle analysis and participate in a staff ride at an historic military site.

Professional Preparation Program in Physical Education

HPER-A 361 Coaching of Football (2 cr.) Fundamentals of offensive and defensive line and backfield play; technique of forward passing; outstanding rules; offensive plays; most frequently used defenses.

HPER-A 362 Coaching of Basketball (2 cr.) Fundamentals of basket shooting, passing, ball handling and footwork; patterns against man-to-man defense, zone defense, and zone pressure defense-full court and half court. Strategy of playing regular season and tournament play. Psychology of coaching.

HPER-A 363 Coaching of Baseball (2 cr.) Fundamentals of pitching, catching, batting, base running, infield and outfield plan; offensive and defensive strategy; organization and management.

HPER-A 484 Interscholastic Athletic Programs (2 cr.) An overview of the operation of athletic programs for men and women on national and state levels. Policies and procedures as they pertain to budget, facilities, eligibility, contest regulations, safety, and current trends.

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.

HPER-C 416 Introduction to Health Counseling (3 cr.) P: PSY-B 110 or equivalent. Reviews recent developments in mental health; implications for public health and school health programs; and roles of health educators in supportive listening, crisis intervention, and appropriate counseling and referral strategies for contemporary health issues.

HPER-F 255 Human Sexuality (3 cr.) Survey of the dynamics of human sexuality; identification and examination of basic issues in human sexuality as they relate to the larger society.

HPER-F 258 Marriage and Family Interaction (3 cr.) Basic personal and social factors that influence the achievement of satisfying marriage and family experiences.

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 180 Stress Prevention and Management (3 cr.) Comprehensive course on stress management. Intended for college students from all fields of study. Applies several stress management techniques including time management, deep breathing, progressive muscular relaxation, yoga, and study skills. To benefit most from class, students must practice stress reduction techniques outside of class.

HPER-H 195 Principles and Applications of Lifestyle Wellness (3 cr.) This course will increase an awareness of and provide instruction pertaining to wellness, and will assist the student in making healthy lifestyle choices. The course supports an emphasis on measurable parameters within the physical dimension of wellness and incorporates the remaining dimensions of emotional, intellectual, occupational, social, and spiritual wellness.

HPER-H 305 Women's Health (3 cr.) Examines the relationship of women to health and health care. Five dimensions of health: physical, mental, emotional, social, and spiritual provide a framework for comparison and contrast of health concerns unique to women and common to both sexes at all ages.

HPER-H 317 Special Topics (1-3 cr.) Topical seminar in health education.

HPER-H 318 Drug Use in American Society (3 cr.) An interdisciplinary approach to the study of drug use in American society. The course will examine the effects of alcohol, tobacco, and illicit drugs on the physical, mental, and social health of the individual.

HPER-H 352 Secondary School Health Curriculum and Strategies (3 cr.) P: Admission to the School of Education Teacher Education Program and HPER-H 205 with grade of S; Junior (56-85 cr.) or Senior (86+ cr.) status. Professional competencies for planning and implementing secondary school curricula based on assessed needs. Effective curriculum characteristics, content standards, instructional strategies, curriculum analysis, lesson and unit structures. Preparation of lesson and unit plans.

HPER-H 363 Personal Health (3 cr.) Acquaints prospective teachers with basic personal health information and provides motivation for intelligent self-direction of health behavior with emphasis on responsibilities as citizens and as teachers. Study of physiological and psychological bases for health, drugs and other critical issues, and family health.

HPER-H 464 Coordinated School Health Programs (3 cr.) P: Junior (56-85 cr.) or Senior (86+ cr.) status. Organization of total health program involving health service, healthful school living and health instruction. Content and materials suitable for a high school health course stressed. Introduction to public health, functions of voluntary and official agencies, and textbook evaluation.

HPER-H 465 Community Health Education (3 cr.) Addresses the place of the teacher in community health education programs. Considers the need to program, various media and methods that may be employed, and the place of existing agencies in the program.

HPER-L 135 Learning Community: Physical Education-Exercise Science (1 cr.) Focuses on your personal development specifically as it relates to self-discovery, health and fitness, and school/life balance. Our enthusiastic instructional team will help you polish your strategies for academic and personal success and introduce you to the campus resources that will support you throughout your college career while you get to know your new colleagues in all four courses. Classes will be activity-centered and include numerous opportunities for fun and interesting campus and community engagement. Fit 'n' Healthy will culminate in a Personal Development Plan (PDP) that will help with goal-setting and steer you on the path to your college degree.

HPER-N 220 Nutrition for Health (3 cr.) Basic principles of nutrition, with emphasis on identification, functions, and food sources of nutrients required by individuals for optimum health and development.

HPER-P 157 Teaching Individual and Team Activities (3 cr.) This course is designed to provide physical education teacher education (PETE) majors with performance and teaching competencies in a variety of individual and team activities across grades P-12. There will be an emphasis on instruction and practice in using professional literature (online and in-print) as the basis for teaching decisions. Students will participate in the teaching of peers at IUPUI and settings both in and outside of class teaching middle and high school students.

HPER-P 195 History and Principles of Physical Education (3 cr.) Understanding and interpretation of principles of modern physical education programs. Contributions of historical programs related to development of present-day programs.

HPER-P 200 Microcomputer Applications in Kinesiology (3 cr.) A hands-on introduction to the use of microcomputers as problem-solving tools in physical education. Course content includes an introduction to microcomputers and DOS functions; word processing, spreadsheets, and database skills; and experience with graphic and sport-specific application programs.

HPER-P 204 Motor Development (3 cr.) Motor learning and development principles throughout the life span. Emphasis on observing and analyzing characteristic movement behavior, motor learning, and motor performance, with application to developmentally appropriate movement experiences.

HPER-P 205 Structural Kinesiology (3 cr.) Overview of basic human body structures and functions appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. Emphasis on the practical application to study and the teaching of skilled human movement.

HPER-P 211 Introduction to Sports Management (3 cr.) An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis on career planning, sport management terminology and an overview of specific

skills and courses required for professional preparation in sport management.

HPER-P 212 Introduction to Exercise Science (3 cr.) An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.

HPER-P 215 Principles and Practice of Exercise Science (3 cr.) A study of the scientific principles related to physical fitness and the practical application of principles to directing fitness programming in school, recreational, and corporate settings. Students will be involved in setting up, participating in, and evaluating personal fitness activities.

HPER-P 224 Teaching of Dance Activities (2 cr.) Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and non-locomotor skills, as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

HPER-P 246 Performance and Teaching of Cardio and Resistance Training (3 cr.) This course will focus on teaching cardiovascular fitness and resistance training activities in health and fitness settings. These concepts will be covered: basic muscle anatomy, safety and etiquette, proper techniques, equipment options, aerobic fitness, exercise prescription, basic training principles and lifetime fitness activities (youth through older adults). Emphasis on design, planning and teaching of these activities.

HPER-P 258 Performance and Teaching of Activities for Persons with Special Needs (1 cr.) Theory, activity modifications and practice teaching of activities for persons with disabilities (K-12).

HPER-P 271 Individual Sport (1 cr.) Teaching of and participation in sports activities, some of which are not included in other skills courses in the curriculum. Includes badminton, bowling, archery, and golf.

HPER-P 280 Basic Prevention and Care of Athletic Injuries (2 cr.) An introduction to the principles of injury prevention. Lecture and demonstration of emergency measures (e.g., fractures, sprains, dislocations and spinal injuries). Skill training in bandaging, strapping and splinting techniques emphasized.

HPER-P 290 Movement Experiences for Preschool and Elementary Children (3 cr.) Provides the student with knowledge of potential outcomes of preschool and elementary school motor development programs, of how to implement such programs, and of appropriate movement experiences for young children. Also provides the student with opportunities for observing and teaching young children in a structured gymnasium setting.

HPER-P 324 Recreational Sports Programming (3 cr.) Course provides an overview of the programmatic elements and techniques that currently exist in recreational sports. Specific topics include informal, intramural, club, and extramural programming; value of recreational sports; programming techniques; publicity and promotion; facility utilization; equipment concerns; safety; liability; and program observation.

HPER-P 331 Planning and Operation of Sport Facilities (3 cr.) Introduction to the various methods of planning and operating sport facilities.

HPER-P 333 Sport in America-Historical Perspectives (3 cr.) Study of the evolution of sport in the United States within the larger context of historical developments in society; women's sport experiences in relation to the development of sport; and examination of sport as a reflection of American culture from the founding of the colonies to the present.

HPER-P 373 Resistance Exercise and Sports Conditioning (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. This course focuses on progressive resistance exercise and its application in physical conditioning for the competitive athlete, the fitness enthusiast and various special populations. Topics covered include: basic muscle physiology, kinesiology, musculoskeletal adaptation to resistance exercise, modes of training, muscle-specific exercises and exercise technique.

HPER-P 374 Basic Electrocardiography for the Exercise Sciences (2 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Introduction to the basic concepts, theory, interpretation of electrocardiograms (ECG/EKG), their uses in fitness programs that deal with healthy people and with cardiac rehabilitation patients.

HPER-P 390 Growth and Motor Performance of School-Age Youth K-12 (2 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. A study of growth and developmental characteristics of school-age youth. Emphasis is placed on motor development, performance, and the relationship to cognitive and affective behavior. Supervised teaching experiences are an integral part of the course.

HPER-P 391 Biomechanics (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An introduction to the mechanics of human motion. Includes linear and angular kinematics and kinetics in the context of human motion; mechanics of fluids; mechanics of muscles; and analysis of selected sports activities.

HPER-P 392 Sport in American Society (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An introduction to sport sociology, in which students critically examine American sport from a social context and analyze the interrelationship between sport and American culture. Lectures, discussions, videos, guest speakers, and investigative analysis.

HPER-P 393 Professional Practice Programs in Health, Physical Education and Recreation (3-10 cr.) P: At least sophomore standing, and approval of the instructor and the Office of Professional Practice Programs. This course is designed to provide the student with quality career-related work experience. Evaluation by employer and faculty sponsor.

HPER-P 397 Kinesiology (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Application of facts and principles of anatomy,

physiology and mechanics to problems of teaching physical education skills and activities of daily living.

HPER-P 398 Adapted Physical Education (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Study of conditions that require physical education programs to be adapted to special needs of individuals, including analysis of normal and faulty postures. Principles and practices in application of exercises and activities for specific handicap conditions.

HPER-P 399 Practicum in Adapted Physical Education (1-2 cr.) P: HPER-P 398. A practical learning experience in adapted physical education with children with disabilities. Course may be repeated.

HPER-P 402 Ethics in Sport (3 cr.) A study of the nature of ethics in sport with an emphasis on current application of moral principles and values. The relationship of ethics to social issues in sport will be explored, including philosophical and historical perspectives.

HPER-P 403 Theory and Practice of Cardiovascular Fitness (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. This course focuses on principles and processes of designing, organizing, and teaching a variety of rhythmic aerobic training forms. Topics covered include a review of basic exercise and rhythmic movement principles, how they are used to create modes of rhythmic aerobic training used in group and individual exercise programs.

HPER-P 405 Introduction to Sport Psychology (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An overview of the field, including psychological aspects of sport performance, coaching and the relationship of exercise with mental health. Various theoretical orientations will be addressed with an emphasis on empirical research.

HPER-P 409 Basic Physiology of Exercise (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. A survey of human physiology parameters as related to physical exercise, work and the development of physiological fitness factors. Physiological foundations will be considered.

HPER-P 410 Physical Activity Programming for Individuals with Disabilities and Other Special Populations (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Course focuses on the provision of physical activity programs in community settings for individuals with special needs. Topics include: laws relating to service delivery, conditions which may lead to impairment of ability to participate in physical activity, facility and equipment accessibility, activity modifications, contraindications to activity, and organized disabled sport.

HPER-P 411 Legal Issues in Sport Settings (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An introduction to legal principles involved in sport. Tort liability, including intentional tort, negligence, and product liability. Covers constitutional law issues, particularly as they relate to athletic eligibility, athletes' rights, sex discrimination, and drug testing. Discussion of sport contracts.

HPER-P 415 Sport Promotions and Public Relations (3 cr.) An introduction to the theories and techniques of sport promotions, public relations and fundraising.

HPER-P 416 Fitness Management (3 cr.) This course brings business management principles and operational guidelines to the fitness practitioner. Topics include facility management, organizational program operation, member service, health and safety facility standards, finance maintenance, evaluation and planning processes, strategic planning and facility design.

HPER-P 417 Physical Activity and Disease: Prevention and Treatment (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Provides an overview of the role of physical activity in the prevention of disease and disability. The cause of common diseases, physiological impact and treatment side effects of common diseases will be discussed to enable effective exercise prescription within special populations.

HPER-P 418 Sports Marketing (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Examination of the elements of the marketing mix as they pertain to the sport enterprise. Also includes the coverage of decision making and planning from the sport manager's perspective and the impact of corporate sponsorship on the delivery of sport.

HPER-P 419 Fitness Testing and Interpretation (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Provides a knowledge base and practical experiences in fitness testing, assessment, and exercise programming.

HPER-P 420 Exercise Leadership and Program Design (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. The course is designed to be a culminating experience for the fitness specialist student to demonstrate practical application of the theory, techniques and skills of safe, effective, efficient exercise leadership and program design in a variety of supervised settings with both apparently healthy and special populations. This course serves as a foundation for becoming a qualified candidate for the AGSM Health, Fitness Instructor national certification.

HPER-P 421 Special Topics in Physical Education (1-3 cr.) An in-depth study of a selected topic from the many areas that have contributed to the development of physical education in today's world. Topics will vary. Directed to upper-level students with a special interest in the topic presented.

HPER-P 423 Financial Principles in Sport (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An introduction to the basic financial and managerial accounting concepts necessary to be financially literate in the sport business industry. Examination of the various means for financing sport organizations.

HPER-P 426 Sales Management in Sports (3 cr.) The application of sales strategies to the sport industry.

HPER-P 432 Sports Marketing Consulting Project (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Challenges senior-level students to apply what they have learned

to address a problem or situation presented by a sport organization. Students will follow a multiple step process to identify project objectives, collect and analyze data relevant to the problem or situation, and offer strategic recommendations that address the problem or are relevant to the situation.

HPER-P 443 Internship in Physical Education (3 cr.) The penultimate capstone activity for the refinement of knowledge, skills, and program development for exercise science students.

HPER-P 452 Motor Learning (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. An examination of factors that affect the acquisition and performance of motor skills. Topics include perception, psychomotor learning, practice methods, and theories of neuromuscular integration.

HPER-P 493 Tests and Measurements in Physical Education (3 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Theory of measurement in physical education, along with selection and administration of appropriate tests, and interpretation of their results by fundamental statistical procedures.

HPER-P 495 Laboratory Teaching in Physical Education Program (1 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Pre-practice teaching experience. Students assist and help teach activities in the Physical Education program. Student must have had a course in the teaching of chosen activity before they are allowed to enroll.

HPER-P 497 Organizational and Curricular Structures of Physical Education K-12 (2 cr.) P: Visit http://petm.iupui.edu/academics/peprereq.php for most updated information. Techniques in organization and development of all-grade curriculum in physical education. Development and implementation of extracurricular activities.

HPER-P 498 Practicum in Physical Education and Athletics (1-3 cr.) A practical learning experience in teaching and/or coaching under the guidance of faculty and supervisor. S/F grades.

HPER-P 499 Research in Physical Education and Athletics (1-3 cr.) This course is open to junior majors or minors in physical education.

HPER-P 540 Recreational Sports Programming Administration (3 cr.) The study of recreational sports (informal/intramural/extramural/club sports) relevant to historical developments, philosophical foundations, programming implications, administrative considerations, and creative activity.

HPER-R 275 Dynamics of Camp Leadership (2 cr.) Role of counselors in relation to objectives, organization, guidance, leadership skills, and program resources in organized camps.

HPER-R 324 Recreational Sports Programming (3 cr.) P: Junior (56-85 cr.) or Senior (86+ cr.) status. Overview of programmatic elements and techniques in recreational sports. Topics include informal, intramural, club, extramural and instructional sports programming; values of recreational sports; terminology and career opportunities in various recreational sport settings.

HPER-R 423 Visitor Behavior (3 cr.) Examines the theory and findings of visitor and tourism research as it is conducted in such recreation and leisure settings as parks, museums, towns, historic sites, sporting facilities, and resorts. Topics include visitor motivations, expectations, social interactions, and assessment. Students will learn nine techniques for gathering information from and about visitors.

HPER-R 470 Professional Field Experience in Recreation (1-3 cr.) P: Consent of instructor. Practical/applied field work in a Physical Education setting.

HPER-R 474 Camping Leadership II (2 cr.) Advanced camping with an emphasis on practical experience in a camp setting.

SPEA Administrative Officers and Dean's Council

Welcome to SPEA!
Indiana University founded the School of Public and Environmental Affairs (SPEA) nearly 40 years ago to prepare students to address the issues of modern society in ways that more traditional schools overlooked. At SPEA, people learn how to work in government, nonprofit and business roles to make positive changes in their communities, their states, their countries and the world.

SPEA graduates lead the organizations that make and enforce laws, keep communities livable and safe, shape smart public policy, protect the planet and help our fellow citizens. Through the combined study of civic leadership, management, policy studies, media and public affairs, criminal justice and public safety, SPEA students develop both the practical and philosophical skills that prepare them to develop solutions to society's problems.

SPEA is located on the busy IUPUI campus in the heart of downtown Indianapolis. For students learning how to make a difference in business, government and nonprofit organizations, what better place to study than a major city where such organizations are headquartered? IUPUI is just a short walk or ride from bustling city, state and federal government centers as well as hundreds of corporations and nonprofit organizations. Internships, mentors and active learning opportunities are right around the corner. Well-connected to these institutions, SPEA's faculty members are recognized for their credentials, experience, involvement and impact worldwide. With the entire Central Indiana community as their learning lab, SPEA students have unmatched access to the people and places where change happens first.

At SPEA, we believe a better world starts with you.

Overview

The School of Public and Environmental Affairs (SPEA) is a professional school dedicated to applied interdisciplinary learning combining the study of public affairs, management, criminal justice, public safety, emergency management and environmental policy. The interests of the faculty and professional staff typically fall into one or more of the following areas:

- Criminal justice
- Emergency management
- Environmental policy
- Finance and economics
- Law
- Nonprofit management
- Policy and administration
- Public safety
- Urban affairs

The school's faculty, staff, and students work individually and collaboratively to solve problems that require SPEA's unique combination of in-depth knowledge in the natural, behavioral, social, and administrative sciences.

SPEA is a resource to many Indiana communities. Public and private organizations, as well as all levels of government, benefit from the knowledge and expertise of SPEA faculty, staff, and students.

History

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Facilities

The School of Public and Environmental Affairs is located in the Business/SPEA Building.

Street Address 801 W. Michigan St., Indianapolis, IN

Building Code BS

Nearest Guest Parking Garage North Street

Campus map available at - http://www.iupui.edu/buildings/BS.

BS 1000 is the SPEA student lounge for undergraduate and graduate SPEA students. All current SPEA students will be given access to the lounge at the beginning of each term. Students will enter using their JagTag. The lounge includes a computer lab (available to students except when class is taking place in lab), lockers, and study space. Students can use the lounge for independent study, group study, or SPEA student organization. BS 1000 is open during normal BS building hours.

Accreditation & Licenses

The Master of Public Affairs program is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA).

SPEA is also a member of the American Society for Public Administration (ASPA) and the Association for Public Policy Analysis and Management (APPAM).

Indiana University, a member of North Central Association (NCA), is accredited by The Higher Learning Commission, www.ncahigherlearningcommission.org.

Contact Information

School of Public and Environmental Affairs
Business/SPEA Building (BS) 3025
801 W. Michigan Street
Indianapolis, IN 46202
317-274-4656/toll free 877-292-9321

www.spea.iupui.edu

SPEA Student Services
BS 3025
Phone: (317) 274-4656
Toll-free: (877) 292-9321

For undergraduate program inquiries, email to infospea@iupui.edu.

For graduate program inquiries, email to speaga@iupui.edu.

Undergraduate Admissions

The School of Public and Environmental Affairs (SPEA) considers dual admission of beginning students with University College (UCOL) and direct admission of transfer students. Students can be considered for any term.

Beginners (Direct Admission to SPEA)

Beginner students will receive Direct (Dual) Admission to SPEA and University College (UCOL), if they meet the following criteria:

1. Have completed Core 40 or Academic Honors diploma.
2. Have 1000+ SAT combined total of critical reasoning and math score or ACT composite of 21.
3. Have 3.00 GPA.

Transfer Admission

Students transferring from other institutions will receive Direct Admission to SPEA, if they meet the following criteria:

1. Cumulative GPA of 2.0 and above.
2. Last completed semester with a GPA of 2.0 and above.
3. Completed 12 or more transferable credit hours.

- SPEA reserves the right to review and withhold admission in those cases where students have been granted forgiveness, exclusion, or similar exemptions that remove from the cumulative GPA calculation grades that would typically be included in the GPA. SPEA does recognize grade replacements for courses that have been retaken at an institution where the higher of the course grades has been used to compute the cumulative GPA.
- SPEA reserves the right to review and withhold admission in those cases where students are seeking to transfer to SPEA from another institution, but they also have a previous record at IUPUI which does not meet good standing requirements.

Intercampus Transfer, Temporary or Permanent

SPEA students at any campus of Indiana University may transfer permanently to SPEA on another campus, provided they meet the requirements for admission, good academic standing, and plurality of courses on that campus. SPEA students seeking a temporary transfer to SPEA Indianapolis must meet the good academic standing requirement.

Good academic standing requires the following:

1. Cumulative GPA – 2.0 and above.
2. Semester GPA – 2.0 and above.
3. SPEA major GPA – 2.3 minimum, providing the student has completed 12 transferable credit hours or more in the major.

Intercampus transfer students must meet the plurality requirement. The campus at which a student completes the plurality (more than half) of course work will award the degree, provided that campus is authorized to grant the degree.

Permanent intercampus transfer students, who do not meet the regular admission requirements, may be considered for admission to University College.

Transfering to SPEA from University College or another IUPUI academic unit

Students who start out in University College or another academic school at IUPUI are eligible to certify or transfer into SPEA after they have declared a major in SPEA and completed a 2.0 cumulative and prior term GPA. In addition, if the student has completed 12 or more hours in the SPEA major, he or she also needs a 2.3 SPEA GPA.

Returning Students

Students who were previously in SPEA or another academic unit and were in good academic standing (semester and cumulative GPA's above 2.0, and SPEA major GPA above 2.3) when they stopped out and currently do not have a service indicator (probation with impact or academic dismissal) will be regularly admitted.

Students who were previously in SPEA and were not in good academic standing when they stopped out may be considered for admission on probation.

Students dismissed from SPEA or another IU school will need to submit a readmission petition to be considered for admission on probation.

Second Undergraduate Degree Applicants

Students who are seeking a second undergraduate degree are encouraged to explore SPEA graduate programs or graduate certificate programs.

Students must petition to SPEA for approval to pursue a second bachelor's degree.

Credit for Police and Fire training

SPEA credit for police and fire training

SPEA grants credit for graduates of the Indianapolis Fire Department Training academies and graduates of five

certified Indiana police training academies. Qualified firefighters receive 9 hours for designated SPEA courses, and qualified law enforcement academy graduates receive 12 hours for designated courses. This credit is awarded by written notification from SPEA to Admissions. The individual must either (1) be currently enrolled or (2) applied and accepted for admission. Once graduation from the academy with a 77% or better has been confirmed by SPEA, the credit is posted as transfer credit and there becomes “official” once the student completes one additional IUPUI course. There is no charge for this credit. Individuals who believe they qualify should contact SPEA Student Services. Recipients of firefighter and law enforcement credit should be directly admitted to SPEA when they apply for the credit.

Credit for law enforcement training

Sworn full-time police officers who have graduated from any of the five law enforcement academies in Indiana are eligible for 12 undergraduate credit hours from SPEA IUPUI. You can apply these credits towards any of SPEA's undergraduate degree programs. The course credit is for Criminal Law SPEA-J 301, Criminal Investigations SPEA-J 320 and six hours of Internship in Criminal Justice SPEA-J 380. For more information contact the SPEA Recorder at 317-274-4656.

Credit for fire training

Full-time firefighters who are trained and employed by the following departments are eligible for nine undergraduate credit hours from the School of Public and Environmental Affairs. You can apply these credits towards any of SPEA's undergraduate degree programs. The course credit is for Principles of Public Safety SPEA-J 376, Emergency Services Administration SPEA-V 375 and Internship in Public Affairs SPEA-V 380.

Participating fire departments:

- Indianapolis
- Decatur Township
- Franklin Township
- Lawrence Township
- Perry Township
- Pike Township
- Warren Township
- Washington Township
- Wayne Township
- Avon
- Beech Grove
- Brownsburg
- Carmel
- Fishers
- City of Franklin
- City of Lawrence
- Noblesville
- Speedway

For more information, contact the SPEA Recorder at 317-274-4656.

Probationary Admission

Probationary Admission

Applicants (undergraduate and graduate) may be admitted, case-by-case, on a probationary basis.

Graduate Admission

Procedure

Application Information about graduate study, including literature and application materials, may be obtained from the School of Public and Environmental Affairs Web site (www.spea.iupui.edu).

Eligibility For most programs, applicants with bachelor's degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs of the School of Public and Environmental Affairs.

Application Submission Applicants should apply to a degree or certificate program and request financial assistance as early as possible before the desired semester of enrollment. All forms must be completed and received by the SPEA Graduate Admissions Office at IUPUI before May 15 to attend the fall semester, before September 15 to attend the spring semester, and by March 15 to attend the summer sessions. SPEA accepts late applications for admission.

Admission Each application for admission is carefully evaluated by the admissions committee for the appropriate degree. Applicants to all SPEA degree programs must do the following:

1. Submit applications to the graduate program office. Application materials can be found at www.spea.iupui.edu; select Prospective Students and click on APPLY for instructions and information.
2. Submit complete official transcripts from any other colleges and universities attended. Exception: Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
3. Submit proof of bachelor's degree certification (official transcripts) from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.
4. Pay a nonrefundable application fee to Indiana University.
5. When applying to degree programs Master of Public Affairs (M.P.A.) or Master of Science in Criminal Justice and Public Safety (M.S.C.J.P.S.), required documentation includes:
    - online application, all sections completed,
    - official transcripts for all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
    - three Application Reference Forms completed by faculty and professionals familiar with applicant's activities and potential to succeed in graduate work.

- Graduate Record Examination (GRE) official scores preferred. GMAT and LSAT scores will be considered.
- resume
- complete personal statement and departmental question sections on application,
- supplemental questions in the application under departmental questions section

6. When applying to certificate programs, the following documentation is required:
   - online application (GRE scores and references are not required),
   - official transcripts from all colleges and universities attended. Students who have taken couse work on any Indiana University campus do not need to submit an Indiana University transcript.
   - resume
   - complete personal statement and departmental question sections on application, and
   - supplemental questions in the application under departmental questions section.
7. International students must apply to SPEA using the online application, complete the international section, and pay the nonrefundable international application fee (subject to change). SPEA will accept the same paper application that you have submitted to the Office of International Affairs (OIA), along with additional required SPEA documents, but the online application is preferable. You are required to provide official scores of one of the Engligh proficiency exams.

International application priority deadlines are February 1 for fall semester application and October 15 for spring semester application. Visit the SPEA Web site at www.spea.iupui.edu or the OIA Web site at www.international.iupui.edu for more information.

LSAT, GRE, and GMAT Requirements Applicants may submit LSAT or GMAT (Law School Admission Test or Graduate Management Admission Test) scores in lieu of GRE (Graduate Record Examination) scores. Other degrees require the GRE. Information concerning the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670, or (866) 473-4373, or visit the Web site: www.gre.org. Information concerning the LSAT is available from Law School Admission Services, P.O. Box 2000, Newtown, PA 18940, (215) 968-1001 or visit them on the Web site at www.lsat.org.

Admission Status

Regular (Unconditional) Admission Status Applicants with this status have met all admission requirements for the specific degree program and may enroll in accordance with the entry date contained in the application for admission.

Deferred Admission Following notice of regular admission, applicants may defer enrollment for a maximum of one year. Transcripts of course work completed during the deferral period must be submitted, and the admissions committee may request additional letters of recommendation. Should the additional material prove unsatisfactory, the admission may be canceled. Applicants who fail to enroll within one year may need to reapply for admission.

Conditional Admission Applicants may be admitted on a provisional basis if GRE or LSAT scores or prior grade point averages are below admission criteria. Conditional status is removed upon fulfillment of conditions stipulated by the relevant degree program admissions committee.

Provisional Admission Applicants may be admitted on a provisional basis if GRE or LSAT scores or prior grade point averages are below admission criteria. Provisional status is removed upon fulfillment of conditions stipulated by the reelevant degree program admissions committee.

Admission with Deficiencies Applicants may be admitted with deficiencies on a case-by-case basis if they lack course work in certain foundation areas such as mathematics, economics, or statistics.

Nondegree Enrollment Applicants who have a bachelor's degree and who have not been admitted to the graduate program may enroll in SPEA courses as nondegree graduate students. Procedures may vary across campuses. **Please note that nondegree students are not eligible for financial aid.**

If nondegree students later wish to obtain SPEA graduate degrees, they must apply for admission to the specific degree program. Note that not more than 12 hours of graduate credit completed as a nondegree student may be credited toward a SPEA graduate degree. Not more than 9 hours of SPEA graduate credit earned as a nondegree student may be credited toward SPEA certificate programs.

Admission

- Undergraduate Admission
- Credit for Police and Firefighter training
- Probationary Admission
- Graduate Admission

SPEA Accelerated Masters

The Accelerated Masters Program is a competitive program for outstanding SPEA undergraduate students. Students may apply to the Master of Public Affairs (M.P.A.) or the Master of Science in Criminal Justice and Public Safety (M.S.C.J.P.S.) early in their junior year.

Participation in this program allows students to fulfill some graduate program requirements during their senior year. Graduate courses count for both graduate and undergraduate degree requirements. Before starting the graduate program, students must have satisfied all general education and specific core requirements.

Admission

The program admits students from among the top tier of SPEA undergraduate majors. To be considered, a student must:

- Complete a minimum of 96 credit hours for the accelerated M.P.A. or 102 credits for the accelerated M.S.C.J.P.S. toward their undergraduate degree

including specified general education, major, and elective requirements (see appropriate degree planning sheet below).
- Have no more than 30 transfer hours counted toward graduation requirements.
- Have a 3.2 undergraduate GPA and a 3.5 SPEA major GPA.
- Apply online for the M.P.A. or M.S.C.J.P.S. degree programs via the school's master's programs admission process.
- Submit at least three letters of recommendation from faculty members.
- Submit a personal statement.

Degree Planning Sheet

- Accelerated M.P.A. Planning Sheet (for undergraduate Civic Leadership, Management, Policy Studies, and Media and Public Affairs majors)
  - Must complete a minimum of 96 specific undergraduate credits including general education, SPEA major courses, and elective requirements.
  - Undergraduate SPEA major courses include:
    - For Civic Leadership majors - SPEA V170, V264, V382, V412, V435, V263 or V362, V473 or V450 (Indiana Leadership Seminar)
    - For Management majors - SPEA V170, V358, V366, V372, V221 OR V264 OR V375, V346 OR V356 OR V369 OR V373 OR V379 OR V458 OR V412 OR V435 OR V443, V473 OR V450 (Indiana Leadership Seminar)
    - For Policy Studies majors - SPEA V170, V348, V372, V378, V412, V221 OR V362, V473 or V450 (Indiana Leadership Seminar)
  - The accelerated program allows students to double count 24 credits from the MPA towards the BSPA.
- Accelerated M.S.C.J.P.S. Planning Sheet (for undergraduate Criminal Justice)
  - Must complete a minimum of 102 specific undergraduate credits including general education, SPEA major courses, and elective requirements.
  - Undergraduate SPEA major courses include:
    - For Criminal Justice majors - SPEA J101, J150, J201, J202, J306, J321, J331, J301 OR J302, 1 CJ elective course (3 cr), and 1 Management and Policy course (see list on degree planning sheet)
  - The accelerated program allows students to double count 18 credits from the M.S.C.J.P.S. towards the B.S.C.J.
- Accelerated M.S.C.J.P.S. Planning Sheet (for undergraduate Public Safety Management)
  - Must complete a minimum of 102 specific undergraduate credits including general education, SPEA major courses, and elective requirements.
  - Undergraduate SPEA major courses include:
    - For Public Safety Management majors - SPEA J101, J150, J202, J272/V272, J376, J387, J429, 1 PSM elective (see list on degree planning sheet), 1 management and policy course (see list on degree planning sheet).
  - The accelerated program allows students to double count 18 credits from the M.S.C.J.P.S. toward the B.S.C.J.

SPEA Undergraduate Scholarships

IUPUI offers many scholarships for both incoming freshmen and continuing students. For a comprehensive list of all IUPUI scholarships, please visit the Office of Student Scholarships website.

In addition, the School of Public and Environmental Affairs offers scholarships to incoming and current SPEA undergraduate students. Students may apply for SPEA scholarships by submitting the appropriate SPEA scholarship application and additional required materials, including a current resume and an essay explaining why you are a good candidate for that particular scholarship (essay guidelines are in the application).

To be eligible for a SPEA Student Scholarship, students must be in good academic standing, both when you apply for the award and when you receive it.

Recipients of SPEA scholarships are selected by members of the SPEA Scholarship Committee, comprised of SPEA faculty and staff. All SPEA scholarship recipients are recognized at the SPEA scholarship luncheon in October.

Award amounts range from $500 to $2000 per year, per scholarship and are noted on the scholarship application.

All SPEA scholarships are non-renewable, though former recipients may apply again. Fall scholarships refers to those scholarships that can be used in the fall semester; spring scholarships are for spring semester

Deadlines

Fall scholarship deadline is **January 27** for:
• SPEA Alumni Association Scholarships

Fall scholarship deadline is **February 15** for:
• SPEA New Student Scholarship

Fall scholarship deadline is **March 30** for:
• Indianapolis World Police and Fire Games Scholarships

Fall scholarship deadline is **April 1** for:
• Cory R. Elson Scholarship*
• Hudnut Scholarship in Public Leadership*
• International Experience Scholars*
• Jason Baker Spirit Award*
• Lindsey Scholarship for Civic Engagement*
• Plater International Scholars*

Spring scholarship deadline is **September 15**, for the following scholarship:
• Bingham McHale LLP INGroup Legislative Conference Scholarship*

*Scholarships marked with an asterisk use the standard SPEA application. Those without an asterisk have applications specific to the scholarship.

For additional scholarship information, please contact SPEA Student Services at infospea@iupui.edu or (317) 274-4656.

SPEA Undergraduate Student Scholarships

Bingham McHale LLP INGroup Legislative Conference Scholarship (application due **September 15**)
The Bingham McHale scholarship supports academically successful students who are interested in a future career in state government. To apply, you must be a SPEA undergraduate student, have completed 60 or more credit hours, and be in good academic standing. The winner of this scholarship will attend the Bingham McHale luncheon in December.

Cory R. Elson Scholarship (application due **April 1**)
The Cory R. Elson Scholarship provides recognition and financial support to criminal justice students who wish to pursue a career in policing. To apply, students must have completed 60 or more credit hours and have a least a 2.67 cumulative IU GPA.

Hudnut Scholarship in Public Leadership (application due **April 1**)
The Hudnut Scholarship in Public Leadership supports SPEA Public Affairs majors interested in pursuing a future career in public leadership. To apply, you must be a SPEA undergraduate student pursuing a Public Affairs degree (which includes Civic Leadership, Management, Media and Public Affairs and Policy Studies majors).

International Experience Scholars (application due **April 1**)
This scholarship supports SPEA students who are studying abroad, and to apply, you must be a SPEA undergraduate student in good academic standing. Recipients will be expected to document and share their experience with SPEA through means such as photography, blogging or journaling.

Jason Baker Spirit Award (application due **April 1**)
The Jason Baker Spirit Award provides recognition and financial support to SPEA students who wish to pursue a career in law enforcement. This award honors fallen police officer Jason Baker's spirit and his enduring devotion to a career in law enforcement. To apply, you must be a SPEA undergraduate student in good academic standing. You must also have a proven track record of commitment to the profession of law enforcement.

Lindsey Scholarship for Civic Engagement (application due **April 1**)
The Lindsey Scholarship for Civic Engagement supports a SPEA student who has an interest in environmental affairs or planning. The winner should be interested in solving global problems, especially environmental degradation and poverty; have a record of volunteerism, community service and/or civic engagement; and be committed to a career in public service or in the nonprofit sector, with special emphasis on the environmental area. To apply, you must be a SPEA student in good academic standing.

SPEA Alumni Association Scholarships (application due **January 27**)
The School of Public & Environmental Affairs (SPEA) Alumni Association is proud to sponsor $1,000 scholarships for current SPEA students. The scholarships will be awarded to undergraduate and graduate students, from any IU campus, who meet the qualifications. Please click here for more information and to apply for this scholarship.

SPEA New Student Scholarship (application due **February 15**)
This scholarship provides $500 to a student who is in his or her first semester of majoring in a SPEA academic program. Qualified students must have graduated in the top 25% of their high school class and earned an SAT score of 1000 or more (or ACT score of 21 or more). Apply online by February 15.

Plater International Scholars (application due **April 1**)
The Plater International Scholars award supports a SPEA student committed to international affairs. A typical winner may be participating in an overseas experience or involved in campus or academic pursuits related to international affairs. To apply, you must be a SPEA student in good academic standing and demonstrate academic excellence.

World Police & Fire Games Scholarships (application due **March 30**)
Current full-time and retired police officers and firefighters in the state of Indiana are eligible to receive scholarship money to pay for the cost of tuition and fees for up to four IUPUI courses each year (two courses per semester, maximum). For more information, contact Jim White; jw1@iupui.edu or (317) 278-8624. Download the application

Credit for Fire Training

Full-time firefighters who are trained and employed by the following departments are eligible for nine undergraduate credit hours from the School of Public and Environmental Affairs. You can apply these credits towards any of SPEA's undergraduate degree programs. The course credit is for Principles of Public Safety SPEA-J 376, Emergency Services Administration SPEA-V 375 and Internship in Public Affairs SPEA-V 380.

Participating fire departments:

- Indianapolis
- Decatur Township
- Franklin Township
- Lawrence Township
- Perry Township
- Pike Township
- Warren Township
- Washington Township
- Wayne Township
- Avon
- Beech Grove
- Brownsburg
- Carmel
- Fishers
- City of Franklin
- City of Lawrence
- Noblesville
- Speedway

For more information, contact the SPEA Recorder at 317-274-4656. Download an application for credit .

Credit for Law Enforcement Training & Correctional Training Institute

Credit for Law Enforcement Training

Sworn full-time police officers who have graduated from any of the five law enforcement academies in Indiana are eligible for 12 undergraduate credit hours from SPEA IUPUI. You can apply these credits towards any of SPEA's undergraduate degree programs. The course credit is for Criminal Law SPEA-J 301, Criminal Investigations SPEA-J 320 and six hours of Internship in Criminal Justice SPEA-J 380. For more information contact the SPEA Recorder at 317-274-4656. Download an application for credit .

Correctional Training Institute

SPEA students who have completed the Correctional Training Institute through the Department of Corrections have the opportunity to earn 6 credits toward their degree. Credit is earned through Indiana State University (ISU). Applications are sent to ISU during the training sessions. The admission and registration process can take up to 6 months to process. Once processed, IUPUI students will need to request an official ISU transcript to be sent to IUPUI for transfer credit evaluation. At the Correctional Training Institute, state employees are given the opportunity to take ISU Criminology 210 and Criminology 298 for a total of 6 credits. CRIM 210 (Introduction to Corrections) will transfer to IUPUI as SPEA-J 331 (Corrections). CRIM 298 (Practicum in Criminal Justice) will transfer to IUPUI as SPEA UN 200 and will count as an elective. For more information please visit http://www.indstate.edu/cep/Buttons/CTI.htm.

Civic Leadership (B.S.P.A.)

The Bachelor of Science in Public Affairs in Civic Leadership requires 120 credit hours. The SPEA curriculum is divided into three categories: general education, electives, and major area. Public Affairs majors focus on how we provide for our citizens, making our communities better places to live, work and raise a family. Public Affairs students study and analyze government policies, and learn how to manage government and nonprofit organizations. A Civic Leadership major teaches students how individuals and organizations can work together to provide for their communities. Graduates often work in public service roles - leading businesses, nonprofit organizations or government agencies. This major is ideal for pre-law students, or students interested in advocacy or community leadership.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- BUS-X 204 Business Communications (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

2. Quantitative Methods (5 courses; 15 cr.)

Choose **one** computer course:

- SPEA-V 261 Computers in Public Affairs (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)

Select **one** mathematics courses:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- MATH 15300 Algebra and Trigonometry I (3 cr.)
- MATH 15400 Algebra and Trigonometry II (3 cr.)

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)
- ECON-E 270 Intro to Stat Theory Econ & Bus (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- STAT 301 Elem. Stat Method I (3 cr.)
- SOC-R 359 Sociological Statistics (3 cr.)

Select **one** accounting course:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)

Select **one** research methods course:

- SPEA-V 370 Research Methods and Statistical Research (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods and Resources (3 cr.)

3. Social Sciences, Humanities & Natural Sciences (3 courses; 9 cr.)

- POLS-Y 103 Intro to American Politics (3 cr.)
- ECON-E 201 Intro to Microeconomics (3 cr.)
- ECON-E 202 Into to Macroeconomics (3 cr.)

CHOOSE EITHER 3A OR 3B

3A. Option 1: Language Option - Recommended (13-15 cr.)

Complete first-year foreign language requirements:

1. Three foreign language 100-level courses OR
2. Complete a 200-level or 300-level foreign lanuage course with a grade of C or better OR
3. Complete placement test, placing into 200-level or higher; this waives 100-level requirement but does not carry credit toward graduation

Choose **one** Natural Science course (3-5 cr.) - *select from list below*

Students only required to complete three credits, however if lab course is taken, may have up to five credits.

3B. Option 2: No Foreign Language (15-17 cr.)

Choose **one** of the following courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- ANTH-A l04 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)

- REL-R 133 Introduction to Religions (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Choose **two** Natural Science courses (one w/lab) - *select from list below*

Choose **two** Social Science/Humanities courses - *select from list below*

4A. Civic Leadership Major (16 courses; 45-48 cr.)

NOTE: A minimum of 15 courses are required in the major.

Required courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 382 Political Action and Civic Engagement (3 cr.)

Select **one** of the following:

- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

Select **one** of the following:

- SPEA-V 378 Policy Processes in the United States (3 cr.)
- SPEA-V 408 Individual Rights, Common Goods and Public Policies (3 cr.)
- SPEA-V 438 Mass Media and Public Affairs (3 cr.)

Select **two** of the following:

- SPEA-V 412 Leadership and Ethics (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)

Choose **one** Capstone course:

- SPEA-V 473 Management, Leadership, and Policy (3 cr.)
- SPEA-V 450 Indiana Leadership Seminar (3 cr.)

Required Internship courses:

- SPEA-V 380 Internship in Public and Environmental Affairs (1-6 cr.)
- SPEA-V 252 Career Development & Planning (2 cr.)

4B. Emphasis Area (12 cr. minimum)

The four courses (12 credit hours) must be chosen in consultation with a faculty advisor to allow the student to study a sector, policy, or skill in depth. At least two courses must be 300-level or above.

Choose a concentration and at least **four** courses:

Nonprofit and Community Leadership

- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)
- SPEA-V 458 Fund Development for Nonprofits (3 cr.)
- POLS-Y 301 Political Parties and Interest Groups (3 cr.)

Political Process and Civic Leadership

- SPEA-V 378 Policy Processes in the United States (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 408 Individual Rights, Common Goods and Public Policies (3 cr.)
- POLS-Y 317 Voting, Elections, and Public Opinion (3 cr.)

International Affairs

- SPEA-V 272 Terrorism and Public Policy (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- POLS-Y 375 War and International Conflict (3 cr.)
- POLS-Y 377 Globalization (3 cr.)

Legal Studies

- POLS-Y 211 Introduction to Law (3 cr.)
- POLS-Y 221 Leg Res/ Writing/ Paralegal Studies (3 cr.)
- POLS-Y 304 Constitutional Law (3 cr.)
- POLS-Y 305 Constitutional Rights and Liberties (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 302 Procedural Criminal Law (3 cr.)

Important Notes

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #4A & #4B), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #4A & #4B).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*
- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)

- BIOL-N 322 Introductory Principles of Genetics (3 cr.)
- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*
- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Social Sciences/Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- ANTH-A 104 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- COMM-C 180 Introduction to Interpersonal Communication (3 cr.)
- ENG-G 104 Language Awareness (3 cr.)
- FILM- C 190 Introduction to Film (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- FOLK-F 100 Introduction to Folklore (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 117 Introduction to Historical Studies (3 cr.)
- PHST-P 105 Giving and Volunteering in America (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-G 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SPEA-J 101 The American Criminal Justice System (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3 cr.)

Degree Programs

Indiana University's School of Public and Environmental Affairs (SPEA) helps students with a desire to change the world prepare for careers that change the world.

Created to address the complex issues that face society today - issues on field of study alone can't solve - SPEA integrates business, government, the social and physical sciences.

As a SPEA student, you learn how people and organizations work together toward the greater good. You also get a versatile "go-anywhere" degree that can lead to jobs and careers in public service, business, and government.

At SPEA, a better world starts with you.

Majors

- Civic Leadership (B.S.P.A.)
- Criminal Justice (B.S.C.J.)
- Management (B.S.P.A.)
- Policy Studies (B.S.P.A.)
- Public Safety Management (B.S.C.J.)
- Media and Public Affairs (B.S.P.A.)
- Sustainable Management and Policy (B.S.P.A)

For more information about the above majors visit spea.iupui.edu/students/checksheets/index.php.

Students pursuing the **Bachelor of Science in Criminal Justice** (B.S.C.J.) may major in Criminal Justice or Public Safety Management. Criminal Justice students learn to protect communities and their citizens.

- Students majors in **Criminal Justice** study law enforcement, the judicial system, corrections and national security.
- Students who major in **Public Safety Management** focus on large-scale disaster preparedness, homeland security and delivery of lifesaving services including fire fighting, emergency medical services and disaster recovery.

Students pursuing the **Bachelor of Science in Public Affairs** (B.S.P.A.) may major in Civic Leadership, Media and Public Affairs, Management, Policy Studies, or Sustainable Management and Policy. Public Affairs majors focus on how we provide for our citizen, making our communities better places to live, work and raise a family. Public Affairs students study and analyze government policies, and learn how to manage government and nonprofit organizations.

- A **Civic Leadership** major teaches students how individuals and organizations can work together to provide for their communities. Graduates often work in public service roles - leading businesses, nonprofit organizations or government agencies. This major is ideal for pre-law student, or students interested in advocacy or community leadership.
- **Media and Public Affairs** gives students an in-depth understanding of governance plus the skills needed to use today's media to communicate to customers, constituents, employees, supporters, opponents and the many other audiences involved in shaping effective public policy. Students who major in Media and Public Affairs will be prepared for careers as public information officers; government affairs personnel for private or nonprofit organizations; public administrators at the local, state, and federal level; lobbyists; representatives of trade organizations; and reporters for various media on the subjects of public affairs, public administration, public policy personnel and decisions. This major teaches anyone who intends to go in to management (public, private or nonprofit) or who will work in the policy area, when and how to deploy traditional and new media tools to achieve their goals.
- A **Management** major teaches some of the things you'd learn in a business school, but you get the additional benefit of leaning how public agencies and nonprofit organizations operate. This holistic approach helps graduates move seamlessly between business, nonprofit and government management roles.
- A **Policy Studies** major prepares students to analyze and assess the usefulness of existing and proposed laws. This major emphasizes critical thinking skills. Graduates often go on to law school or directly into positions in government or government relations.
- A **Sustainable Management and Policy** major gives students a solid understanding of public affairs, finance, policy-making and civic engagement, combined with specialized classes in the principles of sustainability, environmental justice and green technologies. Graduates of the program will find employment in the growing field of sustainability by assuming community and government roles, working for environmental nonprofit groups, owning or managing “green” businesses, and conducting research and legislative analysis. This major is also an excellent choice for a pre-law student.

Criminal Justice (B.S.C.J.)

The Bachelor of Science in Criminal Justice requires 120 credit hours. The program includes three main areas: general education (including a foreign language and a non-foreign language component), and criminal justice.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- ENG-W 231 Professional Writing Skills (3 cr.)
- BUS-X 204 Business Communications (3 cr.)

2. Quantitative Methods (3 courses; 9 cr.)

Select **one** omputer course:

- BUS-K 201 The Computer in Business (3 cr.)
- SPEA-J 426 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-V 261 Computer in Public Affairs (3 cr.)

Select **one** mathematics course:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- MATH 15300 Algebra and Trigonometry I (3 cr.)
- MATH 15400 Algebra and Trigonometry II (3 cr.)

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)

3. Social Sciences (4 courses; 12 cr.)

Required course:

- SPEA-J 275 Diversity Issues in Criminal Justice (3 cr.)

Select **three** courses from the Social Science Course List below.

CHOOSE EITHER 4A OR 4B

4A. Option 1: Language Option - Recommended (13-18 cr.)

Complete first-year foreign language requirements:

1. Complete three 100-level foreign language courses in a single language **OR**
2. Complete a 200-level or 300-level foreign language course with a grade of C or better **OR**
3. Complete a placement test, placing into the 200 level or higher; this waives the 100-level requirement but does not carry with it credit toward graduation.

Complete HIST-H 105 American History I (3 cr.)

Choose **one** Natural Science course (3-5 cr.) - *select from Natural Science Course List below*

Students are only required to complete three credits, however if lab course is taken, may have up to five credits.

4B. Option 2: No Foreign Language (15-20 cr.)

Complete both courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)

Choose **two** courses from the Humanities Course List below.

Select **two** courses (one wi/ lab) from the Natural Science Course List below.

5. Criminal Justice Major (16 courses; 48 cr.)

Required courses:

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 150 Public Safety in America (3 cr.)
- SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)

- SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)
- SPEA-J 302 Procedural Criminal Law (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- SPEA-J 321 American Policing (3 cr.)
- SPEA-J 331 Corrections (3 cr.)
- SPEA-J 439 Crime and Public Policy (3 cr.)

Choose **one** Criminal Law course:

- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 302 Procedural Criminal Law (3 cr.)

Choose four Criminal Justice elective courses totaling 12 credit hours.

With approval by the faculty advisor, other non-criminal justice SPEA courses may be substituted. SPEA-J 260 and SPEA-J 380 may count toward this requirement, but are limited to a maximum of three credits each.

Select **three** Management and Policy courses (9 credit hours):

- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- PBHL-A 316 Environmental Health Science (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 368 Managing Government Operations (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 375 Emergency Services Administration (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)

6. General Electives (approx. 22-29 cr.)

Additional courses beyond the General Education and Major requirements to total 120 credit hours (these are not required to be SPEA courses but could be):

- SPEA-V 100 or UCOL-U 100 First Year Seminar (1 cr.)
- PLUS electives

PLEASE NOTE, preparatory math and English courses do not count towards graduation credits. If you have questions regarding this, please ask your advisor.

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #5), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #5 + SPEA J275).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Social Science Course List

- ANTH-A 104 Culture and Society (3 cr.)
- ECON-E 201 Microeconomics (3 cr.)
- ECON-E 202 Macroeconomics (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-B 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SOC-R 461 Race and Ethnic Relations (3 cr.)
- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3cr.)

Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- ENG-L 105 Appreciation of Literature (3 cr.)
- ENG-L 115 Literature for Today (3 cr.)
- COMM-T 130 Introduction to Theatre (3 cr.)
- COMM-C 190 Introduction to Film (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 217 The Nature of History (3 cr.)
- PHIL-P 110 Introduction to Philosophy (3 cr.)
- PHIL-P 120 Ethics (3 cr.)
- REL-R 133 Introduction to Religion (3 cr.)
- REL-R 173 American Religion (3 cr.)
- REL-R 180 Introduction to Christianity (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*

- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- BIOL-N 322 Introductory Principles of Genetics (3 cr.)
- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*
- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/ lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Management (B.S.P.A.)

The Bachelor of Science in Public Affairs in Management requires 120 credit hours. The SPEA curriculum is divided into three categories: general education, electives, and major area. Public Affairs majors focus on how we provide for our citizen, making our communities better places to live, work and raise a family. Public Affairs students study and analyze government policies, and learn how to manage government and nonprofit organizations. A Management major teaches some of the things you'd learn in a business school, but you get the additional benefit of leaning how public agencies and nonprofit organizations operate. This holistic approach helps graduates move seamlessly between business, nonprofit and government management roles.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- BUS-X 204 Business Communications (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

2. Quantitative Methods (5 courses; 15 cr.)

Choose **one** computer course:

- SPEA-V 261 Computers in Public Affairs (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)

Select **one** mathematics courses:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- MATH 15300 Algebra and Trigonometry I (3 cr.)
- MATH 15400 Algebra and Trigonometry II (3 cr.)

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)
- ECON-E 270 Intro to Stat Theory Econ & Bus (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- STAT 301 Elem. Stat Method I (3 cr.)
- SOC-R 359 Sociological Statistics (3 cr.)

Select **one** accounting course:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)

Select **one** research methods course:

- SPEA-V 370 Research Methods and Statistical Research (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods and Resources (3 cr.)

3. Social Sciences, Humanities & Natural Sciences (3 courses; 9 cr.)

- POLS-Y 103 Intro to American Politics (3 cr.)
- ECON-E 201 Intro to Microeconomics (3 cr.)
- ECON-E 202 Into to Macroeconomics (3 cr.)

CHOOSE EITHER 3A OR 3B

3A. Option 1: Language Option - Recommended (13-15 cr.)

Complete first-year foreign language requirements:

1. Three foreign language 100-level courses OR
2. Complete a 200-level or 300-level foreign lanuage course with a grade of C or better OR
3. Complete placement test, placing into 200-level or higher; this waives 100-level requirement but does not carry credit toward graduation

Choose **one** Natural Science course (3-5 cr.) - *select from list below*

Students only required to complete three credits, however if lab course is taken, may have up to five credits.

3B. Option 2: No Foreign Language (15-17 cr.)

Choose **one** of the following courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- ANTH-A l04 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- REL-R 133 Introduction to Religions (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Choose **two** Natural Science courses (one w/lab) - *select from list below*

Choose **two** Social Science/Humanities courses - *select from list below*

4. Management Major (17 courses; 48-51 cr.)

Required courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 376 Law & Public Policy (3 cr.)

Choose **two** courses:

- PBHL-H 316 Environmental Science & Health (3 cr.)
- PBHL-H 320 Health Systems Adminstration (3 cr.)
- SPEA-V 221 Nonprofit & Voluntary Sector (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-V 375 Emergency Services Administration (3 cr.)

Choose **one** course:

- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 362 Nonprofit Management & Leadernship (3 cr.)

Choose **one** course:

- SPEA-V 346 Intro to Government Accounting & Financial Reporting (3 cr.)
- SPEA-V 356 Intro to Nonprofit Accounting & Reporting (3 cr.)

Management Electives (15 credit hours)

Choose **one** course from each section below:

Section 1

- SPEA-V 372 Government Finance & Budgets (3 cr.)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)

Section 2

- SPEA-V 369 Managing Information Technology (3 cr.)
- SPEA-V 379 Performance Measurement & Program Evaluation (3 cr.)

Section 3

- SPEA-V 373 Human Resource Management in the Public Sector (3 cr.)
- SPEA-V Leadership & Ethics (3 cr.)
- SPEA-V Negotiation & Alternative Dispute Resolution (3 cr.)
- SPEA-V Managing Workforce Diversity (3 cr.)

Choose **two** additional courses from Sections 1, 2, & 3 above. The courses must come from two different sections.

Choose **one** Capstone course:

- SPEA-V 473 Management, Leadership & Policy (3 cr.)
- SPEA-V 450 Indiana Leadership Seminar (6 cr.) - *application required*

Required Internship course:

- SPEA-V 380 Internship in Public & Environmental Affairs (1-6 cr.)
- SPEA-V 252 Career Development & Planning (2 cr.)

5. General Electives (approx. 19-26 cr.)

Complete SPEA-V 100 or UCOL-U 100 First Year Seminar.

Additional courses beyond the General Education and Major requirements to total 120 credit hours (these are not required to be SPEA courses but could be):

PLEASE NOTE, preparatory math and English courses do not count towards graduation credits. If you have questions regarding this, please ask your advisor.

Important Notes

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #4A & #4B), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #4A & #4B).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*
- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- BIOL-N 322 Introductory Principles of Genetics (3 cr.)

- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*
- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Social Sciences/Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- ANTH-A 104 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- COMM-C 180 Introduction to Interpersonal Communication (3 cr.)
- ENG-G 104 Language Awareness (3 cr.)
- FILM- C 190 Introduction to Film (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- FOLK-F 100 Introduction to Folklore (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 117 Introduction to Historical Studies (3 cr.)
- PHST-P 105 Giving and Volunteering in America (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-G 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SPEA-J 101 The American Criminal Justice System (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3 cr.)

Policy Studies (B.S.P.A.)

The Bachelor of Science in Public Affairs in Policy Studies requires 120 credit hours. The SPEA curriculum is divided into three categories: general education, electives, and major area. Public Affairs majors focus on how we provide for our citizen, making our communities better places to live, work and raise a family. Public Affairs students study and analyze government policies, and learn how to manage government and nonprofit organizations. A Policy Studies major prepares students to analyze and assess the usefulness of existing and proposed laws. This major emphasizes critical thinking skills. Graduates often go on to law school. or directly into positions in government or government relations.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- BUS-X 204 Business Communications (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

2. Quantitative Methods (5 courses; 15 cr.)

Choose **one** computer course:

- SPEA-V 261 Computers in Public Affairs (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)

Select **one** mathematics courses:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- MATH 15300 Algebra and Trigonometry I (3 cr.)
- MATH 15400 Algebra and Trigonometry II (3 cr.)

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)
- ECON-E 270 Intro to Stat Theory Econ & Bus (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- STAT 301 Elem. Stat Method I (3 cr.)
- SOC-R 359 Sociological Statistics (3 cr.)

Select **one** accounting course:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)

Select **one** research methods course:

- SPEA-V 370 Research Methods and Statistical Research (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods and Resources (3 cr.)

3. Social Sciences, Humanities & Natural Sciences (3 courses; 9 cr.)

- POLS-Y 103 Intro to American Politics (3 cr.)
- ECON-E 201 Intro to Microeconomics (3 cr.)
- ECON-E 202 Into to Macroeconomics (3 cr.)

CHOOSE EITHER 3A OR 3B

3A. Option 1: Language Option - Recommended (13-15 cr.)

Complete first-year foreign language requirements:

1. Three foreign language 100-level courses OR
2. Complete a 200-level or 300-level foreign lanuage course with a grade of C or better OR
3. Complete placement test, placing into 200-level or higher; this waives 100-level requirement but does not carry credit toward graduation

Choose **one** Natural Science course (3-5 cr.) - *select from list below*

Students only required to complete three credits, however if lab course is taken, may have up to five credits.

3B. Option 2: No Foreign Language (15-17 cr.)

Choose **one** of the following courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- ANTH-A l04 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- REL-R 133 Introduction to Religions (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Choose **two** Natural Science courses (one w/lab) - *select from list below*

Choose **two** Social Science/Humanities courses - *select from list below*

4A. Policy Studies Major (42-45 cr.)

Required course:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)

Select **one** of the following courses:

- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.) or
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

Select **one** of the following courses:

- SPEA-V 263 Public Management (3 cr.) or
- SPEA-V 372 Government Finance and Budgets (3 cr.)

Select **one** of the following courses:

- SPEA-V 382 Political Action and Civic Engagement (3 cr.) or
- SPEA-V 408 Individual Rights, Common Goods and Public Policies (3 cr.)

Choose **four** courses from the following:

- SPEA-V 348 Management Science (3 cr.) P: SPEA K300, MATH M118 or MATH M025
- SPEA-V 369 Managing Information Technology (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 378 Policy Processes in the United States (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)

Select **one** Capstone Courses:

- SPEA-V 473 Management, Leadership, and Policy (3 cr.)
- SPEA-V 450 Indiana Leadership Seminar (3 cr.)

Required Internship Courses:

- SPEA-V 473 Internship in Public and Environmental Affairs (0-6 cr.)
- SPEA-V 252 Career Development and Planning (2 cr.)

4B. Policy Emphasis Area (12 cr. minimum)

Criminal Justice

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 150 Public Safety in America (3 cr.)
- SPEA-J 222 Murder in America: Causes and Consequences (3 cr.)
- SPEA-J 272 Terrorism and Public Policy (3 cr.)
- SPEA-J 305 Juvenile Justice (3 cr.)
- SPEA-J 426 Mapping and Analysis for Public Safety (3 cr.)

Environment

- PBHL-A 162 Environment and People (3 cr.)
- PBHL-A 316 Environmental Science and Health (3 cr.)
- PBHL-A 416 Environmental Health Policy (3 cr.)
- BIOL-K 341 Principals of Ecology (3 cr.)

Health

- PBHL-A 316 Environmental Science and Health (3 cr.)
- PBHL-H 320 Health Systems Administration (3 cr.)
- PBHL-H 354 Health Economics (3 cr.)
- PBHL-H 401 Strategic Planning in Health Care Organizations (3 cr.)
- PBHL-A 416 Environmental Health Policy (3 cr.)
- PBHL-H 420 Health Policy (3 cr.)
- PBHL-H 474 Health Administration Seminar (3 cr.) P: SPEA H320 and senior standing.

Urban

- SPEA-J 426 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-J 387 Foundations of Homeland Security (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)

- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.)
- POLS-Y 308 Urban Politics (3 cr.)

Nonprofit

- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 260 Topics in Public Affairs (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)

International Policy

- SPEA-V 272 Terrorism and Public Policy (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- ECON-E 303 Survey of International Economics (3 cr.)
- POLS-Y 377 Globalization (3 cr.)
- POLS-Y 360 U.S. Foreign Policy (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)

5. General Electives (approx. 25-32 cr.)

Complete SPEA-V 100 or UCOL-U 100 First Year Seminar.

Additional courses beyond the General Education and Major requirements to total 120 credit hours (these are not required to be SPEA courses but could be):

PLEASE NOTE, preparatory math and English courses do not count towards graduation credits. If you have questions regarding this, please ask your advisor.

Important Notes

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #4A & #4B), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #4A & #4B).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*
- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- BIOL-N 322 Introductory Principles of Genetics (3 cr.)
- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*
- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/ lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Social Sciences/Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- ANTH-A 104 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- COMM-C 180 Introduction to Interpersonal Communication (3 cr.)
- ENG-G 104 Language Awareness (3 cr.)
- FILM- C 190 Introduction to Film (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- FOLK-F 100 Introduction to Folklore (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 117 Introduction to Historical Studies (3 cr.)

- PHST-P 105 Giving and Volunteering in America (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-G 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SPEA-J 101 The American Criminal Justice System (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3 cr.)

Public Safety Management (B.S.C.J.)

The Bachelor of Science in Criminal Justice in Public Safety Management requires 120 credit hours. The program includes three main areas: general education (including a foreign language and a non-foreign language component), and management and policy. Criminal Justice and Public Safety majors learn to protect communities and their citizens. Students who major in Public Safety Management focus on large-scale disaster preparedness, homeland security and delivery of lifesaving services including fire fighting, emergency medical services and disaster recovery.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- ENG-W 231 Professional Writing Skills (3 cr.)
- BUS-X 204 Business Communications (3 cr.)

2. Quantitative Methods (3 courses; 9 cr.)

Select **one** omputer course:

- BUS-K 201 The Computer in Business (3 cr.)
- SPEA-V 261 Computer in Public Affairs (3 cr.)

Select **one** mathematics course:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- or another math course approved by your advisor

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)
- ECON-E 270 Into to Stat Theory Econ & Bus (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- STAT 301 Elem. Stat Method I (3 cr.)

3. Social Sciences (4 courses; 12 cr.)

Required course:

- SPEA-J 275 Diversity Issues in Criminal Justice (3 cr.)

Select **three** courses from the Social Science Course List below.

CHOOSE EITHER 4A OR 4B

4A. Option 1: Language Option - Recommended (13-18 cr.)

Complete first-year foreign language requirements:

1. Complete three 100-level foreign language courses in a single language **OR**
2. Complete a 200-level or 300-level foreign language course with a grade of C or better **OR**
3. Complete a placement test, placing into the 200 level or higher; this waives the 100-level requirement but does not carry with it credit toward graduation.

Complete HIST-H 105 American History I (3 cr.)

Choose **one** Natural Science course (3-5 cr.) - *select from Natural Science Course List below*

Students are only required to complete three credits, however if lab course is taken, may have up to five credits.

4B. Option 2: No Foreign Language (15-20 cr.)

Complete both courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)

Choose **two** courses from the Humanities Course List below.

Select **two** courses (one wi/ lab) from the Natural Science Course List below.

5. Public Safety Management Major (15 courses; 45 cr.)

Required courses:

- SPEA-J 101 American Criminal Justice System (3 cr.)
- SPEA-J 150 Public Safety in America (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)
- SPEA-J 272/V 272 Terrorism and Public Policy (3 cr.)
- SPEA-V 375 Emergency Services Administration (3 cr.)*
- SPEA-J 376 Principles of Public Safety (3 cr.)*
- SPEA-J 387 Foundations of Homeland Security (3 cr.)
- SPEA J426 Mapping and Analysis for Public Safety (3 cr.)**
- SPEA J429 Public Safety Management Capstone (3 cr.)

Select **three** Public Safety elective courses totaling 9 credit hours. These courses will be counted only in the major and may not be used to satisfy the general education computer requirement. Students may select only V263 or V366, not both.

- SPEA-V 263 Public Management (3 cr.) **OR**
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-J 324 Technology, Crime, and Public Safety (3 cr.)
- SPEA V 348 Management Science (3 cr.)
- SPEA-V 368 Managing Government Operations (3 cr.)

- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 380 Internship for Public and Environmental Affairs (3 cr.)*

Select **three** Management and Policy courses (9 credit hours):

- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- PBHL-A 316 Environmental Science and Health (3 cr.)
- SPEA-V 373 Human Resources in the Public Sector (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 378 Policy Processes in the United States (3 cr.)
- SPEA-V 432 Labor Relations in the Public Sector (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)

*Students who are graduates of a number of fire academies may receive credit for V375, J376, and V380 (limited up to 3 credits) upon admission. Please see the Fire-Training area of the bulletin for more information.

Transfer Course Policy: On the Indianapolis campus, no more than 50 percent of courses taken to satisfy the requirements of the Public Safety Management Concentration may be transfer courses from other accredited institutions of higher learning; including all IU campuses.

6. General Electives (approx. 25-32 cr.)

Additional courses beyond the General Education and Major requirements to total 120 credit hours (these are not required to be SPEA courses but could be):

- SPEA-V 100 or UCOL-U 100 First Year Seminar (1 cr.)
- Other electives

PLEASE NOTE, preparatory math and English courses do not count towards graduation credits. If you have questions regarding this, please ask your advisor.

Important Notes

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #5), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #5 + SPEA J275).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Social Science Course List

- ANTH-A 104 Culture and Society (3 cr.)
- ECON-E 201 Microeconomics (3 cr.)
- ECON-E 202 Macroeconomics (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 103 Introduction to American Politics (3 cr.)
- POLS-Y 217 Introduction to Comparative Politics (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-B 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SOC-R 461 Race and Ethnic Relations (3 cr.)
- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3cr.)

Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- ENG-L 105 Appreciation of Literature (3 cr.)
- ENG-L 115 Literature for Today (3 cr.)
- COMM-T 130 Introduction to Theatre (3 cr.)
- COMM-C 190 Introduction to Film (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 217 The Nature of History (3 cr.)
- PHIL-P 110 Introduction to Philosophy (3 cr.)
- PHIL-P 120 Ethics (3 cr.)
- REL-R 133 Introduction to Religion (3 cr.)
- REL-R 173 American Religion (3 cr.)
- REL-R 180 Introduction to Christianity (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*
- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- BIOL-N 322 Introductory Principles of Genetics (3 cr.)

- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*
- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/ lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Media and Public Affairs (B.S.P.A.)

The Bachelor of Science in Public Affairs in Media and Public Affairs requires 120 credit hours. The SPEA curriculum is divided into three categories: general education, electives, and major area. Public Affairs majors focus on how we provide for our citizen, making our communities better places to live, work and raise a family. Public Affairs students study and analyze government policies, and learn how to manage government and nonprofit organizations. Media and Public Affairs gives students an in-depth understanding of governance plus the skills needed to use today's media to communicate to customers, constituents, employees, supporters, opponents and the many other audiences involved in shaping effective public policy. Students who major in Media and Public Affairs will be prepared for careers as public information officers; government affairs personnel for private or nonprofit organizations; public administrators at the local, state, and federal level; lobbyists; representatives of trade organizations; and reporters for various media on the subjects of public affairs, public administration, public policy personnel and decisions. This major teaches anyone who intends to go in to management (public, private or nonprofit) or who will work in the policy area, when and how to deploy traditional and new media tools to achieve their goals.

1. Communications (3 courses; 9 cr.)

- ENG-W 131 Elementary Composition I (3 cr.)
- COMM-R 110 Fundamentals of Speech Communication (3 cr.)

Choose **one** course:

- BUS-X 204 Business Communications (3 cr.)
- ENG-W 231 Professional Writing Skills (3 cr.)

2. Quantitative Methods (5 courses; 15 cr.)

Choose **one** computer course:

- SPEA-V 261 Computers in Public Affairs (3 cr.)
- BUS-K 201 The Computer in Business (3 cr.)

Select **one** mathematics courses:

- MATH-M 118 Finite Mathematics (3 cr.)
- MATH-M 119 Survey of Calculus I (3 cr.)
- MATH 15300 Algebra and Trigonometry I (3 cr.)
- MATH 15400 Algebra and Trigonometry II (3 cr.)

Choose **one** statistics course:

- SPEA-K 300 Statistical Techniques (3 cr.)
- ECON-E 270 Intro to Stat Theory Econ & Bus (3 cr.)
- PSY-B 305 Statistics (3 cr.)
- STAT 301 Elem. Stat Method I (3 cr.)
- SOC-R 359 Sociological Statistics (3 cr.)

Select **one** accounting course:

- BUS-A 200 Foundations of Accounting (3 cr.)
- BUS-A 201 Introduction to Financial Accounting (3 cr.)

Select **one** research methods course:

- SPEA-V 370 Research Methods and Statistical Research (3 cr.)
- SPEA-J 202 Criminal Justice Data, Methods and Resources (3 cr.)

3. Social Sciences, Humanities & Natural Sciences (3 courses; 9 cr.)

- POLS-Y 103 Intro to American Politics (3 cr.)
- ECON-E 201 Intro to Microeconomics (3 cr.)
- ECON-E 202 Into to Macroeconomics (3 cr.)

CHOOSE EITHER 3A OR 3B

3A. Option 1: Language Option - Recommended (13-15 cr.)

Complete first-year foreign language requirements:

1. Three foreign language 100-level courses OR
2. Complete a 200-level or 300-level foreign lanuage course with a grade of C or better OR
3. Complete placement test, placing into 200-level or higher; this waives 100-level requirement but does not carry credit toward graduation

Choose **one** Natural Science course (3-5 cr.) - *select from list below*

Students only required to complete three credits, however if lab course is taken, may have up to five credits.

3B. Option 2: No Foreign Language (15-17 cr.)

Choose **one** of the following courses:

- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)

- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 114 History of Western Civilization II (3 cr.)
- ANTH-A l04 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- REL-R 133 Introduction to Religions (3 cr.)
- REL-R 212 Comparative Religion (3 cr.)

Choose **two** Natural Science courses (one w/lab) - *select from list below*

Choose **two** Social Science/Humanities courses - *select from list below*

4. Media and Public Affairs (18 courses; 51 credits)

Required (33 credits):

- SPEA-V170 Intro to Public Affairs (3 cr.)
- SPEA-V372 Government Finance & Budgets (P: V170, ECON-E201 or ECON-E202) (3 cr.)
- SPEA-V376 Law & Public Policy (P: BUS-A200 or BUS-A201) (3 cr.)
- SPEA-V378 Policy Processes in the United States (3 cr.)
- SPEA-V382 Political Action and Civic Engagement (3 cr.)
- SPEA-V438 Mass Media and Public Affairs (3 cr.)
- INFO-N311 Digital Paradigm Shift: Effects on International Culture & Society (3 cr.)
- JOUR-C300 The Citizen and the News (3 cr.)
- JOUR-J375 Race, Gender and Media (3 cr.)
- JOUR-J410 Media as Social Institutions (P: JOUR-J300) (3 cr.)
- POLS-Y317 Voting, Elections, and Public Opinion (3 cr.)

Select **four** courses from below (12 credits):

- SPEA-V221 Nonprofit & Voluntary Sector
- SPEA-V263 Public Management
- SPEA-V412 Leadership & Ethics
- JOUR-J110 Foundations of Journalism & Mass Media
- JOUR-J210 Visual Communications
- JOUR-J321 Principles of Public Relations
- JOUR-J423 Public Opinion
- JOUR-J450 History of Journalism
- POLS-Y215 Introduction to Political Theory
- POLS-Y321 Media & Politics
- POLS-Y377 Globalization
- POLS-Y382 Modern Political Thought
- SOC-R355 Social Theory (P: SOC-R100) or SOC-R356 Foundations of Social Theory (P: SOC-R100)

Choose **one** Capstone Course:

- SPEA-V473 Management, Leadership & Policy (P: Sr. Standing)
- SPEA-V450 Indiana Leadership Seminar (application required)

Required Internship courses:

- SPEA-V380 Internship in Public & Environmental Affairs
- SPEA-V252 Career Development & Planning

5. General Electives (approx. 19-26 cr.)

Complete SPEA-V 100 or UCOL-U 100 First Year Seminar.

Additional courses beyond the General Education and Major requirements to total 120 credit hours (these are not required to be SPEA courses but could be):

PLEASE NOTE, preparatory math and English courses do not count towards graduation credits. If you have questions regarding this, please ask your advisor.

Important Notes

Students may transfer to IUPUI School of Public & Environmental Affairs once they acquire 12 credit hours, have a cumulative GPA of 2.3 in SPEA major courses (listed in requirement section #4A & #4B), an overall cumulative GPA of 2.0 and a previous semester GPA of 2.0.

SPEA Good Standing requires: a previous semester 2.0 GPA, a cumulative 2.0 GPA, as well as 2.3 GPA in SPEA major courses (listed in requirement section #4A & #4B).

Please see your SPEA Academic Advisor with any questions. To make an appointment with your advisor, call SPEA Student Services at 317-274-4656.

Natural Science Course List

- ANTH-A 103 Human Origins and Prehistory (3 cr.)
- AST-A 100 The Solar System (3 cr.)
- AST-A 105 Stars and Galaxies (3 cr.)
- BIOL-K 101 Concepts of Biology I - Plants (5 cr.) - *w/ lab*
- BIOL-K 103 Concepts of Biology II - Animals (5 cr.) - *w/lab*
- BIOL-N 100 Contemporary Biology (3 cr.)
- BIOL-N 107 Introduction to Zoology (4 cr.) - *w/lab*
- BIOL-N 200 The Biology of Women (3 cr.)
- BIOL-N 212/213 Human Biology I (3 cr./1 cr.) - *213 lab*
- BIOL-N 214/215 Human Biology (3 cr./1 cr.) - *215 lab*
- BIOL-N 217 Human Physiology (5 cr.) - *w/lab*
- BIOL-N 251 Introduction to Microbiology (3 cr.)
- BIOL-N 322 Introductory Principles of Genetics (3 cr.)
- CHEM-C 100 World of Chemistry (3 cr.)
- CHEM-C 101/121 Elementary Chemistry I (3 cr./2 cr.) - *121 lab*
- CHEM-C 105/125 Principles of Chemistry I (3 cr./ 2 cr.) - *125 lab*
- CHEM-C 106/126 Principles of Chemistry II (3 cr./ 2 cr.) - *126 lab*
- GEOG-G 107/108 Physical Systems of the Environment (3 cr./2 cr.) - *108 lab*
- GEOG-G 303 Weather and Climate (3 cr.)
- GEOG/GEOL-G 185 Global Environmental Change (3 cr.)
- GEOL-G 107/117 Environmental Geology (3 cr./1 cr.) - *117 lab*

- GEOL-G 109/119 Fundamentals of Earth History (3 cr./1 cr.) - *119 lab*
- GEOL-G 110/120 Physical Geology (3 cr./1 cr.) - *120 lab*
- GEOL-G 115 Introduction to Oceanography (3 cr.)
- GEOL-G 132 Environmental Problems (3 cr.)
- GEOL-G 180 Dinosaurs (3 cr.)
- PHYS 10000 Physics in the Modern World (5 cr.)
- PHYS 15200 Mechanics (3 cr.)
- PHYS 20000 Our Physical Environment (3 cr.)
- PHYS 20100 General Physics I (5 cr.) - *w/lab*
- PHYS 20200 General Physics II (5 cr.) - *w/lab*
- PHYS 25100 Heat, Electricity, and Optics (5 cr.) - *w/lab*
- PHYS 21800 General Physics I (4 cr.) - w/lab
- PHYS 21900 General Physics II (4 cr.) - *w/lab*
- PSY-B 105 Psychology as a Biological Science (3 cr.)

Social Sciences/Humanities Course List

- AFRO-A 150 Survey of the Culture of Black Americans (3 cr.)
- ANTH-A 104 Culture and Society (3 cr.)
- CLAS-C 205 Classical Mythology (3 cr.)
- COMM-C 180 Introduction to Interpersonal Communication (3 cr.)
- ENG-G 104 Language Awareness (3 cr.)
- FILM- C 190 Introduction to Film (3 cr.)
- FLAC-F 200 World Cultures through Literature (3 cr.)
- FOLK-F 100 Introduction to Folklore (3 cr.)
- FOLK-F 101 Folklore (3 cr.)
- GEOG-G 110 Introduction to Human Geography (3 cr.)
- GEOG-G 130 World Geography (3 cr.)
- HER-H 100 Art Appreciation (3 cr.)
- HER-H 101 History of Art I (3 cr.)
- HER-H 102 History of Art II (3 cr.)
- HIST-H 105 American History I (3 cr.)
- HIST-H 106 American History II (3 cr.)
- HIST-H 108 Perspectives on the World to 1800 (3 cr.)
- HIST-H 113 History of Western Civilization I (3 cr.)
- HIST-H 117 Introduction to Historical Studies (3 cr.)
- POLS-Y 101 Principles of Political Science (3 cr.)
- POLS-Y 219 Introduction to International Relations (3 cr.)
- PSY-B 104 Introduction to Psychology as a Social Science (3 cr.)
- PSY-B 310 Life Span Development (3 cr.)
- PSY-G 380 Abnormal Psychology (3 cr.)
- SOC-R 100 Introduction to Sociology (3 cr.)
- SOC-R 121 Social Problems (3 cr.)
- SOC-R 361 Race & Ethnic Relations (3 cr.)
- SPEA-J 101 The American Criminal Justice System (3 cr.)
- WOST-W 105 Introduction to Women's Studies (3 cr.)

Undergraduate Programs

General Information

The School of Public and Environmental Affairs (SPEA) on the Indianapolis campus offers a wide range of undergraduate programs. The following is a list of bachelors degrees offered through SPEA:

- Bachelor of Science in Public Affairs (B.S.P.A.) with majors in:
  - Civic Leadership
  - Management
  - Media and Public Affairs
  - Policy Studies
  - Sustainable Management and Policy
- Bachelor of Science in Criminal Justice (B.S.C.J.) with majors in:
  - Criminal Justice
  - Public Safety Management

Minors are available in the following areas:

- Civic Leadership
- Criminal Justice General
- Criminal Justice Accounting (for accounting students admitted to the Kelley School of Business)
- Human Resource Management
- Management
- Policy Studies
- Public and Nonprofit Financial Management
- Public Safety Management

In addition, SPEA offers a number of undergraduate certificates:

- Nonprofit Management
- Public Affairs
- Public Management

General information concerning these programs can be obtained by visiting our website at www.spea.iupui.edu or from the SPEA Student Services:

SPEA Student Services
School of Public and Environmental Affairs
Business/SPEA Building 3025
Indiana University-Purdue University Indianapolis
801 W. Michigan Street
Indianapolis, IN 46202-5152
Phone: (317) 274-4656
Toll-free: (877) 292-9321
E-mail: infospea@iupui.edu
Web: www.spea.iupui.edu

SPEA Honors Program

The SPEA Honors Program offers select students across all SPEA majors an opportunity to enrool in a challenging academic program that will enhance learning opportunities. Benefits include:

- Increased opportunities to interact with faculty members.
- Greater depth of learning in your major through additional challenges.
- Enhanced relationships with other motivated, high-achieving students.
- Enriched classroom discussions.

- Access to the IUPUI Honors College facility such as dedicated study space, computer lab, group-work rooms, interaction with other honors students, and access to the honors college advisors.
- Opportunity to pursue the Honors Minor in Leadership .

Admission Requirements

1. Be admitted to SPEA.
2. Have 12 IUPUI GPA hours completed with at least a 3.5 cumulative GPA.
3. Complete SPEA Honors Program application.

Program Requirements

To successfully complete the SPEA Honors Program, a student must:

- Maintain a cumulative and term GPA or 3.3 or above.
- Maintain a 3.3 or above in honors courses.
- Complete 24 total honors credit hours (15 hours of required SPEA honors courses plus 9 hours of honors electives).

Probation

Any student who fails to maintain the GPA requirements will be put on probation status for one semester, will be required to meet with the SPEA Honors Advisor to discuss his or her standing in the program and must complete an Honors Probation Contract. If the student is unable to meet the GPA requirements in subsequent terms, he or she may be dismissed from the SPEA Honors program

Honors Courses

1. Complete 15 hours of SPEA Major courses for Honors credit.
    1. We recommend working with the SPEA Honors Advisor to plan these courses. Taking courses from full-time SPEA faculty will be preferred for Honors credit SPEA courses.
    2. b. SPEA classes being taken for Honors credit will include additional requirements beyond those in the regular course offering. Examples of additional requirements include (applicable paperwork must be submitted and approved prior to the experience in order to receive Honors credit):
        - A major paper not required in the regular course
        - Additional readings not required in the regular course
        - Additional or different questions on exams; these questions may cover additional material or require mastery of material beyond the level required in the regular course
        - Other additional assignments not required in the regular course
        - Adding an Honors component to study abroad, service learning, senior capstone, or internship experiences
    3. Students in the SPEA Honors Program will be required to meet with faculty outside of regular class meetings. Such interaction could take different forms and can be arranged for individual students or groups of students. Options include in-person meetings, online interaction, telephone conference calls, etc. We would recommend at least six hours of interaction per semester (that would be half an hour per week or one hour every other week for 12 of the 15 weeks of a semester).
    4. To complete the program, we recommend completing 1 Honors course per semester.
2. Complete 9 hours of Honors elective courses.

A student must meet with the SPEA Honors Advisor each term to complete the contract required to enroll in an honors course. Students then will submit the contract to the Honors College no later than the third week of classes, though we recommend submitting paperwork prior to the start of the semester.

Off Campus Study

Education is all about new experiences, and SPEA offers several ways to gain different perspectives while remaining an IUPUI student:

Study abroad

Both SPEA and IUPUI offer opportunities to study abroad, and offer scholarships to help you do so! SPEA's Overseas Education Programs are detailed at http://www.indiana.edu/%7espea/spea_abroad/index.shtml, and IUPUI's offerings can be found at http://abroad.iupui.edu/. Every SPEA student who is accepted into a SPEA study abroad program will be awarded a SPEA Overseas Education Scholarship. Awards range from $1000 to $2000. Additional scholarships are also available. Please visit SPEA's scholarships page.

SPEA has a diverse range of locations and programs, from Beijing to Berlin, Moscow to Kenya, Paris to Pamplona. If you are considering international study, make an appointment with your SPEA academic advisor to explore the possibilities and find a fit that's right for you.

Study in Washington, DC

SPEA offers the Washington Leadership Program in Washington, DC during the spring and fall semesters. Junior and senior undergraduate students from all majors at all IU campuses are eligible to apply. This program consists of two senior-level seminars (each worth 3 credit hours) and an internship (worth 5-6 credit hours). Students complete internships by working four days per week at an assigned congressional office, trade association or federal agency, or at a health, environmental or nonprofit organization. To learn more, visit the WLP website: http://www.iu.edu/%7espeaweb/careers/wlp.php.

Study at other universities

IUPUI participates in National Student Exchange (NSE), a nonprofit education consortium that allows students to spend a summer, a semester or an academic year at one of the nearly 200 NSE institutions in the U.S., Canada or U.S. territories. Students pay tuition and fees at IUPUI rates even while they are on exchange, and all course credits transfer back to IUPUI. To qualify, students must:

- Have completed 24 credit hours
- Have a GPA of 2.5 or higher
- Be a full-time student at IUPUI.

For more information, contact Asha McCauley, NSE Coordinator at IUPUI, azwillia@iupui.edu or 317-274-2517. http://www.nse.org/

Take a course at another IU campus and transfer credits to IUPUI

Select the IU campus that you plan to attend. Make sure the courses you plan to take are being offered. Complete an intercampus transfer form with the IU campus you plan to attend. Once you have registered and completed your courses, they should appear on your IU Academic Advising Report. If you are unsure how a course will transfer to IUPUI, contact IUPUI Admissions at 317-274-4591 or Admissions website: http://enroll.iupui.edu/admissions/. Check with your advisor to ensure the class you want to take will fulfill a requirement in your major.

Leadership Programs

Washington Leadership Program

The School of Public and Environmental Affairs offers the Washington Leadership Program each fall and spring semester in Washington, D.C. This program consists of two senior-level seminars (each worth 3 credit hours) and an internship (worth 5 or 6 credit hours). Students complete internships by working four days per week in an assigned congressional office, public interest group, federal agency, or nonprofit organization.

Students reside and attend classes in nearby Falls Church, Virginia. Tuition is based on the regular fees for Indiana University, plus any special program charges. Students in the program remain eligible for any scholarships or financial aid they would normally receive as Indiana University students. Interested students should contact the SPEA undergraduate advisor or program director.

Indiana Leadership Seminar

The Indiana Leadership Seminar offers honors students a chance to participate in a year-long course consisting of projects and specialized experiences with a local government or agency. The focus is to develop professional skills and provide networking opportunities for future career connections as students apply classroom theory to real-world activities. The Indiana Leadership Seminar has a strong tradition of helping students become superior candidates for both public and private sector jobs.

Minors and Certificates

Minors

Any Indiana University student enrolled in a baccalaureate program may pursue one or more of the minors offered by the School of Public and Environmental Affairs. Individuals interested in one or more of these minors should inquire in the SPEA undergraduate advising office for additional details. Students who successfully complete the requirements will have the minor conferred with their degree. SPEA's multidisciplinary faculty and curricula address environmental, public policy, and management issues from a variety of perspectives. A minor in SPEA can enhance career opportunities for liberal arts and other majors.

- Civic Leadership
- Criminal Justice and Criminal Justice Accounting
- Human Resources Management
- Management
- Policy Studies
- Public Safety Management
- Public and Nonprofit Financial Management

Certificates

General Requirements

1. Students must be in good academic standing and enrolled in a baccalaureate program to be eligible to apply for most of these certificates. Interested students must apply for a certificate before completing 15 credit hours of applicable course work.
2. SPEA students cannot earn a certificate in the same area as their major concentration.
3. A grade point average of 2.0 or higher is required in all course work credited toward the certificate.
4. Students earning a SPEA certificate and SPEA major may double-count two courses across any allowable combination of these programs.

- Public Affairs
- Nonprofit Management
- Public Management

Certificate in Public Affairs

The School of Public and Environmental Affairs offers the Certificate in Public Affairs to provide an organized approach to the study of public policy, governmental organization and public management for undergraduates in addition to the major area of their undergraduate program.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs from nearly any department or school of Indiana University and other accredited colleges or universities who are in good academic standing are eligible
2. SPEA students cannot get an area certificate in the same area as their concentration
3. Students must declare their intent to earn this certificate prior to completing fifteen (15) semester hours creditable toward the certificate. Applications for admission may be obtained through the SPEA Student Services office, BS 3027.
4. Upon certification that the student has been awarded a baccalaureate degree and completion of all certificate requirements, the student will be awarded the certificate.

General Requirements

1. A minimum of 27 credit hours of which at least 15, but not more than 21 credit hours, must have been in SPEA courses.
2. A minimum cumulative grade point average of 2.3.
3. A maximum of six (6) hours of appropriate credit from another institution may be applied toward this Certificate.
4. Credit work for this certificate may be taken at any campus of the Indiana University system.

Certificate Requirements (nine courses):

The following courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-V 378 Policy Process in the United States (3 cr.)

ONE of the following courses:

- SPEA-E 162 Environment and People (3 cr.)
- SPEA-H 316 Environemental Sciece and Health (3 cr.)

A total of TWO courses from groups A, B, and C, with no more than one course from any group.

A. Organizational Behavior

- BUS-Z 302 Managing and Behavior in Organizations (3 cr.)

B. Public Administration

- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)

C. Law

- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- BUS-L 201 Legal Environment of Business (3 cr.)
- POLS-Y 304 American Constitutional Law I (3 cr.)
- POLS-Y 305 American Constitutional Law II (3 cr.)

Choose any **four** of the following courses:

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 272 Terrorism and Public Policy (3 cr.)
- SPEA-J 302 Procedural Criminal Law (3 cr.)
- SPEA-J 322 Introduction to Criminalistics (3 cr.)
- SPEA-V 260 Topics in Public Affairs (approved topics) (3 cr.) (may be repeated)
- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (approved topics) (3 cr.) (may be repeated)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)
- POLS-Y 306 State Politics in the United States (3 cr.)

Certificate in Nonprofit Management

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs from nearly any department or school of Indiana University and other accredited colleges or universities who are in good academic standing are eligible.
2. SPEA students cannot get an area certificate in the same area as their concentration.
3. Students must declare their intent to earn this certificate prior to completing fifteen semester hours creditable toward the certificate. Applications for admission may be obtained through the SPEA Student Services office, BS 3027.
4. Upon certification that the student has been awarded a baccalaureate degree and completion of all Certificate requirements, the student will be awarded the certificate.

General Requirements

1. A minimum cumulative grade point average of 2.3.
2. A maximum of six (6) hours of appropriate credit from another institution may be applied toward this certificate.
3. Credit work for this certificate may be taken at any campus of the Indiana University system.

Courses must be selected from the following categories. Alternate courses may be substituted with the approval of the campus undergraduate program director. Courses listed with an asterik are included in the American Humanics program. Complete of the American Humanics program at IUB or IUPUI qualifies a student for the IU Nonprofit Management Certificate.

Nonprofit Institutions (minimum of 3 credit hours)

- *SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)

Nonprofit Management (minimum of 6 credit hours)

- *SPEA-V 362 Nonprofit Management and Leadership (3 cr.) **AND**

Choose **one** of the following courses:

- *SPEA-V 356 Introduction to Nonprofit Accounting and Reporting (3 cr.)
- *SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)
- *BUS-A 200 Foundations in Accounting (3 cr.)

Nonprofit Field (minimum of 3 credit hours)

Select **one** of the following courses:

- POLS-Y 326 American Social Welfare Policy (3 cr.) (offered on the Bloomington campus)
- *PSY-B 310 Life Span Development (3 cr.)
- *SOC-R 335 Sociological Perspectives on the Life Course (3 cr.)

Internship (minimum of 3 credit hours)

- SPEA-V 380 Internship with Nonprofit Organization (3 cr.) **OR**
  SPEA-V 388 American Humanics Internship (3 cr.)

Certificate in Public Management

The School of Public and Environmental Affairs offers the Certificate in Public Management to provide a systematic program that gives students an understanding of how to work in and with public organizations.

Eligibility and Application Procedure

1. Students enrolled in baccalaureate programs from nearly any department or school of Indiana University and other accredited colleges or

universities who are in good academic standing are eligible.
2. SPEA students cannot get an area certificate in the same area as their concentration.
3. Students must declare their intent to earn this certificate prior to completing fifteen (15) semester hours creditable toward the certificate. Applications for admission may be obtained through the SPEA Student Services office, BS 3027.
4. Upon certification that the student has been awarded a baccalaureate degree and completion of all certificate requirements, the student will be awarded the certificate.

General Requirements

1. A minimum of 21 credit hours.
2. A minimum cumulative grade point average of 2.3.
3. A maximum of six (6) hours of appropriate credit from another institution may be applied toward this Certificate.

Certificate Requirements (7 courses minimum):

Complete the following course:

- SPEA-V 263 Public Management (3 cr.)

Choose **SIX** of the following courses:

- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 369 Managing Information Technology (3 cr.)
- SPEA-V 370 Research Methods and Statistical Modeling (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)
- SPEA-V 375 Emergency Services Administration (3 cr.)
- SPEA-V 376 Law and Public Policy in Nonprofit Management (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 438 Mass Media and Public Affairs (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)

Minor in Civic Leadership

Any Indiana University students enrolled in a baccalaureate program, except those pursuing a Bachelor of Science in Public Affairs with a concentration in Civic Leadership, may pursue the minor in Civic Leadership. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two minor courses.

Curriculum (5 courses/15 credit hours)

Complete the following courses 6 credit hours):

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 412 Leadership and Ethics (3 cr.)

Select **one** of the following (3 credit hours):

- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.) **OR**
- POLS-Y 378 Civil Society and Public Policy (3 cr.)

Select **two** of the following courses (6 credit hours):

- SPEA-V 263 Public Management (3 cr.) **OR**
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)
- SPEA-V 382 Political Action and Civic Engagement (3 cr.)
- SPEA-V 408 Individual Rights, Common Goods, and Public Policies (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 436 Communication for Government and Nonprofit Organizations (3 cr.)
- SPEA-V 438 Mass Media and Public Affairs (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.) - **as approved**
- SPEA-V 458 Fund Development for Nonprofit Organizations

Minor in Criminal Justice and Criminal Justice Accounting

Criminal Justice Minor

Criminal Justice Accounting Minor

Criminal Justice Minor

Any Indiana University students enrolled in a baccalaureate program, except those pursing a major in criminal justice, may pursue the minor in criminal justice. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 18 credit hours must be taken on the IUPUI campus.

Curriculum (6 courses/18 credit hours)

Required Courses (2 courses/6 credit hours)

- SPEA-J 101 The American Criminal Justice System (3 cr.)
- SPEA-J 201 Theoretical Foundations of Criminal Justice Policies (3 cr.)

Criminal Justice Core Courses (2 courses/6 credit hours)

Choose **two** courses from the following:

- SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.)
- SPEA-J 301 Substantive Criminal Law (3 cr.)
- SPEA-J 305 Juvenile Justice (3 cr.)
- SPEA-J 306 The Criminal Courts (3 cr.)
- SPEA-J 321 American Policing (3 cr.)
- SPEA-J 331 Corrections (3 cr.)
- SPEA-J 439 Crime and Public Policy (3 cr.)

Electives Courses (2 courses/6 credit hours minimum)

Take two other criminal justice courses ("J" prefix). These may be drawn from the courses in the above list NOT used to fulfill that requirement. At least one of these two courses must be at the 300 or 400 level. Only one of the following courses may be used to meet this requirement: J370, J380, J470, or J480.

NOTE: At least 9 of the 18 credit hours must be taken on the IUPUI campus.

Criminal Justice Accounting Minor

Any Indiana University students enrolled in a Kelley School of Business baccalaureate program pursuing the accounting major may pursue the minor in criminal justice accounting. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intention to receive a minor by completing an **application** which will be available in **SPEA Student Services, BS 3027.** This application should be completed at the same time the student completes an application for graduation for the baccalaureate degree.

A cumulative grade point average of 2.0 or above is required, in all course work, credited toward the minor.

Curriculum (5 courses/15 credits)

- SPEA J101 - The American Criminal Justice System (3 cr.)
- SPEA J301 - Substantive Criminal Law (3 cr.)
- SPEA J303 - Evidence (3 cr.)
- SPEA J320 - Criminal Investigation (3 cr.)
- SPEA J322 or FIS 20500 - Introduction to Criminalistics or Introduction to Forensic Science (3 cr.)

Minor in Human Resources Management

Any Indiana University students enrolled in a baccalaureate program may pursue the minor in Human Resources Management. Students who successfully complete the requirements will have the minor conferred with their degree.

Students who are pursing the BSPA Management major should consult with their academic advisor to ensure they are following the Bulletin policy on double counting courses.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two minor courses.

Curriculum (5 courses/15 credit hours)

Complete the following two courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)

Choose **three** of the following courses:

- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 436 Communication for Government and Nonprofit Organizations (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.) - **Approved Topics ONLY**

Minor in Management

Any Indiana University students enrolled in a baccalaureate program, except those pursuing a Bachelor of Science in Public Affairs with a concentration in Management, may pursue the Management Minor. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two minor course.

Curriculum (5 courses/15 credit hours)

Complete the following course:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)

Select **one** of the following:

- SPEA-V 263 Public Management (3 cr.)
- SPEA-V 362 Nonprofit Management and Leadership (3 cr.)

Select **one** of the following:

- SPEA-V 361 Financial Management (3 cr.)

- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.)

Select **two** of the following:

- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) **OR** SPEA-V 356 Introduction to Nonprofit Accounting and Reporting (3 cr.)
- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 361 Financial Management (3 cr.) *If not taken to satisfy the requirement above.*
- SPEA-V 366 Managing Behavior in Public Organizations (3 cr.)
- SPEA-V 369 Managing Information Technology (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 373 Human Resources Management in the Public Sector (3 cr.) *If not taken to satisfy the requirement above.*
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 412 Leadership and Ethics (3 cr.)
- SPEA-V 435 Negotiation and Alternative Dispute Resolution (3 cr.)
- SPEA-V 436 Communication for Government and Nonprofit Organizations (3 cr.)
- SPEA-V 443 Managing Workforce Diversity (3 cr.)
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.) - **as approved**
- SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.)

Minor in Policy Studies

Any Indiana University students enrolled in a baccalaureate program, except those pursuing a Bachelor of Science in Public Affairs with a concentration in Policy Studies, may pursue the Policy Studies minor. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two minor courses.

Curriculum (5 courses/15 credit hours)

Complete the following courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 376 Law and Public Policy (3 cr.)

Choose **one** of the following courses:

- SPEA-V 348 Management Science (3 cr.)
- SPEA-V 379 Performancement Measurement and Program Evaluation (3 cr.)

Select **two** of the following courses:

- SPEA-J 272 Terrorism and Public Policy (3 cr.)
- SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 263 Public Management (3 cr.) **or** SPEA-V 362 Nonprofit Management and Leadership (3 cr.)
- SPEA-V 264 Urban Structure and Policy (3 cr.)
- SPEA-V 348 Management Science (3 cr.) *If not taken to satisfy the requirement above.*
- SPEA-V 369 Managing Information Technology (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)
- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.) *If not taken to satisfy the requirement above.*
- SPEA-V 450 Contemporary Issues in Public Affairs (3 cr.) - **as approved**
- POLS-Y 213 Introduction to Public Policy (3 cr.)

Minor in Public Safety Management

Any Indiana University students enrolled in a baccalaureate program, except those pursing a major in public safety management, may pursue the minor in public safety management. Students who successfully complete the requirements will have the minor conferred with their degree.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two courses between their major and minor courses.

Curriculum (5 courses/15 credit hours)

Complete the following courses:

- SPEA-J 150 Public Safety in America (3 cr.)
- SPEA-J 272 Terrorism and Public Policy (3 cr.)
- SPEA-J 375 Emergency Services Administration (3 cr.)
- SPEA-J 376 Principles of Public Safety (3 cr.)
- SPEA-J 387 Foundations of Homeland Security (3 cr.)

Minor in Public and Nonprofit Financial Management

Any Indiana University students enrolled in a baccalaureate program may pursue the Public and Nonprofit Financial Management minor. Students who successfully complete the requirements will have the minor conferred with their degree.

Students who are pursing the BSPA Management major should consult with their academic advisor to ensure they are following the Bulletin policy on double counting courses.

Students must declare their intentions to receive a minor by completing an application, which is available in SPEA Student Services, BS 3027. A minimum GPA of 2.3 is required in courses taken specifically for the minor. At least 9 of the 15 credit hours must be taken on the IUPUI campus.

SPEA Students earning a SPEA minor may double count two minor courses.

Curriculum (5 courses/15 credit hours)

Complete the following courses:

- SPEA-V 170 Introduction to Public Affairs (3 cr.)
- SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.)
- SPEA-V 361 Financial Management (3 cr.)
- SPEA-V 372 Government Finance and Budgets (3 cr.)

Choose **one** of the following courses:

- SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.)
- SPEA-V 458 Fund Development for Nonprofits (3 cr.)

Student Learning Outcomes

Criminal Justice

- Bachelor of Science in Criminal Justice
  - Criminal Justice Major
  - Public Safety Management Major

Public Affairs

- Bachelor of Science in Public Affairs
  - Civic Leadership Major
  - Management Major
  - Policy Studies Major

Certificates

- Nonprofit Management
- Public Affairs
- Public Management

Bachelor of Science in Public Affairs (BSPA)

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:

- 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.
- Recognize, characterize and analyze issues and problems in public affairs using appropriate technology to collect, collate and assess data through statistics and other quantitative tools.
- 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.
- 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.
- Work effectively in a team.
- Recognize and demonstrate sensitivity to diverse points of view.
- 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.

Civic Leadership Major

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:

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

Management Major

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:

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

Policy Studies Major

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 in 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:

- Understand, explain and apply common models of the policy process to problems in public affairs.

- Understand the options for public input into public decision-making and policy implementation.
- Read, understand and evaluate program evaluations and policy analyses reported by others, and communicate those digested findings clearly and concisely.
- Understand and apply basic methods of program evaluation using common quantitative, qualitative and mixed tools.
- Understand and apply basic methods of public policy analysis using common quantitative, qualitative and mixed tools.
- Understand a policy area in depth.

Bachelor of Science in Criminal Justice (BSCJ)

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:

- 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.
- 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.
- 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.
- Recognize and demonstrate sensitivity to diverse points of view.

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

Criminal Justice 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:

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

Public Safety Management Major

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:

- Define public safety, and discuss the major components of the public safety system and how they operate.
- 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.
- Discuss the constitutional foundations of public safety, especially the tension between individual rights and public order.
- Discuss the history and evolution of terrorism, the motivations that lead to terrorism, and the nature and effectiveness of responses to terrorism.
- Describe emergency service agencies, and current issues and trends in emergency service in the United States and around the world.
- Discuss technology and how it relates to maintaining public safety, particularly the use of geographic information systems.
- Describe current public safety strategies, and discuss the strengths and limitations of various approaches.
- Read public safety research, communicate findings clearly, and apply basic research methods to criminal justice research questions.
- Articulate methods of recognizing and resolving crisis situations, including crisis planning, crisis management and ethical decision making processes and practices.
- 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.

Undergraduate Certificates

Nonprofit Management Certificate

Upon completion of this certificate program, students should:

- Demonstrate their grasp of the distinctive attributes of the three sectors: private, nonprofit and public.

- Be able to describe the mechanisms through which nonprofit organizations interact with and influence the public and private sectors.

Public Affairs Certificate
Upon completion of this certificate program, students should:

- Demonstrate an understanding of the legal and political context within which American policy formation occurs.
- Demonstrate understanding of the policy process, including the interplay between constitutional norms and majority opinion.

Public Management Certificate
Upon completion of this certificate program, students should:

- Demonstrate understanding of the differences between the public, private and nonprofit sectors, and be able to identify the responsibilities unique to the public sector.
- Be able to identify the basic principles of management that are applicable to the public sector.

Test page for training

Information....

Admissions

For most programs, applicants with bachelor's degrees in any field from an accredited institution are eligible to apply for admission to the graduate programs of the School of Public and Environmental Affairs.

Application Submission

Applicants should apply to a degree or certificate program and request financial assistance as early as possible before the desired semester of enrollment.

All application forms must be completed and received by the SPEA Graduate Admissions Office at IUPUI **before May 15** to attend the fall semester, **before September 15** to attend the spring semester, and **by March 15** to attend the summer sessions. SPEA accepts late applications.

International application deadlines for the Master of Public Affairs are **February 1** to attend the fall semester and **September 15** to attend the spring semester.

To receive **priority attention** for **financial aid** for the fall semester, send all Free Application for Federal Student Aid (FASFA) and renewal forms to the Office of Student Financial Aid Services by **February 1**.

Graduate Assistantship

SPEA application priority date is **February 1**.

Admission

Each application for admission is carefully evaluated by the admissions committee for the appropriate degree. Applicants to all SPEA degree programs must do the following:

- Submit applications to the graduate program office.
- Pay a nonrefundable application fee to Indiana University.
- Read carefully the applicable sections in this bulletin for any specific program or campus admission requirements.
- Submit proof of bachelor's degree certification from an accredited institution. Students who have not completed undergraduate course work at the time of application may be admitted based on the strength of previous work, but a final transcript attesting to the award of a bachelor's degree must be submitted before the student can enroll.
- When applying to degree programs, Master of Public Affairs (M.P.A.) required documentation includes:
  - Online application, all sections completed.
  - Official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
  - Three Application Reference Forms completed by faculty and professionals familiar with applicant's activities and potential to succeed in graduate work. References are required for the M.P.A. programs.
  - Official test scores for the GRE, GMAT or LSAT.
  - Resumes are required for all programs.
  - Complete personal statement and departmental question sections on application.
  - Supplemental questions in the application under departmental questions section.
- When applying to certificate programs the following documentation is required:
  - Online application (GRE scores and references are not required).
  - Official transcripts from all colleges and universities attended. Students who have taken course work on any Indiana University campus do not need to submit an Indiana University transcript.
  - Complete personal statement and departmental question sections on application.
  - Supplemental questions in the application under departmental questions section.
  - Resumes are required for all certificate programs.
- International Students must apply to SPEA using the online application, completing the international section, and paying the nonrefundable international application fee (subject to change). SPEA will accept the same paper application that you have submitted to the Office of International Affairs (OIA), along with additional required SPEA documents, but the online application is preferable. You are required to provide TOEFL scores. International application priority deadlines: for fall semester apply by February 1; for spring semester apply by September 15. Visit the SPEA Web site or the OIA Web site for more information.

GRE and LSAT Requirements

Applicants may submit LSAT (Law School Admission Test) scores in lieu of GRE (Graduate Record

Examination) scores. Applicants must mail a copy of their LSAT score report to SPEA Graduate Admissions.

Information concerning the GRE is available from Graduate Record Examination, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541, (609) 771-7670 or (866) 473-4373.

Information concerning the LSAT is available from Law School Admission Services, P.O. Box 2000, Newtown, PA 18940, (215) 968-1001.

Master of Public Affairs

Applications for SPEA's graduate programs are processed on a year-round basis for admission in any academic semester. Each application to SPEA's graduate programs is carefully evaluated by the admissions committee for the appropriate degree. Admission to SPEA's graduate programs is competitive. Each program has its own admissions criteria and meeting these criteria does not guarantee admission to that program.

Admission Deadlines

Fall: May 15
Spring: September 15
Summer: March 15

SPEA accepts late applications.

IUPUI Graduate Fellowships: January 15*
Graduate Assistantships: February 1*

*SPEA degree program application must be submitted and an admission decision made to be eligible for the upcoming fall/spring term assistantships and fellowships.

Admission Requirements

Minimum preferred requirements for admission include:

1. A baccalaureate degree from an accredited college or university with a grade point average of B (3.0) or higher
1. Apply online
1. All transcripts for work that was done outside of the Indiana University system*
1. A resume*
1. A personal statement*
1. Three (3) letters of recommendation*
1. Official test scores for the GRE, GMAT or LSAT. We recommend the following scores
    1. A combined score of 300 or more (verbal and quantitative) on the Graduate Record Examination (GRE) or
    1. A total score of 500 or higher on the GMAT or
    1. A total score of 150 or higher on the LSAT.

SPEA considers results from the GRE, GMAT or LSAT, but the GRE (http://www.ets.org/gre) is the most common among our applicants. Preparing to take the test and getting official test scores can be a lengthy process, so plan accordingly.

You can request a waiver of the GRE/GMAT/LSAT if you have already earned a Master's degree from an accredited college or university in the United States or if you have completed a SPEA graduate certificate with a 3.5 GPA or higher. To discuss options regarding the standardized test requirement, contact Luke Bickel, 317-278-0308 or lbickel@iupui.edu.

Although not required for admission, students applying for the MPA are strongly encouraged to complete MATH-M 110 or higher (algebra), ECON-E 201 (microeconomics) and SPEA-K 300 (statistics).

*These documents will be kept on file until we receive your online application. Send them to:

Luke Bickel
BS 3025
801 West Michigan Street
Indianapolis, IN 46202

M.S. in Criminal Justice and Public Safety

Applications for SPEA's graduate programs are processed on a year-round basis for admission in any academic semester. Each application to SPEA's graduate programs is carefully evaluated by the admissions committee for the appropriate degree. Admission to SPEA's graduate programs is competitive. Each program has its own admissions criteria and meeting these criteria does not guarantee admission to that program.

Admission Deadlines

Fall: May 15
Spring: September 15
Summer: March 15

SPEA accepts late applications.

Admission Requirements

Minimum preferred requirements for admission include:

1. A baccalaureate degree from an accredited college or university with a grade point average of B (3.0) or higher
1. Apply online
1. All transcripts for work that was done outside of the Indiana University system*
1. A resume*
1. A personal statement*
1. Three (3) letters of recommendation*
1. Official test scores for the GRE, GMAT or LSAT. We recommend the following scores
    1. A combined score of 300 or more (verbal and quantitative) on the Graduate Record Examination (GRE) or
    1. A total score of 500 or higher on the GMAT or
    1. A total score of 150 or higher on the LSAT.

SPEA considers results from the GRE, GMAT or LSAT, but the GRE (http://www.ets.org/gre) is the most common among our applicants. Preparing to take the test and getting official test scores can be a lengthy process, so plan accordingly.

You can request a waiver of the GRE/GMAT/LSAT if you have already earned a Master's degree from an accredited college or university in the United States or if you have completed a SPEA graduate certificate with a 3.5 GPA or higher. To discuss options regarding the standardized test requirement, contact Luke Bickel, 317-278-0308 or lbickel@iupui.edu.

Although not required for admission, students applying for the MPA are strongly encouraged to complete MATH-M 110 or higher (algebra), ECON-E 201 (microeconomics) and SPEA-K 300 (statistics).

*These documents will be kept on file until we receive your online application. Send them to:

Luke Bickel
BS 3025
801 West Michigan Street
Indianapolis, IN 46202

Awards & Scholarships

SPEA offers many scholarships to SPEA graduate students.

SPEA Alumni Association Scholarships
The School of Public and Environmental Affairs is proud to sponsor $1,000 scholarships for current SPEA students. The scholarships will be awarded to undergraduate and graduate students, from any IU campus, who meet the qualifications. Applications are due January 27. For more information, contact Jenna Morrison Civitello at 812-856-0597 or jm98@indiana.edu.

Lawrence M. Borst Fellowship
This unique fellowship provides financial support for a talented SPEA graduate student to gain experience with the Indiana Senate, specifically in finance and budgetary analysis and programs. This one-year experience requires a commitment of 20 hours per week during the fall semester, with the student typically enrolled as a full-time graduate student. The approximate award for the fall semester is $5,000. The spring semester requires a full-time commitment, so the student may register in a practicum course but take no other classes. During the spring semester, the Borst Intern will be paid at the rate earned by other interns, approximately $350 per week. Deadline is March 1. For more information, contact Kathy Hursh at 317-278-3651 or hurshk@iupui.edu.
Download the application

Johnson Community Service Fellowship Approximately $8,000 awarded to a first- or second-year graduate student in SPEA. Any previous graduate GPA must be a 3.0 or above. Students must demonstrate their record of community service and complete an internship (approved by a SPEA faculty member) with a community nonprofit organization or governmental agency. The deadline is April 1. For more information, contact Luke Bickel at 317-278-0308 or lbickel@iupui.edu.
Download the application

C. Michael Pitts Scholarship This award was established in memory of C. Michael Pitts, who served as an associate professor for SPEA in labor relations and mediation for many years before his death in 2002. It awards two scholarships of $1,000 each to a first- or second-year graduate student in SPEA. It is for IUPUI SPEA students seeking an MPA and who have an interest in pursuing a career in public service or the nonprofit sector. Applicants must have a 3.0 grade point average, be a resident of the state of Indiana and demonstrate financial need. Deadline is April 1. For more information, contact Luke Bickel 317-278-0308 or lbickel@iupui.edu.
Download the application

Tom and Pat DeCoster Scholarship An award of $2,000 to support a first- or second-year graduate student in SPEA for one year. To be eligible, a student must be a single parent, attend full-time or part-time and have a cumulative GPA of 3.0. Recipient(s) will be chosen by members of the SPEA Scholarship Committee based on academic achievement and quality of the application. The deadline is April 1. For more information, contact Luke Bickel at 317-278-0308 or lbickel@iupui.edu.
Download the application

Robert E. Martin Scholarship Two $1,350 scholarships will be awarded to a first- or second-year graduate student in SPEA. This award is for an IUPUI SPEA student seeking an MPA who has an interest in public management and/or financial management. Applicants must have a 3.0 grade point average, be a resident of the state of Indiana and demonstrate financial need. Deadline is April 1. For more information, contact Luke Bickel at 317-278-0308 or lbickel@iupui.edu.
Download the application

Lindsey Scholarship for Civic Engagement A $2,500 scholarship will be awarded to a student majoring in one of SPEA's academic programs (graduate or undergraduate), with preference given to students who focus on environmental issues. Essay and transcript must be submitted with application to SPEA Student Services. Deadline is April 1.
Download the application

Carl and Lisa Schodel Scholarship Two $2,500 scholarships will be awarded to an MPA student in good academic standing. Essay must be submitted with application to SPEA Student Services. Deadline is April 1.
Download the application

SPEA International Experience Scholar Application
This scholarship supports graduate students who are participating in an overseas study opportunity. Award amounts range from $500 to $2000 per year, per scholarship. Essay must be submitted with application to SPEA Student Services. Deadline is April 1.
Download the application

SPEA Overseas Education Scholarship SPEA students who study abroad may be eligible for scholarships of $1,000 to $2,000. For more information, contact Casey Windhorst, cwindhor@iupui.edu or 317-274-4656.

Graduate Student Assistantships SPEA IUPUI offers graduate assistantships and University Fellowships through a competitive application process. The graduate assistants work 20 hours per week during the academic year. These are research assistantships and not teaching assistantships. In exchange for the 20 hours per week, GAs receive full tuition, most fees, student health insurance and a stipend of $9,000 that is paid out monthly over the academic year. Graduate Assistantships are awarded in March for students who will attend full time. Applications are accepted year-round, but priority deadline is February 1. For more information, contact Luke Bickel at 317-278-0308 or lbickel@iupui.edu.
Download the application

Please mail the Graduate Student Assistantship application and a current resume to:

SPEA Graduate Admissions

801 West Michigan Street
Business/SPEA Building Room 3025
Indianapolis, IN 46202

Or send by email to lbickel@iupui.edu.

Nonprofit Management

The Certificate in Nonprofit Management is a 15 credit-hour program of study. The certificate is designed to serve the needs of individuals who would like exposure to nonprofit sector and nonprofit management issues but who do not wish or need to pursue a degree in nonprofit management. The certificate complements other courses of study or career experience in such areas as social work, library science, and parks and recreation. Students pursuing a nonprofit management certificate gain and understanding of how to work in and with nonprofit organizations.

Eligibility and Application Procedure

1. Any holder of a baccalaureate of higher degree from an accredited college or university is eligible for admission
2. An online application and information may be obtained from the www.spea.iupui.edu. Students should apply to the SPEA admissions online only. Application deadlines for the certificate programs are before May 15 for the fall semester, before September 15 for the spring semester, and before March 15 for summer sessions. Students must pay a nonrefundable application fee.
3. Admission requires only the approval of the respective graduate program director or SPEA campus director.

Program Restrictions

1. Students enrolled in a certificate program must complete it within 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0(B). Failure to do so results in automatic dismissal from the certificate program.
2. Students who have completed more than three SPEA Graduate courses are not eligible for admission to certificate program.
3. Transfer credit, course substitutions, or course waivers are not allowed.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible to be awarded the certificate.
5. Admission to or successful completion of the Nonprofit Management Certificate program does not guarantee subsequent admission to the M.P.A. program or other graduate programs in the School of Public and Environmental Affair.
6. Students enrolled in the certificate program who apply to SPEA's graduate programs must meet all existing admission requirements. If a student has a cumulative GPA of 3.5 or better at the completion of the certificate, the student can request a waiver of the GRE requirement if applying to the MPA program.

Certificate Requirements (15 credit hours)

Required Courses (9 credit hours)

EACH of the following courses:

- SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)

Electives (6 credit hours)

TWO additional SPEA graduate public affairs courses that cannot include independent research studies, readings, or internship classes.

Students interested in continuing for the Master of Public Affairs (M.P.A.) should consider selecting from the nonprofit management concentration, particularly V521 Nonprofit and Voluntary Sector.

For degree requirements prior to May 2003, please contact SPEA Student Services at 317-274- 4656.

Nonprofit Management (Online)

The Certificate in Nonprofit Management program is a 15-credit-hour program of study in nonprofit management. The certificate program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Graduate students in other disciplines can use the program to supplement their primary fields with course work in nonprofit management, possibly using the certificate courses as part or all of a doctoral or master's degree minor.

Admission Eligibility

The student must have a bachelor's degree from an accredited college or university to apply.

Application

An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Students should apply to the SPEA admissions office on the IUPUI campus. Application deadlines for the certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Program Restrictions

1. Students enrolled in a certificate program must complete it within 15 credit hours of approved SPEA course work with minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
2. Students who have completed more than three SPEA graduate courses are not eligible for admission to a certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for meeting the Public Management certificate requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to a SPEA graduate degree program.
6. Students enrolled in the certificate program who apply to SPEA's graduate degree programs must meet all existing admission requirements. If a

student has a cumulative GPA of 3.5 or better at the completion of the certificate, the student can request a waiver of the GRE requirement in applying to the M.P.A.

Proposed Course Schedule Rotation (subject to change)

Fall 2011

- V525 Management for Nonprofit Sector
- V558 Fund Development for Nonprofits
- V598 Governing and Leading in a Global Society

Spring 2012

- V521 Nonprofit and Voluntary Sector
- V522 Human Resource Management in Nonprofit Organizations
- V562 Public Program Evaluation
- V557 Proposal Development and Grant Administration

Summer 2012

- V526 Financial Management for Nonprofit Organizations
- V557 Proposal Development and Grant Administration

Fall 2012

- V521 Nonprofit and Voluntary Sector
- V522 Human Resource Management in Nonprofit Organizations
- V525 Management for Nonprofit Sector
- V558 Fund Development for Nonprofits
- V598 Governing and Leading in a Global Society

Spring 2013

- V525 Management for Nonprofit Sector
- V526 Financial Management for Nonprofit Organizations
- V562 Public Program Evaluation

Summer 2013

- V522 Human Resource Management in Nonprofit Organizations
- V526 Financial Management for Nonprofit Organizations
- V557 Proposal Development and Grant Administration
- V558 Fund Development for Nonprofits

Courses

The fifteen-hour certificate consists of three required courses and two electives.

Required Courses (9 credit hours)

- **SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)** Effective resource management is vital for the long-term success of nonprofit organizations. This course provides an overview of human resource management strategies and practices necessary for the productive functioning of nonprofit organizations. Theories of motivation applicable to the management of staff and volunteers, and personnel topics of recruitment, selection, board-staff relations, compensation, training, and development are covered.
- **SPEA-V 525 Management in the Nonprofit Sector (3 cr.)** The course provides a survey of topics important for non-profit management. Internal dynamics, environmental relationships, and public policy are considered. Topics include the legal environment, governance, strategic planning, staff and volunteers, marketing, ethics, evaluation, and change.
- **SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)** This course emphasizes a thorough under-standing of the language and key concepts of nonprofit financial management. The course covers applications of budgeting, and financial and managerial accounting principles and procedures to nonprofit organizations. The emphasis throughout the course is on the practical application of the fundamental requirements of accounting and financial decision making in the nonprofit organization.

Electives (6 credit hours)

- **SPEA-V 521 Nonprofit and Voluntary Sector (3 cr.)** The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.
- **SPEA-V 557 Proposal Development and Grant Administration (3 cr.)** This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposal.
- **SPEA-V 558 Fund Development for Nonprofit Organizations (3 cr.)** Important aspects of the fund raising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support; effective use of human resources; process management; theory to underlay practice; analysis of current practice; practice standards; and discussion of ethical problems.
- **SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.)** This course will survey issues in social entrepreneurship and engage students in completing class projects applying principles and practices of social entrepreneurship to problems of nonprofit organizations, government agencies, and social-purpose business.
- **SPEA-V 562 Public Program Evaluation (3 cr.)** Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.
- **SPEA-V 598 Governing and Leading in a Global Society (3 cr.)** This gateway course will increase student appreciation of the role of public affairs professionals in governance across multiple sectors of society within the global context. Students will learn norms associated with effective practice in public affairs and frame a professional development

plan to acquire leadership skills to support these norms.

Public Management

The Certificate in Public Management program is a 15-credit-hour program of study in public management. The certificate program is flexible enough to be adapted to the needs of precareer and in-service individuals. Graduate students in other disciplines can use the program to supplement their primary fields with course work in public management, possibly using the certificate courses as part or all of a doctoral or master's degree minor. Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, find the certificate program beneficial.

Admission Eligibility

The student must have a bachelor's degree from an accredited college or university to apply.

Application

An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Students should apply to the SPEA admissions office on the IUPUI campus. Application deadlines for the certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Program Restrictions

1. Students enrolled in a certificate program must complete it within 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
2. Students who have completed more than three SPEA Graduate courses are not eligible for admission to a certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for meeting the Public Management certificate requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to a SPEA graduate degree program.
6. Students enrolled in the certificate program who apply to SPEA's graduate programs must meet all existing admission requirements. If a student has a cumulative GPA of 3.5 or better at the completion of the certificate, the student can request a waiver of the GRE requirement in applying to the M.P.A.

Certificate Requirements (15 credit hours)

Required Courses (9 credit hours)

EACH of the following courses:

- SPEA-V 502 Public Management
- SPEA-V 560 Public Finance and Budgeting
- SPEA-V 561 Public Human Resource Management

Electives (6 credit hours)

TWO additional SPEA graduate public affairs courses that cannot include independent research studies, readings, or internship classes.

Students interested in continuing on for the Master of Public Affairs degree should select two courses for the M.P.A. core.

Public Management (Online)

The Certificate in Public Management program is a 15-credit-hour program of study in public management. The certificate program is flexible enough to be adapted to the needs of precareer and in-service individuals. Graduate students in other disciplines can use the program to supplement their primary fields with course work in public management, possibly using the certificate courses as part or all of a doctoral or master's degree minor. Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, find the certificate program beneficial.

Admission Eligibility

The student must have a bachelor's degree from an accredited college or university to apply.

Application

An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Students should apply to the SPEA admissions office on the IUPUI campus. Application deadlines for the certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Program Restrictions

1. Students enrolled in a certificate program must complete it within 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
2. Students who have completed more than three SPEA courses are not eligible for admission to a certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for meeting the Public Management certificate requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to a SPEA graduate degree program.
6. Students enrolled in the certificate program who apply to SPEA's graduate degree programs must meet all existing admission requirements. If a student has a cumulative GPA of 3.5 or better at the completion of the certificate, the student can request a waiver of the GRE requirement in applying to the MPA.

Proposed Course Schedule Rotation (subject to change)

Semester Online Course Offered

Spring 2012

- V 502 Public Management
- V562 Public Program Evaluation
- V654 Public Program Management and Contracting

Summer 2012

- V561 Public Human Resources Management

Fall 2012

- V516 Public Management Information Systems
- V560 Public Finance and Budgeting
- V598 Governing and Leading in a Global Society

Spring 2013

- V502 Public Management
- V562 Public Program Evaluation Summer 2013
- V561 Public Human Resources Management

Courses

The fifteen-hour certificate consists of three required courses and two electives.
Required Courses (9 credit hours)

- **SPEA-V 502 Public Management (3 cr.)** Analysis of concepts, methods, and procedures involved in managing pubic organizations. Problems of organization, planning, decision making, performance, evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.
- **SPEA-V 560 Public Finance and Budgeting (3 cr.)** The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political, and institutional aspects of the budget and budgetary process; problems and trends in intergovernmental fiscal relations.
- **SPEA-V 561 Public Human Resource Management (3 cr.)** Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations considered.

Electives (6 credit hours)

- **SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)** Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, codes of ethics, policy-making, morality, politics, and whistle blowing. Case studies and media material will be used to illustrate these and other such issues affecting the workplace.
- **SPEA-V 516 Public Management Information Systems (3 cr.)** This course focuses on the application of information systems concepts and tools to challenges and opportunities in the public sector. Topics covered will include current trends in information systems; managerial use of information systems; hardware software, and telecommunications; systems development processes and practices; and strategic and policy issues in IS.
- **SPEA-V 562 Public Program Evaluation (3cr.)** Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.
- **SPEA-V 598 Governing and Leading in a Global Society (3 cr.)** This gateway course will increase student appreciation of the role of public affairs professionals in governance across multiple sectors of society within the global context. Students will learn norms associated with effective practice in public affairs and frame a professional development plan to acquire leadership skills to support these norms.
- **SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.)** This course will survey issues in social entrepreneurship and engage students in completing class projects applying principles and practices of social entrepreneurship to problems of nonprofit organizations, government agencies, and social-purpose business.
- **SPEA-V 654 Public Program Management and Contracting (3 cr.)** An examination of theories, concepts, and processes concerning multi-actor program implementation and alternative forms of service delivery. Focus will be on the problems and challenges public managers face in designing and managing contractual relationships, networks, and other complex implementation structures.

Other electives may be chosen with approval from the faculty advisor.

Master of Library Science - Public Management

The Dual-MLS/SPEA PMC is designed for students who are enrolled in the MLS program and wish to obtain organizational management skills through the SPEA certificate. The Dual-MLS/SPEA Public Management Certificate program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, find the certificate program beneficial.

Admission Eligibility

General criteria for all SLIS dual programs:

- Apply and meet admission requirements for both degrees; prefer within the same academic year.
- Meet requirements of SLIS L401 Computer-Based Information Tools.
- Complete a minimum of 30 graduate SLIS credits, including courses to meet the MLS core areas, and special SLIS electives as noted.
- May complete up to six credits in internship if a dual master's degree.
- The two degrees (or certificate) are awarded simultaneously.
- Dual programs are campus-based for advising and award. Up to 12 SLIS graduate credits may be taken

outside the Indianapolis campus which may include courses from the Bloomington campus and up to six graduate credits from another ALA-accredited program leading to the MLS.
- The second degree or certificate granted with the MLS is subject to the individual unit requirements and specific electives as approved by that unit.

Application
An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Students should apply to both programs, preferably within the same academic year. Application deadlines for the SPEA certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Certificate Requirements (42 credit hours)
SLIS (30 credit hours)
- SLIS-S 505 Organization and Representation of Knowledge (3 cr.) **OR** SLIS-L 520 Bibliographic Access and Control (3 cr.)
- SLIS-L 524 Introduction to Information Sources and Services (3 cr.)
- SLIS-L 527 Management of Libraries and Information Centers (3 cr.)
- SLIS-L 528 Collection Development and Management (3 cr.)
- SLIS-L 550 Management of Specific Library Institutions: Public, Academic, or Special (3 cr.)
- SLIS-L 563 Information Policies, Economics and the Law (3 cr.) **OR** SLIS-L 608 Intellectual Freedom (3 cr.)
- SLIS-L 570 Online Information Retrieval (3 cr.)
- SLIS-L 628 Government Information (3 cr.) **OR** SLIS-L 629 Business Information (3 cr.)
- SLIS-L 651 Evaluation of Library Sources and Services (3 cr.) **OR** SLIS-L 509 Research Methods and Statistics (3 cr.)
- SLIS-L 596 Internship in Library and Information Science: Community Leadership and Management (3 cr.)

SPEA (12 credit hours)
- SPEA-V 502 Public Management (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.)
- SPEA-V 561 Public Human Resource Management (3 cr.)

Electives (3 credit hours)
ONE additional SPEA-V course approved by the SPEA Graduate Program Director.

Master of Library Science - Nonprofit Management
The Dual-MLS/SPEA NPMC is designed for students who are enrolled in the MLS program and wish to obtain organizational management skills through the SPEA certificate. The Dual-MLS/SPEA Nonprofit Management Certificate program is designed to serve the needs of individuals who would like exposure to nonprofit sector and nonprofit management issues but who do not wish or need to pursue a degree in nonprofit management.

Admission Eligibility
General criteria for all SLIS dual programs:

- Apply and meet admission requirements for both degrees; prefer within the same academic year
- Meet requirements of SLIS L401 Computer-Based Information Tools.
- Complete a minimum of 30 graduate SLIS credits, including courses to meet the MLS core areas, and special SLIS electives as noted.
- May complete up to six credits in internship if a dual master's degree.
- The two degrees (or certificate) are awarded simultaneously.
- Dual programs are campus-based for advising and award. Up to 12 SLIS graduate credits may be taken outside the Indianapolis campus which may include courses from the Bloomington campus and up to six graduate credits from another ALA-accredited program leading to the MLS.
- The second degree or certificate granted with the MLS is subject to the individual unit requirements and specific electives as approved by that unit.

Application
An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Students should apply to both programs, preferably within the same academic year. Application deadlines for the SPEA certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Certificate Requirements (42 credit hours)
SLIS (30 credit hours)
- SLIS-S 505 Organization and Representation of Knowledge (3 cr.) **OR** SLIS-L 520 Bibliographic Access and Control (3 cr.)
- SLIS-L 524 Introduction to Information Sources and Services (3 cr.)
- SLIS-L 527 Management of Libraries and Information Centers (3 cr.)
- SLIS-L 528 Collection Development and Management (3 cr.)
- SLIS-L 550 Management of Specific Library Institutions: Public, Academic, or Special (3 cr.)
- SLIS-L 563 Information Policies, Economics and the Law (3 cr.) **OR** SLIS-L 608 Intellectual Freedom (3 cr.)
- SLIS-L 570 Online Information Retrieval (3 cr.)
- SLIS-L 628 Government Information (3 cr.) **OR** SLIS-L 629 Business Information (3 cr.)
- SLIS-L 651 Evaluation of Library Sources and Services (3 cr.) **OR** SLIS-L 509 Research Methods and Statistics (3 cr.)
- SLIS-L 596 Internship in Library and Information Science: Community Leadership and Management (3 cr.)

SPEA (12 credit hours)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations(3 cr.)

- SPEA-V 522 Human Resources Management in Nonprofit Organizations(3 cr.)

Electives (3 credit hours)

ONE additional SPEA-V course approved by the SPEA Graduate Program Director.

Executive Graduate Certificate in Library Management

The Executive Graduate Certificate in Library Management is designed for students who have completed a Master's degree in Library or Information Science and wish to obtain organizational management skills through the SPEA certificate.

Career employees of public and private sector agencies seeking courses in public management, and especially those changing from professional or technical roles to managerial roles, will find this certificate program beneficial.

All SPEA courses are offered both online as well as in residence.

Admission Eligibility

- All applicants must have completed a Masters Degree in Library and Information Sciences.
- Complete the online application. Information on the application may be obtained from the SPEA website at www.spea.iupui.edu. Application deadlines are before May 15 for the fall semester, before September 15 for the spring semester, and before March 15 for summer sessions. Students must pay a nonrefundable application fee.
- Admission requires only the approval of the respective graduate program director or SPEA campus director.

Application

An online application and information may be obtained from the Web site; materials are also available from the Graduate Program Office. Application deadlines for the SPEA certificate programs are May 15 for the fall semester, September 15 for the spring semester, and March 15 for summer sessions. Students must pay a nonrefundable application fee.

Public Management Track Requirements (15 credit hours)

- SPEA-V 502 Public Management (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.)
- SPEA-V 561 Public Human Resourse Management (3 cr.)
- SLIS-S 505 Evaluation of Library Sources and Services [Formerly SLIS-L 651] OR SLIS-S 602 Directed Research [Formerly SLIS-L 594]
- SLIS-S 605 Internship in Library and Information Science: Community Leadership and Management [Formerly SLIS-L 596]

Nonprofit Management Track Requirements 915 credit hours)

- SPEA-V 522 Human Resourse Management in Nonprofit Organizations (3 cr.)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SLIS-S 505 Evaluation of Library Sources and Services [Formerly SLIS-L 651] OR SLIS-S 602 Directed Research [Formerly SLIS-L 594]
- SLIS-S 605 Internship in Library and Information Science: Community Leadership and Management [Formerly SLIS-L 596]

Effective Fall 2007

Social Entrepreneurship

In 2006, Indiana University inaugurated the first formal university-based Social Entrepreneurship program in Indiana. The Certificate in Social Entrepreneurship: Nonprofit and Public Benefit Organizations is a cooperative program between the School of Public and Environmental Affairs (SPEA) and the Kelley School of Business. The Social Entrepreneurship certificate prepares students for innovatively approaching public needs with a combination of entrepreneurial practices and social purposes – through the for-profit, nonprofit, and governmental sectors.

Admission Eligibility

Students must be admitted to the Master of Public Affairs program or the Master of Business Administration program at IUPUI to participate in this certificate program.

Application

An online application and information may be obtained from the SPEA Web site, www.spea.iupui.edu. Please contact Dr. Bielefeld, wbielefe@iupui.edu, 317-278-0306, early in your graduate program if you are interested in the certificate program. The certificate program requires a special internship and permission for some courses.

Certificate Requirements (18 credit hours)

Required Courses (9 credit hours)

EACH of the following courses:

- SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.)
- BUS-W 511 Venture Strategy (3 cr.)
- SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.)

Electives (9 credit hours)*

Kelly Electives

- BUS-F 509 Advanced Capital Budgeting (1.5 cr.)
- BUS-F 517 Venture Capital and Entrepreneurial Finance (1.5 cr.)
- BUS-M 503 Applied Marketing Research (3 cr.)
- BUS-M 513 Marketing Strategy Simulation
- BUS-P 510 Service Operations (1.5 cr.)
- BUS-P 552 Project Management (1.5 cr.)
- BUS-P 527 Operations Processes I (1.5 cr.)
- BUS-P 528 Operations Processes II (1.5 cr.)
- BUS-J 522 Strategic Management of Technology and Innovation (1.5 cr.)
- BUS-W 525 New Ventures and the Venture Community of Indianapolis (1.5 cr.)

SPEA Electives

- SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)

- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA-V 539 Management Science for Public Affairs (3 cr.)
- SPEA-V 541 Benefit and Cost Analysis for Public and Environmental Affairs (3 cr.)
- SPEA-V 558 Fund Development for Nonprofits (3 cr.)
- SPEA-V 562 Public Program Evaluation
- SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.)

*At least 3 credit hours must be taken in school other than one offering degree. Alternative courses may be included as electives, depending upon faculty and course availability.

Social Entrepreneurship Internship Program

Internships for the Certificate in Social Entrepreneurship need to satisfy certain criteria to qualify and must be approved by the Director of the Social Entrepreneurship program. All internships must receive prior approval unless it can be shown that a student has had prior experience in social entrepreneurship and the student applies for experiential credit instead of an internship.

STUDENTS ARE REQURED TO TAKE V559 BEFORE THEY CAN QUALIFY FOR AN INTERNSHIP IN SOCIAL ENTREPRENEURSHIP.

A Social Entrepreneurship Internship should meet three criteria:

- The development of the project the semester before the internship starts
- A 480 hour internship on site at the host organization, agency, or business to execute the project (may be extended over a longer period than 3 months, with less than 40 hours per week
- A final evaluation of the project, related to social entrepreneurial approaches

In addition, a Social Entrepreneurship Internship project must have social goals as well as quantifiable financial goals – and both of these goals should increase the financial profitability of the overall organization while also improving its social mission and outcomes. These objectives need to be identified before the internship and used to evaluate effectiveness at the completion of the internship project.

The final project evaluation should include an analysis of how the doublebottom line was used in the planning and operation process and how it was or is expected to be achieved. If the anticipated financial and social goals were not attained, the analysis should include a critique of what prevented their achievement and suggestions on how the obstacles to successful completion might have been overcome.

The internship may be satisfied by an Internship Practicum through V585 Practicum in Public Affairs (3 - 6 credits), X523 and X524 Enterprise Experience I and II (1.5 credits each), or approved experiential credit.

Certificate Programs

Nine graduate certificates are offered by the School of Public and Environmental Affairs at IUPUI:

- Nonprofit Management (on campus)
- Nonprofit Management (online)
- Public Management (on campus)
- Public Management (online)
- Master of Library Science - Public Management Certificate (MLS - PMC)
- Master of Library Science - Nonprofit Management Certificate
- Master of Library Science - Executive Graduate Certificate in Library Management
- Social Entrepreneurship: Nonprofit and Public Benefit Organizations
- Homeland Security and Emergency Management

Admissions

Admission Eligibility The student must have a bachelor's degree from an accredited college or university to apply. For the Certificate in Social Entre-preneurship, students must be enrolled in the M.P.A.

Application Application and program information may be obtained from SPEA Student Services in the Business/ SPEA building 3027. Students should apply to a SPEA graduate program using the online application on the campus where they plan to enroll.

Application Deadlines Application deadlines for the certificate programs are May 15 for the fall semester, Sept. 15 for the spring semester, and March 15 for the summer sessions.

Application Fee Students must pay a nonrefundable application fee.

Program Restrictions

1. Students enrolled in a certificate program must complete it with no more than 18 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program. A student will be dismissed if, after 9 credit hours of coursework, the GPA is below a 3.0.
2. Students who have completed more than three SPEA graduate courses are not eligible for admission to a certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for fulfilling the certificate requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to a SPEA graduate degree program.
6. Students enrolled in a certificate program who apply to SPEA's graduate degree programs must meet all existing admission requirements.
7. Students planning to request admission to a SPEA graduate degree program after successfully completing a certificate program should refer to

the application procedure presented earlier in this bulletin.

Homeland Security and Emergency Management

The Certificate in Homeland Security and Emergency Management is a 15-credit-hour program of study. The certificate program is flexible enough to be adapted to the needs of pre-career and in-service individuals. Graduate students in other disciplines can use the program to supplement their primary fields with course work in homeland security and emergency management, possibly using the certificate courses as part of a doctoral or master's degree minor. Career employees of public and private sector agencies seeking courses in homeland security and emergency management, especially those changing from professional or technical roles to managerial roles, should find the certificate program beneficial.

Admission Eligibility

The student must have a bachelor's degree from an accredited college or university to apply.

Application

An online application and information may be obtained from the Web site, www.spea.iupui.edu/graduate; materials are also available from the Graduate Program Office. Students should apply to the SPEA admissions office on the IUPUI campus. Students must pay a nonrefundable application fee.

Program Restrictions

1. Students enrolled in a certificate program must complete 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
2. Students enrolled in a certificate program must complete 15 credit hours of approved SPEA course work with a minimum cumulative GPA of 3.0 (B). Failure to do so results in automatic dismissal from the certificate program.
3. Transfer credit, course substitutions, or course waivers are not accepted for meeting the Public Management certificate requirements.
4. Students admitted to a SPEA graduate degree program are not eligible for admission to the certificate program or eligible for the awarding of a certificate.
5. Admission to or successful completion of a certificate program does not guarantee subsequent admission to a SPEA graduate degree program.
6. Students enrolled in the certificate program who apply to SPEA's graduate programs must meet all existing admission requirements. If a student has a cumulative GPA of 3.5 or better at the completion of the certificate, the student can request a waiver of the GRE requirement in applying to the MPA or the MSCJPS.

Certificate Requirements (15 credit hours)

Required Courses (9 credit hours)

- SPEA-J 524 Crisis Management for Public Safety (3 cr.)
- SPEA-J 528 Risk Analysis for Public Safety (3 cr.)
- SPEA-J 531 Homeland Security (3 cr.)

Electives (6 credit hours)

Two additional SPEA graduate courses that cannot include independent research studies, readings, or internship classes.

- SPEA-J 520 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-J 682 Planning and Management for Crimina Justice and Public Safety (3 cr.)
- SPEA-V 540 Law and Public Affairs (3 cr.)
- SPEA-V 581 Public Safety Law (3 cr.)
- SPEA-V 654 Public Program Management and Contracting (3 cr.)

Degree Programs

The School of Public and Environmental Affairs offers degree programs that range from the bachelors degree to the Ph.D. The IUPUI campus offers two professional master's degrees for individuals interested in leadership positions in public, private, and nonprofit organizations:

- Master of Public Affairs (M.P.A.)
- Master of Science in Criminal Justice and Public Safety (M.S.C.J.P.S.)

The M.P.A. is a professional program that prepares students for leadership positions in government agencies and nonprofit organizations, and for positions addressing public affairs in the private sector. The M.S.C.J.P.S. provides a balanced foundation of practical and theoretical knowledge and technical skills needed to succeed in criminal justice and public safety. Additionally, master's degrees may be pursued in combination with degrees in law and philanthropy.

The School of Public and Environmental Affairs offers a variety of graduate degrees and certificate programs.

Master's Degrees

- Master of Public Affairs
  - Criminal Justice
  - Nonprofit Management
  - Policy Analysis
  - Public Management
- Master of Science in Criminal Justice and Public Safety

Dual Degrees

- Master of Public Affairs-Doctor of Jurisprudence
- Master of Public Affairs-Master of Arts in Philanthropic Studies

Contact Us:

Graduate Programs
School of Public and Environmental Affairs
Indiana University-Purdue University Indianapolis
Business/SPEA Building 3027
801 W. Michigan Street
Indianapolis, IN 46202-5152

Phone: (317) 274-4656
Toll free: (877) 292-9321
Fax: (317) 274-5153
E-mail: speaga@iupui.edu

Master of Public Affairs

- Criminal Justice
- Nonprofit Management
- Policy Analysis
- Public Management

Criminal Justice

The M.P.A. is a course of study that requires the completion of (1) the M.P.A. core, (2) the concentration requirement, (3) the experiental requirement, and (4) sufficient electives and/or mid-career option credit to total **48 credit hours**.

EXPERIENTIAL COMPONENT: In order to be awarded the M.P.A. degree, students must obtain professionally relevant experience through an internship in **SPEA-V 585**. This requirements is automatically satisfied if a student is granted **Mid-Career Option** credit.

M.P.A. Core (21 credit hours) - Effective Fall 2005

Required of all students:

- SPEA V502 Public Management (3 cr.)
- SPEA V506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA V517 Public Management Economics (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)
- SPEA V598 Governing and Leading in a Global Society (3 cr.)
- SPEA V600 Capstone in Public and Environmental Affairs (3 cr.)

NOTE: V600 cannot be taken until all M.P.A. core courses are completed. V600 is only offered as an in-person class and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

- SPEA-V 585 Internship or Mid Career Option Credit (3 cr.)
- Elective #1 (3 cr.)
- Elective #2 (3 cr.)

Criminal Justice Concentration (18 credit hours)

A minimum of nine credit hours of SPEA graduate courses with a "J" prefix is required (Effective January 2000).

Each of the following:

- SPEA-J 501 Evolution of Criminological Thought and Policy (3 cr.)
- SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.)
- SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)

One of the following:

- SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.)
- SPEA-J 682 Criminal Justice Planning and Management (3 cr.)

Two courses from one of the following groups:

Group A:

- SPEA-J 550 Topics in Criminal Justice (3 cr.)
- SPEA-J 582 Criminal Justice Systems (3 cr.) [Formerly V582]
- SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.) [Formerly V587]
- SPEA-J 588 Law and Control in Society (3 cr.) [Formerly V588]
- SPEA-V 550 Topics in Public Affairs (criminal justice topics only) (3 cr.)
- SPEA-V 580 Readings in Public Affairs (criminal justice topics only) (3 cr.)
- SPEA-V 585 Practicum in Public Affairs (criminal justice topics only) (3 cr.)
- SPEA-V 685 Research Seminar in Public Affairs (criminal justice topics only) (3 cr.)

Group B:

- SPEA-J 550 Topics in Criminal Justice (3 cr.)

Management, Organizations, and Policy

- SPEA-V 504 Public Organizations (3 cr.)
- SPEA-V 512 Public Policy Process (3 cr.)
- SPEA-V 539 Management Science for Public Affairs (3 cr.)
- SPEA-V 547 Negotiation and Dispute Resolution for Public Affairs (3 cr.)
- SPEA-V 561 Public Human Resources Management (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)
- SPEA-V 564 Urban Management (3 cr.)
- SPEA-V 566 Executive Leadership (3 cr.)
- SPEA-V 569 Managing Interpersonal Relations (3 cr.)
- SPEA-V 570 Public Sector Labor Relations (3 cr.)

Nonprofit Management

- SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)

Finance

- SPEA-V 541 Benefit-Cost Analysis of Public and Environmental Policies (3 cr.)
- SPEA-V 542 Governmental Financial Accounting and Reporting (3 cr.)

Information Systems

- SPEA-V 516 Public Management Information Systems (3 cr.)
- SPEA-V 518 Intergovernmental Systems Management (3 cr.)
- SPEA-V 519 Database Management Systems (3 cr.)
- SPEA-V 550 Topics in Public Affairs (non-criminal justice topics) (3 cr.)

Other courses must approved by a faculty advisor.

PLUS A SUFFICIENT NUMBER OF ADDITIONAL COURSES TO MEET THE MINIMUM DEGREE REQUIREMENT OF 48 CREDIT HOURS WITH A 3.0 CUMULATIVE GRADE AVERAGE.

NOTE: Please note that the course rotation is subject to change. Please see your faculty advisor.

Nonprofit Management

The M.P.A. is a course of study that requires the completion of (1) the M.P.A. core, (2) the concentration requirement, (3) the experiental requirement, and (4) sufficient electives and/or mid-career option credit to total **48 credit hours**.

EXPERIENTIAL COMPONENT: In order to be awarded the M.P.A. degree, students must obtain professionally relevant experience through an internship in **SPEA-V 585**. This requirements is automatically satisfied if a student is granted **Mid-Career Option** credit.

M.P.A. Core (21 credit hours) - Effective Fall 2005

Required of all students:

- SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA V 517 Public Management Economics (3 cr.)
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA-V 540 Law and Public Affairs (3 cr.)
- SPEA-V 598 Governing and Leading in a Global Society (3 cr.)
- SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.)

NOTE: V600 cannot be taken until all M.P.A. core courses are completed. V600 is only offered as an in-person class and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

Nonprofit Management Concentration (18 credit hours)

- SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)

Group A:

Nonprofit Theoretical Course - *Select ONE of the following:*

- SPEA-V 523 Civil Society and Public Policy (3 cr.)
- SPEA-V 524 Civil Society in Comparative Perspective (3 cr.)
- ECON-E 514 The Nonprofit Economy and Public Policy (3 cr.)
- HIST-H 509 History of Philanthropy in the West (3 cr.)
- HIST-H 516 History of American Philanthropy (3 cr.)
- PHIL-P 542 Ethics and Values of Philanthropy (3 cr.)

Other courses must be approved by the faculty advisor.

Group B:

Nonprofit Application Courses - *Select THREE of the following:*

- SPEA-V 550 Topics in Public Affairs: Leadership and Board Development (3 cr.)
- SPEA-V 544 Marketing for Nonprofit Organizations (3 cr.)
- SPEA-V 557 Development and Grant Administration (3 cr.)
- SPEA-V 558 Fund Development for Nonprofit Organizations (3 cr.)
- SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.)
- SPEA-V 602 Strategic Management for Public and Nonprofit Organizations (3 cr.)
- PHST-P 535 Law of Nonprofit Organizations (3 cr.)

Other courses must be approved by the faculty advisor.

- SPEA-V 585 Internship or Mid Career Option Credit (3 cr.)
- Elective #1 (3 cr.)
- Elective #2 (3 cr.)

Recommended electives:

- SPEA-V 504 Public Organizations (3 cr.)
- SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA-V 516 Public Management Information Systems (3 cr.)
- SPEA-V 539 Management Science of Public Affairs (3 cr.)
- SPEA-V 541 Benefit-Cost Analysis of Public and Environmental Policies (3 cr.)
- SPEA-V 547 Negotiation and Dispute Resolution for Public Affairs (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)
- SPEA-V 566 Executive Leadership (3 cr.)

PLUS A SUFFICIENT NUMBER OF ADDITIONAL COURSES TO MEET THE MINIMUM DEGREE REQUIREMENT OF 48 CREDIT HOURS WITH A 3.0 CUMULATIVE GRADE AVERAGE.

NOTE: Please note that the course rotation is subject to change.

Policy Analysis

The M.P.A. is a course of study that requires the completion of (1) the M.P.A. core, (2) the concentration requirement, (3) the experiential requirement, and (4) sufficient electives and/or mid-career option credit to total **48 credit hours**.

EXPERIENTIAL COMPONENT: In order to be awarded the M.P.A. degree, students must obtain professionally relevant experience through an internship in **SPEA-V 585**. This requirement is automatically satisfied if a student is granted **Mid-Career Option** credit.

M.P.A. Core (21 credit hours) - Effective Fall 2005

Required of all students:

- SPEA V506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA V517 Public Management Economics (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V598 Governing and Leading in a Global Society (3 cr.)
- SPEA V600 Capstone in Public and Environmental Affairs (3 cr.)
- SPEA V502 Public Management (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)

NOTE: V600 cannot be taken until all M.P.A. core courses are completed. V600 is only offered as an in-person class

and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

- SPEA V-585 Internship or Mid Career Option Credit (3 cr.)
- Elective #1 (3 cr.)
- Elective #2 (3 cr.)

Policy Analysis Concentration (18 credit hours)
Required Policy Process Course (3 credit hours)

- SPEA-V 512 Public Policy Process (3 cr.)

Required Policy Skills Courses (9 credit hours)
Choose **THREE** of the following:

- SPEA-V 507 Data Analysis and Modeling for Public Affairs (3 cr.)
- SPEA-V 539 Management Science for Public Affairs (3 cr.)
- SPEA-V 541 Benefit-Cost Analysis of Public and Environmental Policies (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.) **OR** SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.)
- SPEA-V 654 Public Program Management and Contracting (3 cr.)

Required Policy Field Courses (6 credit hours)
Select **TWO** courses with the permission of a faculty advisor. Courses include, but are not limited to, the following:

- SPHA-H 501 U.S. Health Care: Systems, Policies, and Ethical Challenges (3 cr.)
- SPHA-H 515 Seminar in Health Policy Process Special Topics (3 cr.)
- SPHA-H 640 Topics in Health Services Administration: Health Care Policy Planning (3 cr.)
- SPEA-J 501 Evolution of Criminological Thought and Policy (3 cr.)
- SPEA-J 550 Topics in Criminal Justice (topics approved by faculty advisor) (3 cr.)
- SPEA-J 582 Criminal Justice Systems (3 cr.)
- SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.)
- SPEA-J 588 Law and Control in Society (3 cr.)
- SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.)
- SPEA-V 520 Environmental Policy Analysis (3 cr.)
- SPEA-V 523 Civil Society and Public Policy (3 cr.)
- SPEA-V 550 Topics in Public Affairs (3 cr.) (public policy topics approved by advisor)
- SPEA-V 580 Readings in Public Affairs (3 cr.)
- SPEA-V 590 Research in Public Affairs (3 cr.)

PLUS A SUFFICIENT NUMBER OF ADDITIONAL COURSES TO MEET THE MINIMUM DEGREE REQUIRMENT OF 48 CREDIT HOURS WITH A 3.0 CUMULATIVE GRADE AVERAGE.

NOTE: Please note that the course rotation is subject to change. Please see your faculty advisor.

Public Management
The M.P.A. is a course of study that requires the completion of (1) the M.P.A. core, (2) the concentration requirement, (3) the experiential requirement, and (4) sufficient electives and/or mid-career option credit to total 48 credit hours.

EXPERIENTIAL COMPONENT: In order to be awarded the M.P.A. degree, students must obtain professionally relevant experience through an internship in SPEA-V 585. This requirement is automatically satisfied if a student is granted Mid-Career Option credit.

M.P.A. Core (21 credit hours) - Effective Fall 2005
Required of all students:

- SPEA V506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA V517 Public Management Economics (3 cr.)
- SPEA V540 Law and Public Affairs (3 cr.)
- SPEA V598 Governing and Leading in a Global Society (3 cr.)
- SPEA V600 Capstone in Public and Environmental Affairs (3 cr.)
- SPEA V502 Public Management (3 cr.)
- SPEA V560 Public Finance and Budgeting (3 cr.)

NOTE: V600 cannot be taken until all M.P.A. core courses are completed. V600 is only offered as an in-person class and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

- SPEA-V 585 Internship or Mid Career Option (3 cr.)
- Elective #1 (3 cr.)
- Elective #2 (3 cr.)

Public Management Concentration (18 credit hours)
Group A:
Managing People - *Select TWO of the following:*

- SPEA-V 504 Public Organizations (3 cr.)
- SPEA-V 561 Public Human Resource Management in the Public Sector (3 cr.)
- SPEA-V 566 Executive Leadership (3 cr.)
- SPEA-V 569 Managing Interpersonal Relations (3 cr.)
- SPEA-V 652 Manging Workforce Diversity in Public Organizations (3 cr.)

Group B:
Managing Processes and Programs - *Select TWO of the following:*

- SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA-V 539 Management Science for Public Affairs (3 cr.)
- SPEA-V 547 Negotiation and Dispute Resolution for Public Affairs (3 cr.)
- SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.)
- SPEA-V 639 Managing Government Operations (3 cr.)
- SPEA-V 654 Public Program Management & Consulting (3 cr.)

Group C:
Managing Information and Evaluating Effectiveness - *Select TWO of the following:*

- SPEA-V 516 Public Management Information Systems (3 cr.)

- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA-V 541 Benefit-Cost Analysis for Public and Environmental Policies (3 cr.)
- SPEA-V 542 Governmental Financial Accounting and Reporting (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)

PLUS A SUFFICIENT NUMBER OF ADDITIONAL COURSES TO MEET THE MINIMUM DEGREE REQUIRMENT OF 48 CREDIT HOURS WITH A 3.0 CUMULATIVE GRADE AVERAGE.

NOTE: Please note that the course rotation is subject to change. Please see your faculty advisor.

Master of Public Affairs-Doctor of Jurisprudence

The combined M.P.A.-J.D. program enables the student to take a sequence of courses leading to the attainment of both degrees.

Requirements for Graduation:

- 84 credit hours of law courses and satisfy all requirements for the degree of Doctor of Jurisprudence.
- 34 credit hours of SPEA courses.
- Complete of a research paper in the last year of the combined program.

M.P.A. Course Requirements (18 credit hours):

- SPEA-V 502 Public Management (3 cr.) **OR**
- SPEA-V 525 Management in the Nonprofit Sector (3 cr.)
- SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA-V 517 Public Management Economics (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.) **OR**
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA-V 598 Governing and Leading in a Global Society (3 cr.)
- SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.)

M.P.A. Concentration Requirements (14 credit hours):

Will consist of the required courses for a concentration to be chosen by the student

Joint Research Paper (2 credit hours):

To be completed in the last year of the combined program and jointly supervised by advisors from both schools.Credit for this supervised research will be arranged and will count toward degree requirements in both schools. Two hours of V590, Research in Public Affairs, will toward the M.P.A. degree program.

The topic must be selected no later than the end of the third year of the combined program, must include elements of both disciplines, and must be approved by the student's co-advisors.

From degree requirements prior to May 2003, please contact SPEA Student Services at 317-274-4656.

Effective Fall 2005

Master Public Affairs-M.A. in Philanthropic Studies

Recommended Undergraduate Preparation: Algebra, Micro-Economics, and Basic Statistics

M.P.A. Core Requirements (21 credit hours)

- SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA-V 517 Public Management Economics (3 cr.)
- SPEA-V 525 Public Management (3 cr.)
- SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA-V 540 Law and Public Affairs (3 cr.)
- SPEA-V 598 Governing and Leading in a Global Society (3 cr.)
- SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.)**

NOTE: V600 cannot be taken until all M.P.A. core courses are completed. V600 is only offered as an in-person class and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

Required Nonprofit Management Courses (6 credit hours)

- SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.) **OR**
  PHST-P 521 The Nonprofit and Voluntary Sector (3 cr.)
- SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.)

Required courses in Philanthropic Studies (12 credit hours)

- PHST-P 523 Civil Society and Philanthropy
- HIST-H 509 History of Philanthropy in the West **OR**
- HIST- H 516 History of American Philanthropy
- PHIL-P 542 Ethics and Values of Philanthropy
- ECON-E 514 Nonprofit Economy and Public Policy **OR**
- PHST-P 535 Law of Nonprofit Organizations

Nonprofit Application Courses (9 credit hours)

THREE of the following courses:

- SPEA-V 544 Marketing for Nonprofit Organizations (3 cr.)
- SPEA-V 550 Topics in Public Affairs: Leadership and Board Development (3 cr.)
- SPEA-V 557 Proposal Development and Grant Administration (3 cr.)
- SPEA-V 558 Fund Development for Nonprofit Organizations (3 cr.)
- SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.)
- SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.)
- PHST-P 535 Law of Nonprofit Organizations

Or other appropriate course approved by faculty advisor

- ONE comparative elective in Philanthropic Studies (3 credit hours):
  - REL-R 590 Religion and Philanthropy/ Comparative Religious Ethics

- PHST-P 530 Civil Society in Comparative Perspective
- AHT-A 509 Cross-Cultural Dimensions of Philanthropy

- ONE additional elective course approved by the faculty advisor (3 credit hours)
- Internship in Philanthropic Studies (3 credit hours): PHST-P 590
- Thesis (3 credit hours): PHST-P 600 or an elective with a significant research component as approved by advisor.

M.A. students can use SPEA-V 600 in place of the thesis. This will allow for an extra elective, which must be a Liberal Arts course.

MUST MAINTAIN A 3.0 CUMULATIVE GRADE POINT AVERAGE.

NOTE: The Dual M.A. in Philanthropic Studies/M.P.A. Nonprofit Management concentration require a minimum of 60 credit hours.

A minimum of 21 credit hours must be in courses in Liberal Arts departments.

Master of Science in Criminal Justice and Public Safety

The M.S.C.J.P.S. is a course of study that requires the completion of (1) the core, (2) the electives, (3) the experiential requirement or mid-career option credit to total 36 credit hours.

EXPERIENTIAL COMPONENT: In order to be awarded the M.S.C.J.P.S. degree, students must obtain professionally relevant experience through an internship in SPEA-V 585. This requirement is automatically satisfied if a student is granted Mid-Career Option credit.

Core Requirements (24 credit hours)

- FOR CRIMINAL JUSTICE TRACK - SPEA-J 501 Evolution of Criminological Thought and Policy (3 cr.) **OR**
- FOR PUBLIC SAFETY TRACK - SPEA-J 528 Risk Analysis for Public Safety (3 cr.)
- SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.)
- SPEA-J 582 Criminal Justice Systems (3 cr.)
- SPEA-J 682 Planing and Management for Crimnal Justice and Public Safety (3 cr.)
- SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.)
- SPEA-V 581 Public Safety Law (3 cr.)
- SPEA-V 586 Public Safety in the United States (3 cr.)
- SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.)

*NOTE: V600 cannot be taken until all M.S.C.J.P.S. core courses are completed. V600 is only offered as an in-person class and cannot be substituted or transferred in from another university. Plan your schedule accordingly!

- SPEA-V 585 Internship or Mid Career Option Credit (1-6 cr.)

Those with mid-career credit should consult with their faculty advisor to determine how this alters their course plans.

Electives (12 credit hours)

4 courses (12 credits) from one of the following groups:

Criminal Justice

- SPEA-J 520 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-J 524 Crisis Management for Public Safety (3 cr.)
- SPEA-J 528 Risk Analysis for Public Safety (3 cr.)
- SPEA-J 550 Topics in Criminal Justice and Public Safety (3 cr.)
- SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.)
- SPEA-J 588 Law and Control in Society (3 cr.)
- SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.)
- SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA-V 539 Management Science (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.)
- SPEA-V 561 Public Human Resourece Management (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)
- SPEA-V 585 Practicum in Public Affairs (1-6 cr.)
- SPEA-V 639 Manageing Government Operations (3 cr.)

Public Safety

- SPEA-E 520 Environmental Toxicology (3 cr.)
- SPEA-E 542 Hazardous Materials (3 cr.)
- SPEA-E 560 Environmental Risk Analysis (3 cr.)
- SPEA-J 501 Evolution of Criminilogical Thought and Policy (3 cr.)
- SPEA-J 520 Mapping and Analysis for Public Safety (3 cr.)
- SPEA-J 524 Crisis Management for Public Safety (3 cr.)
- SPEA-J 550 Topics in Criminal Justice and Public Safety (3 cr.)
- SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.)
- SPEA-V 539 Management Science (3 cr.)
- SPEA-V 560 Public Finance and Budgeting (3 cr.)
- SPEA-V 561 Public Human Resourece Management (3 cr.)
- SPEA-V 562 Public Program Evaluation (3 cr.)
- SPEA-V 585 Practicum in Public Affairs (1-6 cr.)
- SPEA-V 639 Manageing Government Operations (3 cr.)

Up to 3 credit hours of the concentration coursework may be taken in SPEA-V 585 Practicum in Public Affairs if approved in advance by the faculty advisor.

TO GRADUATE STUDENTS MUST MEET THE MINIMUM DEGREE REQUIREMENT OF 36 CREDIT HOURS WITH A 3.0 CUMULATIVE GRADE AVERAGE.

NOTE: Please note that the course rotation is subject to change. Please see your faculty advisor.

Sample Plan of Study
Criminal Justice Track

Fall 1	Spring 1	Fall 2	Spring 2
J582	J502	J501	V600
V586	J682	V506	V585
elective	V581	elective	elective

Public Safety Track

Fall 1	Spring 1	Fall 2	Spring 2
J582	J502	J528	V600
V586	J682	V506	V585
elective	V581	elective	elective

Student Learning Outcomes

Criminal Justice

- Master of Science in Criminal Justice and Public Safety (M.S.C.J.P.S.)

Public Affairs

- Master of Public Affairs (M.P.A.)

Certificates

- Executive Graduate Certificate in Library Management
- Homeland Security and Emergency Management (HSEM) Certificate
- Nonprofit Management Certificate
- Public Management Certificate
- Social Entrepreneurship Certificate

Master of Public Affairs (MPA)

General Learning Outcomes
Upon completion of the MPA degree program, students shall:

- Demonstrate the ability to lead and manage public and nonprofit organizations.
- Demonstrate the ability to participate in and contribute to the policy process.
- Demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Demonstrate the ability to articulate and apply a public service perspective.
- Demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Concentrations will have the above general outcomes plus the additional ones listed below.

Criminal Justice Concentration
Upon completion of this concentration, students will:

- Identify and critically analyze current criminal justice policies, using available research, and discuss the strengths and limitations of various approaches.
- Communicate effectively within a complex and diverse criminal justice or public safety environment.
- Rigorously analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques.
- Define crime, discuss and evaluate major theories of crime, and critically discuss criminal justice system and non-criminal justice programs and policies that respond to crime.

Policy Analysis Concentration
Upon completion of thI concentration, students shall:

- Demonstrate the ability to rigorously analyze public policies using a variety of tools, including microeconomics, institutional analysis, and other common public affairs models of policy development, implementation and evaluation using quantitative, qualitative and mixed approaches.
- Demonstrate experience in the practical conduct and communication of results of policy analysis.

Public Management Concentration
Upon completion of this concentration, students should:

- Demonstrate the ability to evaluate management practices, using a variety of outcome measurements to assess efficacy, efficiency and economic costs and benefits.
- Demonstrate experience in the conduct of management tasks, and the ability to communicate effectively with the appropriate constituencies.

Nonprofit Management Concentration
Upon completion of this concentration, students will:

- Demonstrate the managerial and policy skills to effectively undertake leadership roles in the nonprofit sector.
- Demonstrate the managerial and policy skills to effectively undertake leadership roles in the public or private sectors as they apply to working with organizations in the nonprofit sector.
- Demonstrate an understanding of the philanthropic tradition in the broadest sense (voluntary action for the public good).

Graduate Certificates

Executive Graduate Certificate in Library Management
Upon completion of this certificate program, students shall:

- Demonstrate the ability to lead and manage public and nonprofit organizations.
- Demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.
- Demonstrate the ability to evaluate the credibility of library resources and services.

Homeland Security and Emergency Management (HSEM) Certificate
Upon completion of this certificate program, students will:

- Manage and lead individuals and organizations with an understanding of the ethical underpinnings and professional standards of criminal justice and public safety agencies.
- Communicate effectively and interact productively within a complex and diverse criminal justice or public safety environment.

- Identify public safety risks using various risk analysis tools, and describe ways to plan, prepare, manage, and mitigate natural and human made risks.
- Critically discuss criminal justice and public safety system actors, agencies, and processes, describe the underlying operations of police, emergency management, courts, and corrections agencies, and identify the major policy issues in criminal justice and public safety systems.
- 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.
- Describe the elements of effective leadership before, during, and after major public safety events.

Nonprofit Management Certificate
Upon completion of this certificate program, students shall:

- Students shall demonstrate the ability to lead and manage public and nonprofit organizations.
- Students shall demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Students shall demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Public Management Certificate
Upon completion of this certificate program, students shall:

- Demonstrate the ability to lead and manage public and nonprofit organizations.
- Demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.

Social Entrepreneuship Certificate
Upon completion of this certificate program, students shall:

- Demonstrate the ability to lead and manage public and nonprofit organizations.
- Demonstrate the ability to analyze, synthesize, think critically, solve problems and make decisions.
- Demonstrate the ability to communicate and interact productively with a diverse and changing workforce and citizenry.
- Demonstrate an understanding of social entrepreneurship in public and private sectors.
- Demonstrate the managerial and policy skills to effectively undertake leadership roles in social entrepreneurship.

Master of Science in Criminal Justice and Public Safety (MSCJPS)

MSCJPS graduates will be able to:

- Manage and lead individuals and organizations with an understanding of the ethical underpinnings and professional standards of criminal justice and public safety agencies.
- Communicate effectively within a complex and diverse criminal justice or public safety environment.
- Rigorously analyze criminal justice and public safety policies using a variety of tools, including quantitative research methods and statistical techniques.
- Identify public safety risks using various risk analysis tools, and describe ways to plan, prepare, manage, and mitigate natural and human made risks.
- Discuss the philosophical underpinnings and development of law, and critically evaluate how public safety policies balance individual rights and public order.
- Discuss the nature and extent of crime, discuss and critically evaluate major theories of crime, and critically discuss criminal justice system and non-criminal justice programs and policies that respond to crime.
- Critically discuss criminal justice and public safety system actors, agencies, and processes; describe the underlying operations of police, emergency management, courts, and corrections agencies, and identify the major policy issues in criminal justice and public safety systems.
- Identify and critically analyze current criminal justice and public safety policies, using available research, and discuss the strengths and limitations of various approaches.

Graduate Programs

The School of Public and Environmental Affairs offers degree programs that range from the bachelors degree to the Ph.D. The IUPUI campus offers two professional master's degrees for individuals interested in leadership positions in public, private, and nonprofit organizations:

- Master of Public Affairs (M.P.A.)
- Master of Science in Criminal Justice and Public Safety (M.S.C.J.P.S.)

The M.P.A. is a professional program that prepares students for leadership positions in government agencies and nonprofit organizations, and for positions addressing public affairs in the private sector. The M.S.C.J.P.S. provides a balanced foundation of practical and theoretical knowledge and technical skills needed to succeed in criminal justice and public safety. Additionally, master's degrees may be pursued in combination with degrees in law and philanthropy.

The School of Public and Environmental Affairs offers a variety of graduate degrees and certificate programs.

Master's Degrees

- Master of Public Affairs
  - Criminal Justice
  - Nonprofit Management
  - Policy Analysis
  - Public Management
- Master of Science in Criminal Justice and Public Safety

Dual Degrees

- Master of Public Affairs-Doctor of Jurisprudence
- Master of Public Affairs-Master of Arts in Philanthropic Studies

Certificates

- Nonprofit Management (on campus)

- Nonprofit Management (online)
- Public Management (on campus)
- Public Management (online)
- Master of Library Science - Public Management Certificate (MLS - PMC)
- Master of Library Science - Nonprofit Management Certificate
- Master of Library Science - Executive Graduate Certificate in Library Management
- Certificate in Social Entrepreneurship: Nonprofit and Public Benefit Organizations

Contact Us:

Graduate Programs
School of Public and Environmental Affairs
Indiana University-Purdue University Indianapolis
Business/SPEA Building 3027
801 W. Michigan Street
Indianapolis, IN 46202-5152

Phone: (317) 274-4656
Toll free: (877) 292-9321
Fax: (317) 274-5153
E-mail: speaga@iupui.edu

Contact Information

School of Public and Environmental Affairs
Indiana University-Purdue University Indianapolis
801 West Michigan Street, BS 3025
Indianapolis, IN 46202

Phone 317.274.4656
Fax 317.278.9668

Graduate program information speaga@iupui.edu

Centers

The research institute, research centers and Executive Education program at Indiana University's School of Public and Environmental Affairs (SPEA) at IUPUI deliver public service along with innovative academic programs.

- IU Public Policy Institute
- Center for Urban Policy and the Environment
- Center for Criminal Justice Research
- Executive Education Program

The IU Public Policy Institute is a collaborative, multidisciplinary research institute within SPEA. The Institute serves as an umbrella organization for two research centers: the Center for Urban Policy and the Environment, and the Center for Criminal Justice Research. The Institute also supports the Office of International Community Development and the Indiana Advisory Commission on Intergovernmental Relations.

Today, IU Public Policy Institute researchers—who also serve as faculty for SPEA—conduct studies critical to the vitality of Indiana and its communities. Historically, its main topics of research have included:

- Land use, smart growth and environmental issues
- Housing issues
- Criminal justice and public safety
- Nonprofit organizations
- Economic development and fiscal policy
- Intergovernmental cooperation.

The Center for Urban Policy and the Environment is devoted to supporting economic success for Indiana and a high quality of life for all Hoosiers. An applied research organization, CUPE was created by SPEA in 1992. The Center works in partnership with community leaders, business and civic organizations, nonprofits and government. CUPE's work is focused on urban policy, intergovernmental cooperation, community and economic development, housing, environmental issues and fiscal affairs research essential to developing strategies to strengthen Indiana's economy and quality of life.

Center for Urban Policy and the Environment
334 North Senate Avenue, Suite 300
Indianapolis, IN 46204-1708

Contact: John L. Krauss, Director, phone: (317) 261-3000; fax: (317) 261-3050; e-mail: jkrauss@iupui.edu
Web: http://policyinstitute.iu.edu/urban/

The Center for Criminal Justice Research works with public safety and social services agencies to provide impartial applied research and education on criminal justice and public safety issues. Created in 2008 by SPEA, CCJR delivers analysis, evaluation and assistance to address issues such as crime prevention, criminal justice systems, policing, traffic safety and youth.

Center for Criminal Justice Research
334 North Senate Avenue, Suite 300
Indianapolis, IN 46204-1708

Contact: Samuel Nunn, Director, phone: (317) 261-3000; fax: (317) 261-3050; e-mail: snunn@iupui.edu
Web: http://policyinstitute.iu.edu/criminal/

SPEA's Executive Education Program is one of the most prestigious leadership programs in the nation. The Executive Education Program works with government entities, nonprofit agencies and the private sector to prepare leaders and managers to meet today's challenges and prepare for tomorrow's opportunities.

The Executive Education Program offers graduate-level programs at four sites nationally: Washington, D.C.; Seattle, Washington; and Indianapolis, Indiana. Graduate programs include the Master of Public Affairs and the Public Management Certificate.

The Executive Education Program has long offered courses to the American Association of State Highway and Transportation Officials (AASHTO). Executive Education and AASHTO have also partnered to create two institutes to challenge and educate transportation managers and leaders: the National Transportation Leadership Institute and the Advanced Leadership Institute.

In partnership with the Indiana Hospital Association (IHA), Executive Education created a 10-course management institute for health care officials in Indiana to prepare them to lead their organizations through the changes affecting the health care industry. Executive Education has also partnered with Indiana Association of Cities and Towns (IACT) to offer workshops for Mayors of cities throughout Indiana. The IU Center on Philanthropy's Fund Raising School and SPEA's Executive Education offers the Nonprofit Executive Leadership Certificate. The

four course program, designed for the nation's nonprofit executive leaders, is offered over a twelve month period.

SPEA's Executive Education Program also offers customized leadership and management programs for local and national clients including the United States Navy and the United States Army.

Academic Policies and Procedures

The links to the left showcase SPEA undergraduate and graduate policies.

Graduate and Professional Policies

- **Confidentiality of Student Records**
- **Student Rights and Responsibility**
- **Applicability of Degree and Certificate Requirements**
- **Residency Requirements-Master's and Certificate Programs**
- **Academic Standing**
- **Academic Probation**
- **Grading System**
- **Incomplete**
- **Withdrawals**
- **Intercampus Transfer**
- **Transfer of Credit**
- **Credit Earned in Nondegree Status**
- **Course Waivers**
- **Program Deviations**
- **Minimum Credit Hours**
- **Academic Integrity**
- **Academic Appeals**

The following academic regulations of the School of Public and Environmental Affairs are applicable to all graduate programs.

Confidentiality of Student Records In accordance with Indiana University regulations, student records are confidential and are available to other persons only under specific conditions as outlined in university regulations.

Student Rights and Responsibility Students are responsible for planning their own academic programs and for meeting the requirements for their degree or certificate programs. Faculty and academic advisors may assist students in meeting their responsibilities. Due process is followed in the event of disciplinary or other actions. Students should read the *IUPUI Code of Student Rights, Responsibilities, and Conduct*, which can be accessed at **http://life.iupui.edu/help/code.asp**, to ensure they are aware of these rights and responsibilities.

Applicability of Degree and Certificate Requirements Students may choose to complete either the specific degree and certificate requirements published in the appropriate bulletin at the time of entry into the university or those in the bulletin current at the time of graduation.

Residency Requirements-Master's and Certificate Programs The campus at which a student completes the majority of required course work will certify and award the degree or certificate, provided the campus is authorized to grant that degree or certificate. The student must have been admitted by the SPEA campus awarding the degree or certificate.

Academic Standing Students are considered to be in good standing during any semester in which their academic grade point average is at least 3.0 (B) both for their last semester's course work and for the cumulative average of all course work completed. Only courses with grades of C (2.0) or above may be counted toward degree requirements. However, grades below C are used in computing the cumulative grade point average, even if a course is repeated and a higher grade is earned. Certificate students who do not have a 3.0 cumulative grade point average within their first 9 credit hours will be dismissed.

Academic Probation Students are placed on probation following a semester in which their cumulative or semester grade point average falls below 3.0. Students on probation or admitted provisionally are required to attain an average of at least 3.0 for all work completed by the end of the next semester. Failure to do so is cause for dismissal. Certificate students who do not have a 3.0 cumulative grade point average within their first 9 credit hours will be dismissed.

Grading System SPEA follows the official grading system of Indiana University described in the introductory section of the bulletin.

Incomplete A grade of Incomplete must be removed within the time specified by the instructor of the course; if not, the grade automatically changes to an F one calendar year after the Incomplete was given.

Withdrawals Students must formally withdraw from courses in the timeframe allowed by the Registrar's office. This information can be found at the Web site www.registrar.iupui.edu.

Intercampus Transfer Students enrolled in the School of Public and Environmental Affairs at any campus of Indiana University may transfer to SPEA on another campus, provided they are in good standing. Communication with the appropriate campus is appropriate.

Transfer of Credit A maximum of 9 credit hours of appropriate graduate course work with grades of B (3.0) or better may be transferred from degree programs of other academic units within Indiana University or other accredited colleges and universities and applied to SPEA master's-level degree programs. The transfer must be approved by the appropriate graduate program director.

Credit Earned in Nondegree Status Not more than 12 hours of graduate credit completed as a nondegree student may be credited toward a SPEA graduate degree. Not more than 9 hours of SPEA graduate credit earned as a nondegree student may be credited toward SPEA certificate programs.

Course Waivers Requests for waiver of specific courses or requirements on the basis of previous course work are to be submitted in writing to the appropriate faculty member or program director.

Program Deviations Requests for deviation from SPEA programs or school requirements are granted only with written approval from an academic advisor and a campus

or program director. Disposition by the SPEA program or campus director is final.

Minimum Credit Hours To qualify for the M.P.A. degree, students must complete a minimum of 24 of the required 48 credit hours of graduate SPEA courses at Indiana University. Credit granted to transfer students and those exercising the mid-career option does not reduce the number of courses taken in SPEA below this 24 credit hour minimum.

Academic Integrity Academic integrity requires that students take credit only for their own ideas and efforts. Misconduct, including cheating, fabrication, plagiarism, interference, or facilitating academic dishonesty, is prohibited because it undermines the bonds of trust and cooperation among members of this community and between us and those who may depend on our knowledge and integrity. Complete details are contained in the Indiana University *Code of Student Rights, Responsibilities, and Conduct* at http://life.iupui.edu/help/code.asp.

Academic Appeals Students may appeal academic decisions made by SPEA faculty members. Attempts to resolve such issues should be made first at the class/instructor level. If necessary, written appeals should be submitted to relevant program directors. Appeals must be submitted before the last day of classes in the semester following the point at which the events in question occurred.

Undergraduate Policies

Undergraduate Policies & Procedures

The following policies are specific to SPEA-Indianapolis, though some may also be consistent with SPEA school policy. For a list of all SPEA school policies, please visit the SPEA School Bulletin.

- Academic Standing
  - Good Standing
  - Probation
  - Critical Probation
  - Dismissal
  - Freshman Dismissal
  - Reinstatement/Readmission
- Academic Integrity
- Acceptance of Grade Replacement
- Application for Degree
- Bulletin Policy
- Degrees awarded with Distinction
- Double Counting
- Forgiveness Policy
- Grade Appeals
- Grade Point Average Requirement
- Grading Policies
- Hours Requirements
- Independent Study Credits
- Internship Credits
- Other academic programs
- Pass/Fail Credit
- Repeat Rule
- Requirements for a second bachelor's degree
- Sex Offenders Screening Policy for Students/Applicants
- Statement on Civility
- Student Rights and Responsibilities
- Transfer Course Policy

Academic Standing

Good Standing Students are in good academic standing when their semester and cumulative grade point averages are 2.0 or above, and their GPA in all courses included in the SPEA major requirements is at least 2.3. Students must be in good academic standing to graduate.

Probation

1. Students will be placed on academic probation if any of the following occur:
   1. IU cumulative grade point average (GPA) falls below 2.0,
   2. Semester GPA falls below 2.0, or
   3. With at least 12 credits in the major, the SPEA GPA falls below 2.3.
2. Student will be informed of their probationary status by letter.
3. SPEA students on academic probation are required to participate in an approved intervention provided by SPEA during their first semester on academic probation.
4. SPEA students will be continued on probation when their semester GPA is a 2.0 or above but their cumulative IU GPA is below 2.0.

Critical Probation

1. SPEA Students will be placed on critical probation during the second term (consecutive or nonconsecutive) that their SPEA major GPA is below 2.3.
   1. The SPEA major GPA is considered when a student completes 12 or more credits in the major.
2. If a student is making positive progress in their SPEA courses, but their SPEA GPA continues below 2.3, at the discretion of SPEA undergraduate student services, a student could continue on Critical Probation.
3. Critical probation students must participate in intrusive advising and will create a strategic academic plan to return to good standing in consultation with their academic advisor.
4. After the third semester in which a student's SPEA GPA is below 2.3, the student could be dismissed if not making positive progress.
5. Regardless of SPEA GPA, a student could be dismissed if his/her CGPA or semester GPA is below 2.0 for the second consecutive semester.

Dismissal

1. SPEA students on probation who have completed a minimum of 12 IUPUI GPA

hours are subject to dismissal if any of the following occur:

1. They fail to attain a semester GPA of at least 2.0 for two consecutive semesters,
2. Their Indiana University cumulative GPA is below 2.0 for two consecutive semesters, or
3. They fail to attain a SPEA major GPA of at least 2.3 after any three semesters (consecutive or non-consecutive).

2. Any SPEA student not making satisfactory progress could be dismissed at the discretion of SPEA Student Services and the appropriate program directors. This includes situations in which graduation is mathematically impossible.
3. Students who are dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and must petition by the established deadlines to be eligible for reinstatement. Reinstatement is not automatic.
4. Students dismissed two or more times must remain out of school for the next two consecutive regular (fall and spring) semesters and petition by the established deadlines to be eligible for reinstatement. Reinstatement after a second dismissal is extremely rare.

Freshman Dismissal

1. SPEA students with less than 26 credits are subject to dismissal if they have attempted at least 12 credits (including Ws) and do not obtain a semester GPA of at least 1.0.
2. Students with less than 26 credits who withdrew from all courses in a term are exempt from dismissal.
3. Students who are dismissed for the first time must sit out for a minimum of one regular (fall or spring) semester and must petition by the established deadlines to be eligible for reinstatement. Reinstatement is not automatic.
4. Students dismissed two or more times must remain out of school for the next two consecutive regular (fall and spring) semesters and petition by the established deadlines to be reinstated.

Reinstatement

1. Reinstatement will be the decision of the academic unit to which the students are petitioning.
2. Students who are reinstated will be classified as probationary students until the IU CGPA is at least a 2.0. During the first regularly enrolled term on probation, the student must achieve a semester GPA and SPEA GPA of at least 2.3. In some cases students may be required to attain a higher semester or SPEA GPA as determined by the reinstatement committee. In each subsequent semester on probation, the student must achieve a semester GPA of at least 2.0 and SPEA GPA of 2.3. Failure to meet the semester GPA and SPEA GPA requirements while on probation could result in dismissal.
3. Reinstatement after a second dismissal is extremely rare.
4. Student's chances of reinstatement will be enhanced by taking workshops, removing grades of incomplete, undertaking assessment of their academic problems, and providing evidence of their ability to complete successful academic work upon their reinstatement to IUPUI.

Academic Integrity This is a basic principle of intellectual life that holds students responsible for taking credit only for ideas and efforts that are their own. Academic dishonesty violates that principle and undermines the bonds of trust and cooperation among members of the university community, and it is not tolerated. Academic misconduct includes cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. Students are responsible for knowing what behaviors and activities constitute these different forms of academic misconduct. Penalties and procedures that are applicable when academic misconduct or dishonesty occurs are described in the IUPUI *Code of Student Rights, Responsibilities, and Conduct*.

Acceptance of Grade Replacement SPEA students may replace any grade in a course by retaking it a second time. Students may replace a total of 15 credit hours. Additional information about the IUPUI Grade Replacement Policy can be found on the Registrar's page. Students interested in using this option should talk to their academic advisor to complete the necessary paperwork.

Application for Degree All students must fill out an application for degree on their campus. This application should be completed by September 10 for December graduation, or January 10 for May or August graduation. The SPEA graduation application is found online or by visiting SPEA Student Services.

Bulletin Policy Students are expected to complete the requirements for their undergraduate degree within 10 years of admission to the School of Public and Environmental Affairs. Students are allowed to continue beyond this time period only at the discretion of the undergraduate program director or campus director. If a student has not taken classes for three years or more, that student must satisfy program requirements of the School of Public and Environmental Affairs in effect at the time of reactivation. Requests for deviation from requirements listed in the bulletin must be approved in writing by the program director, whose decision is final.

Degrees Awarded with Distinction SPEA recognizes outstanding performance by awarding bachelor's and associate degrees with three levels of distinction to students who rank in the upper 10 percent of their SPEA graduating class and have completed a minimum of 60 hours at Indiana University for a B.S. (30 hours for an A.S.). The levels of distinction are as follows: highest

distinction, 3.90 and above; high distinction, 3.70 through 3.89; distinction, 3.50 through 3.69.

Double Counting Generally, courses taken to meet a specific degree requirement cannot be double-counted (i.e., used to satisfy any other degree requirement). Students earning a SPEA major, minor, or certificate may double-count two courses across any allowable combination of these programs. The following restrictions apply: 1) students are limited to two minors and 2) SPEA students may not earn a certificate or minor in the same area as their major.

Forgiveness Policy This policy applies to former IU students pursuing a first undergraduate degree who have been away from the IU system and have not attended any other college or university, including any campus of IU, for the last five years. This policy first became available to students returning to SPEA in the fall of 1996. Students may apply for forgiveness upon application for admission to a degree-granting unit. If the student has not yet been admitted to a degree-granting unit, the student should submit a notification of intent to petition for academic forgiveness as part of the academic advising process. If the petition is approved, the student starts with a fresh cumulative grade point index, after which all the rules of academic probation and dismissal (for SPEA) will apply. The school will evaluate the student's transcript, and all courses taken previously will remain on the permanent record. Only credit hours for courses with grades C or above, P, or S may be counted toward degree completion. After approval, the student must complete a minimum of 32 credit hours on the IUPUI campus in order to meet the graduation residency requirement.

Grade Appeals Students have 90 days after the conclusion of a course to appeal a grade. Resolution of the issue with the class instructor must be attempted before submitting a written appeal to the appropriate program director. In the event the instructor for the **Indianapolis** campus cannot be contacted, the student must give a notice of intent to appeal at 90 days.

Grade Point Average Requirement A minimum cumulative GPA of 2.0 is required for the B.S. degrees. In addition, a SPEA major GPA of 2.3 must be maintained in order to graduate. For students seeking certificates from SPEA, the minimum cumulative GPA requirement is a 2.0 or higher, and for students pursuing a minor the minimum cumulative GPA is a 2.3 or higher in all applicable course work.

Grading Policies SPEA follows the official grading system of Indiana University, described in the introductory section of the bulletin.

Hours Requirements Students must successfully complete a minimum of 120 credit hours. The campus at which a student completes the plurality of course work will award the degree, provided that campus is authorized to grant the degree/major/concentration and that the student has been admitted to that campus. Students may transfer no more than 90 credit hours (60 credits from a junior college) toward a Bachelor of Science degree or 30 credit hours toward an Associate of Science degree. Class standing, based on total credit hours that count toward minimum degree requirements, is as follows: senior, 86 or more; junior, 56-85; sophomore, 26-55; freshman, fewer than 26.

Independent Study credits With prior approval, a student may take three courses totaling no more than 10 credit hours by **correspondence** through the IU Division of Extended Studies, Independent Study Program. Under no circumstances may a student satisfy a core/major/concentration requirement by correspondence.

Internship credits With SPEA faculty approval, a student in good standing may earn a maximum of 9 credit hours of elective credit through the SPEA **internship** program. The SPEA internship program is described here.

Other academic programs SPEA students may choose to pursue a **minor** or **certificate** from another school or department or within SPEA in an area other than their degree or major/concentration. Students interested in a minor should contact that department for additional information.

Pass/Fail credit A student in good academic standing may choose to take a maximum of eight elective courses (two per academic year) Pass/Fail for a B.S. degree or two courses for an A.S. degree. Deadlines for exercising this option are published on the Registrar's website.

Repeat Rule SPEA students who repeat a course and do not exercise their right to grade replacement will have both courses averaged in their program GPA, though only one of the repeated courses will count toward graduation. There are some courses that are an exception to this policy such as SPEA J380/V380.

Requirements for a second bachelor's degree Students must petition for approval to work toward a second bachelor's degree. If permission is granted, students are required to take 30 credit hours beyond the credits used for the first bachelor's degree and to satisfy all the requirements for the second degree. Generally, SPEA encourages students to work toward a graduate degree or graduate certificate rather than a second bachelor's degree.

Sex Offenders Screening Policy for Students/ Applicants Indianapolis applicants should be aware that criminal convictions may result in ineligibility for participation in certain courses/activities within the School of Public and Environmental Affairs. Questions regarding school policy on such matters should be addressed to the appropriate program director.

Statement on Civility SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors, staff and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, using computers to surf the Web or for other non-class activities, talking or laughing with others, arriving late, and so forth. These behaviors are distracting to the instructor and to classmates, and SPEA faculty and staff will address these problems as they arise either in class or on an individual basis. Disorderly conduct that interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated, and it may result in disciplinary action, including possible suspension and/or expulsion from the university.

Student Rights and Responsibilities SPEA IUPUI fully supports the rights and responsibilities of students as defined in the IUPUI *Code of Student Rights, Responsibilities, and Conduct*. The *Student Code*spells out the expectations for faculty and students, and it provides the framework for SPEA's judicial process.

A student is entitled to rights in the pursuit of his or her education; freedom from discrimination and harassment; and freedom of association, expression, advocacy, and publication. A student also has the right to contribute to university governance, to receive accommodations for disabilities, and to access records and facilities. In accordance with federal law, student records are confidential and are available to other persons only under specific conditions as outlined in university regulations.

A student is responsible for upholding and following all applicable codes of conduct, including the IUPUI *Student Code* and SPEA's policy on classroom etiquette and disorderly conduct, and for obeying all applicable policies and procedures and all local, state, and federal laws. A student is responsible for facilitating the learning process, attending class regularly, completing class assignments, and coming to class prepared. In addition, a student is responsible for planning his or her own academic program, planning class schedules, and for meeting the requirements for his or her degree or certificate programs. Faculty and academic advisors are available to assist students in meeting this responsibility. A student is responsible for maintaining and regularly monitoring his or her university accounts, including e-mail and bursar accounts. A student is responsible for using university property and facilities in the pursuit of his or her education, while being mindful of the rights of others to do the same. A student is responsible for upholding and maintaining academic and professional honesty and integrity.

Transfer Course Policy (also stated in Hours Requirement) Students may transfer no more than 90 credit hours (60 credits from a junior college) toward a Bachelor of Science degree or 30 credit hours toward an Associate of Science degree.

Student Organizations & Services

SPEA Student Organizations

- **Alpha Phi Sigma**
- **Pi Alpha Alpha**
- **SPEA Student Council**
- **American Criminal Justice Association**
- **SPEA Ambassadors**
- **Public Affairs Student Association (PASA)**

Alpha Phi Sigma

Alpha Phi Sigma is the national criminal justice honor society, with chapters established on the Northwest, Fort Wayne, South Bend, Kokomo, and Indianapolis campuses of Indiana University. The society recognizes scholastic excellence by students in the field of criminal justice. It was founded in 1942 and was admitted to the Association of College Honor Societies in l980. To be eligible, undergraduate students must have earned an overall grade point average of at least 3.2 for at least 40 credit hours of course work, including at least four criminal justice courses with a minimum 3.2 grade point average. To remain in good standing, students must maintain an overall grade point average of at least 3.2 and a grade point average of at least 3.2 in all criminal justice courses completed. Membership of graduate students is limited to those who have a bachelor's degree in criminal justice or who are currently doing graduate work in this field. A minimum grade point average of 3.4 is required of graduate students seeking membership in Alpha Phi Sigma.

Pi Alpha Alpha

Pi Alpha Alpha is the national honorary society for schools of public affairs and administration. The society acknowledges outstanding scholarship and contributions to these fields. It was founded in 1972 by the National Association of Schools of Public Affairs and Administration (NASPAA) to honor those whose performance in public affairs has been distinguished. The Indiana chapter of Pi Alpha Alpha is a charter chapter. Membership in Pi Alpha Alpha may be compared to membership in Phi Beta Kappa for liberal arts graduates. A person evaluating credentials in the various fields of public service should recognize the professional quality such a membership represents.

Undergraduate students are eligible for Pi Alpha Alpha membership when they are in the top 10 percent of their graduating class with a minimum grade point average of 3.5 in at least 15 credit hours of SPEA courses, when they are in the last semester of the junior year or in the senior year, and when they have earned a grade point average of at least 3.0 in all course work.

Graduate students can qualify for membership by being in the top 20 percent of their M.H.A. or M.P.A. class, with a minimum overall grade point average of 3.5, a 3.7 in at least 50 percent of all required courses, and by having completed 50 percent of the required course work (i.e., 24-30 credit hours).

Alumni are eligible for membership if they meet all the requirements of student membership, even if they graduated before induction by the Indiana chapter.

Honorary membership is available to any person who has achieved distinction in public administration and who has the distinguished qualities that Pi Alpha Alpha fosters.

SPEA Student Council

SPEA Student Council is a great way for students to get involved and effect positive change in the school. The purposes of the SPEA Student Council are to: assist students in the resolution of issues relating to the School of Public and Environmental Affairs (SPEA), assist and promote SPEA student organizations, allocate undergraduate Student Activity Fees (SAF) according to university and state guidelines, represent SPEA students' interests at faculty committee meetings, represent SPEA students' interests to the IUPUI Undergraduate Student Government (USG), and represent SPEA students' interests to the associate dean.

American Criminal Justice Association

Join the IUPUI chapter (Alpha Eta Omega) of the American Criminal Justice Association. Open to all criminal justice and public safety management majors,

take part in hands-on activities (such as demonstrations and tours) related to all aspects of the criminal justice system, attend informational sessions designed to prepare you for entrance into various criminal justice and public safety careers, and participate in meaningful service projects that allow you to make a difference while you are still in college.

SPEA Ambassadors

The SPEA Ambassadors serve as representatives for SPEA during recruitment events with SPEA faculty and staff. Ambassadors speak about their experiences in SPEA both academically and socially.

Public Affairs Student Association (PASA)

Public Affairs Student Association is a social organization that will provide networking and volunteer opportunities for all public affairs undergraduate and graduate students.

Internships and Experiential Learning

The SPEA internship program provides students with work experience that complements your classroom preparation. Internships allow you to

- Apply what you've learned in the classroom to real-world situations
- Gain valuable work experience relevant to your academic program
- Spot career opportunities
- Connect with professionals who can mentor you, write letters of recommendations and help you find jobs

SPEA students take advantage of a wide range of internship opportunities. Internship programs are designed for maximum flexibility so that many valid learning experiences can qualify as internships. The internship can be full or part time, and paid or unpaid; however, prior approval by the student's faculty mentor is always required. After obtaining approval for an internship, a student may register for 1-6 credit hours, earning 1 credit for every 80 hours of work. All credit for an internship is awarded on an S/F (Satisfactory/Fail) basis. **Credit is not granted for work experience obtained prior to approval of an internship and enrollment in the appropriate internship class.**

Eligibility

You are eligible for an internship if you meet the following requirements:

BSCJ undergraduate students

- are at least a sophomore (26 or more hours)
- have a cumulative GPA of 2.5 or more
- have completed at least one semester at IUPUI
- have been admitted to a SPEA program.

BSPA undergraduate students

- are at least a sophomore (26 or more hours)
- meet SPEA good standing requirements (2.0 current GPA, 2.0 prior term GPA, 2.3 SPEA GPA)
- have completed at least one semester at IUPUI
- have been admitted to a SPEA program.

Graduate students

- have a cumulative GPA of 3.0 or more
- have completed at least one semester at IUPUI
- have been admitted to a SPEA program.

The SPEA internship process is lead by the student. While required for BSPA majors, all students are encouraged to take advantage of relevant internship opportunities. Instructions for obtaining credit for your internship is available on the SPEA website - www.spea.iupui.edu.

SPEA Alumni Association

Mission: To inspire and cultivate dynamic interactions among alumni, SPEA, and students, for the betterment of SPEA and the professions that it serves. SPEA has a strong commitment to its alumni and considers them among our most valued resources. Contact with the alumni community is maintained through the SPEA Alumni Association, a constituent society within the parent Indiana University Alumni Association. The IUAA SPEA supports many educational, social, and networking events for alumni across the country. In addition the association supports the School's alumni e-newsletter, Connect@SPEA, e-mailed quarterly to nearly 28,000 SPEA alumni located across the country and world. The SPEA Alumni Association awards annual student scholarships to undergraduate and graduate SPEA students from either of SPEA's core campuses (Bloomington and Indianapolis) as well as from other IU campuses which are SPEA program affiliates. The SPEA Alumni Association is governed by an elected board of directors comprised of SPEA Alumni who represent diverse academic and geographic backgrounds.

Faculty

SPEA Administrative Officers

- JOHN D. GRAHAM, Ph.D., *Dean*
- TERRY L. BAUMER, Ph.D. *Executive Associate Dean,* Indianapolis Programs
- CRAIG E. HARTZER, Ph.D., *Director, Executive* Education, Indianapolis
- SHEILA KENNEDY, J.D., *Director, Programs in Public Affairs*, Indianapolis
- THOMAS STUCKY, Ph.D., *Director, Criminal Justice, Law and Public Safety Programs*, Indianapolis
- JOHN KRAUSS, J.D., *Director, IU Public Policy Institute; Director, Center for Urban Policy and the Environment*, Indianapolis
- SAMUEL NUNN, Ph.D., *Director, Center for Criminal Justice Research*, Indianapolis
- DEBRA J. MESCH, Ph.D., *Director, Women's Philanthropy Institute,* Indianapolis
- LUKE BICKEL, M.A., *Director, Graduate Programs,* Indianapolis
- KYLE DIANE McCOOL, M.S., *Director, Undergraduate Programs and Student Services,* Indianapolis
- KIM FRANCIS ENGEL, M.B.A., *Director, Development,* Indianapolis
- DIANA JONES, M.B.A., *Director, Fiscal and Administrative Services,* Indianapolis

Courses

The notations list prerequisites, recommended prerequisites and corequisites. The abbreviation P refers to course prerequisites and recommended refers to courses listed as recommended prerequisites. Prerequisites can be waived by the instructor of the course. The number of hours of credits is indicated in parentheses following the course title. Courses are listed in four groups: criminal justice and public safety (J), environmental (E) and public affairs (V and K).

Graduate Courses

Criminal Justice Courses

SPEA-J 501 Evolution of Criminological Thought and Policy (3 cr.) This course provides an intensive introduction to the theoretical literature on crime and delinquency. Its purpose is to develop students' ability to critically evaluate and compare theories of crime as they apply to public policy and the criminal justice system.

SPEA-J 502 Research Methods in Criminal Justice and Public Affairs (3 cr.) This course examines research techniques necessary for systematic analysis of the criminal justice system, offenders' behavior, crime trends, and program effectiveness. The course requires that students actively pursue such techniques as conducting interviews, coding data, and designing studies. Criminological research will be critically examined.

SPEA-J 520 Mapping and Analysis for Public Safety (3 cr.) The use of geographic information systems to map locations of events and analyze patterns for decision making and facility location in areas of public safety including criminal justice, fire services, emergency management and homeland security; and the management and application of those systems.

SPEA-J 524 Crisis Management in Public Safety (3 cr.) The identification and management of criminal justice and public safety crisis. Issues of psychological and behavioral responses to crisis, mitigation, contingency and response plans, coordination with governmental, nonprofit agencies and private corporations, crisis decision making, communication, infrastructure and proactive planning. Practical crisis management techniques for use in public safety.

SPEA-J 528 Risk Analysis for Public Safety (3 cr.) An examination of theoretical foundations of risk analysis including the history of risk analysis, risk assessment, perception and communications; models for decision making, techniques for generating alternative courses of action and definitions of risk and opportunity within a context of local, state and federal regulatory guidelines, media and social context.

SPEA-J 531 Homeland Security in the United States (3 cr.) This course addresses federal policy and management issues related to preventing, mitigating, preparing for, responding to, and recovering from major catastrophic events; both natural and man-made, including acts of terrorism. Topics include emergency management, resource and response infrastructures, public health issues, best practices, crisis communications, and business and governmental continuity.

SPEA-J 550 Topics in Criminal Justice (1-3 cr.) Selected research and special topics in criminal justice and public safety. Yes

SPEA-J 582 Criminal Justice Systems (3 cr.) Detailed examination of operations of police, courts, and correctional agencies. Study of management problems in system response to criminal activity. Development of understanding of relationships among system components. Examination of major policy issues in criminal justice, with emphasis on decision-making techniques.

SPEA-J 587 Criminal Violation: Problems and Characteristics (3 cr.) Commonalities in criminal behavior. Circumstances leading to the commission of the criminal act, subsequent perceptions of them. Family, community, and other environments affecting criminal behavior. Behavioral consequences of processes of crime control.

SPEA-J 588 Law and Control in Society (3 cr.) The role of law versus other forms of social control. How social change and social institutions shape the law. Social factors influencing the administration of law.

SPEA-J 666 Criminal Justice Policy and Evaluation (3 cr.) An empirical assessment of the foundations of contemporary and historical attempts to control or prevent crime. Major policies, programs, and strategies are reviewed and critically analyzed. Specific topics and policies will vary in this capstone seminar.

SPEA-J 682 Planning and Management for Criminal Justice and Public Safety (3 cr.) Methods and procedures involved in criminal justice and public safety planning and management. Administration and implementation of public policies in policing, courts, corrections, emergency management and homeland security. Organization, decision making, evaluation and human resource issues of public policy.

Environmental Science Courses

SPEA-E 510 Environmental Regulation and Compliance (3 cr.) The course provides an in-depth study of federal, state, and local regulations and requirements pertaining to the management of hazardous materials.

SPEA-E 511 Sustainability Assessment (3 cr.) P: SPEA-E 538, SPEA-V 506 or equivalent. There has been a proliferation of various metrics that measure the sustainability of products, services, buildings, and institutions. Three are developed: life cycle analysis (IS014040), the USGBC's LEED certification, and the AASHE's STARS metric. Various uses of these metrics to design products, certify performances, and improve outcomes will be evaluated.

SPEA-E 515 Fundamentals of Air Pollution (3 cr.) The purpose of the course is to provide the student with an understanding of the field of air pollution, including the behavior of the atmosphere and pollutants in the atmosphere, effects of air pollution, regulatory programs, engineering controls, and air quality management programs.

SPEA-E 520 Environmental Toxicology (3 cr.) An examination of the principles of toxicology and the toxicity

resulting from environmental exposure to chemical substances.

SPEA-E 526 Applied Mathematics for Environmental Science (3 cr.) P: differential and integral calculus. Applications of mathematics to modeling environmental processes. Applied calculus, numerical analysis, differential equations.

SPEA-E 527 Applied Ecology (3 cr.) P: one introductory-level ecology course. Ecosystem concepts in natural resource management. Techniques of ecosystem analysis. Principles and practices of ecological natural resource management.

SPEA-E 529 Application of Geographic Information Systems (3 cr.) Conceptual and technical overview of geographic information systems (GIS). Applications in various fields of public affairs and environmental science.

SPEA-E 533 Environmental Management Systems: ISO 14001 Based (3 cr.) This course provides students with the knowledge and skills to establish or improve an environmental management system that is compatible with ISO (International Organizations for Standardization) 14001, an international, voluntary standard that is emerging as a best-management practice for environment.

SPEA-E 535 International Environmental Policy (3 cr.) This course examines the forces in society alternately promoting and impeding cooperation in the environmental realm. Our inquiry is guided by four interrelated course units: (1) international environmental law, (2) international political order, (3) the environment and global markets, and (4) sustainable development.

SPEA-E 536 Environmental Chemistry (3 cr.) P: one course in chemistry with lab. Gas law calculations, stoichiometry, steady and nonsteady state box models, stratospheric ozone, chemical kinetics, photochemical smog, greenhouse effect, CO2 equilibria, chemodynamics, pesticides, and toxic metals.

SPEA-E 537 Environmental Chemistry Laboratory (3 cr.) P or C: E536 or consent of instructor. Experimental work in environmental chemical analysis to demonstrate analytical methods and instrumentation used in environmental laboratories, having reference to air, water, and soil quality.

SPEA-E 541 Controversies in Environmental Health (3 cr.) Research, presentation, writing, and argumentation skills will be developed using a debate format. The course focuses on topics related to environmental health and the health of the environment.

SPEA-E 542 Hazardous Materials (3 cr.) Topics of discussion include properties and chemistry of hazardous materials; recognition of potential hazards associated with the use, storage, and transport of these materials; emergency and spill response; health effects of hazardous materials; hazard communication and personal protection; and case studies related to the management of hazardous materials.

SPEA-E 546 Stream Ecology (3 cr.) P: E455. Advanced limnology course that explores patterns and processes characterizing stream ecosystems. Takes a holistic approach that includes: physical, chemical, and biological stream characteristics; watershed patterns; and stream processes (trophic dynamics, colonization and dispersal, community dynamics, and responses to change). A four-hour weekly lab and group project develop necessary analytical skills.

SPEA-E 547 Applied Earth Science (3 cr.) Principles of the earth sciences and their applications to environmental analysis and management. Identification, quantification, and analysis of critical components of watershed systems. Interaction of human activities with the physical environment.

SPEA-E 548 Applied Earth Science Laboratory (3 cr.) Principles and methods of sampling, collection, measurement, analysis, and interpretation of data concerning processes and features of the physical environment. Students will become familiar with field and laboratory equipment within the context of research projects. Emphasis is placed on practical application of basic techniques to real problems.

SPEA-E 549 Environmental Planning (3 cr.) Concepts and methodologies in environmental planning. The planning process. Topics may include environmental impact assessment, economic approaches to environmental decision-making, use of computer models in environmental planning, geographic information systems in environmental planning, environmental perception, and construction of environmental indices. Team projects with planning agencies.

SPEA-E 552 Environmental Engineering (3 cr.) Concerned with biological, chemical, physical, and engineering knowledge essential to the achievement of environmental quality objectives. Theory and design of unit operations and processes for air, water, and land pollution abatement. Emphasis on water quality control, industrial wastewater treatment, and solid waste management.

SPEA-E 555 Topics in Environmental Science (2-3 cr.) Selected research and discussion topics in environmental science. Usually organized in a seminar format.

SPEA-E 560 Environmental Risk Analysis (3 cr.) P: SPEA-E 538, V 506 or consent of instructor Methods of probabilistic risk analysis applied to environmental situations. Event trees, fault trees, toxicological estimation, ecological risk analysis. Social and psychological aspects of risk. Individual and group projects assessing some real environmental risk are an important part of the course.

SPEA-E 562 Solid and Hazardous Waste Management (3 cr.) The purpose is to provide students with a technical foundation in areas of solid and hazardous waste management that can be applied to the examination of policy options. Topics include characterization of the waste stream, regulations, health and environmental risks, liability issues, management technologies, and treatment and disposal options.

SPEA-E 579 Readings in Environmental Science (1-6 cr.) Readings on selected topics in environmental science to be arranged with the individual instructor. Yes

SPEA-E 620 Environmental Analysis Workshop (3 cr.) Projects in environmental analysis.

SPEA-E 625 Research in Environmental Science (1-12 cr.) Research on selected topics in environmental science to be arranged with the individual instructor. Yes

Public Affairs Courses

SPEA-V 502 Public Management (1-3 cr.) Analysis of concepts, methods, and procedures involved in managing public organizations. Problems of organization, planning, decision making, performance evaluation, and management of human resources are considered. Cases are drawn from a variety of public services found at federal, state, and local levels of government.

SPEA-V 504 Public Organizations (1-3 cr.) This course focuses on the behavior and theory of public organizations in four areas: (1) individuals and groups in public organizations, (2) the design of public organizations, (3) organization-environment relations, and (4) interorganizational relations.

SPEA-V 506 Statistical Analysis for Effective Decision Making (3 cr.) Noncalculus survey of concepts in probability, estimation, and hypothesis testing. Applications of contingency table analysis and analysis of variance, regression, and other statistical techniques. Computer processing of data emphasized.

SPEA-V 507 Data Analysis and Modeling for Public Affairs (3 cr.) P: E538 or V506. Focus on analytical models and their use in solving problems and making decisions in the public sector. Discussion of standard approaches to modeling and estimation of parameters.

SPEA-V 508 Topics in Quantitative Analysis (1-3 cr.) P: consent of instructor. Study and application of selected quantitative methods of analysis. Additional topics that are not included in V506 and V507 may be presented, or more advanced examination of topics that are introduced in V506 or V507 may be presented.

SPEA-V 509 Administrative Ethics in the Public Sector (3 cr.) Ethical conduct in the public sector is examined. Topics covered could include personal ethical responsibility, deception, corruption, codes of ethics, policymaking, morality, politics, and whistle blowing. Case studies and media material will be used to illustrate these and other such issues affecting the workplace.

SPEA-V 512 Public Policy Process (1-3 cr.) An examination of the role of public affairs professionals in policy processes. Focuses on relationships with political actors in various policy areas.

SPEA-V 515 Sustainable Communities (3 cr.) Course explores proactive strategies for moving communities toward economic, social and environmental sustainability. Through case studies, projects, tours, and visiting professionals the new thinking in community design, from individual green buildings to regional scales of transportation, land use, commerce, natural systems restoration, waste, food, water, and energy is developed.

SPEA-V 516 Public Management Information Systems (3 cr.) This course focuses on the application of information systems concepts and tools to challenges and opportunities in the public sector. Topics covered will include current trends in information systems; managerial use of information systems; hardware, software, and telecommunications; systems development processes and practices; and strategic and policy issues in information systems.

SPEA-V 517 Public Management Economics (3 cr.) This course focuses on applications of the principles and concepts of intermediate microeconomic theory and managerial economics to public sector management decisions and policy analysis. The course utilizes case studies to give students opportunities to recognize the economic dimensions inherent in the public policy problems and to develop an analytical problem-solving orientation.

SPEA-V 520 Environmental Policy Analysis (3 cr.) The interrelationships among social, technical, and natural systems. Theories of growth. Causes and implications of environmental problems. Alternative policies and mechanisms for environmental control and bases for choice.

SPEA-V 521 The Nonprofit and Voluntary Sector (3 cr.) Same as PHST P521. The theory, size, scope, and functions of the nonprofit and voluntary sector are covered from multiple disciplinary perspectives including historical, political, economic, and social.

SPEA-V 522 Human Resource Management in Nonprofit Organizations (3 cr.) This course provides an overview of the human resource management areas necessary for the productive functioning of nonprofit organizations. Theories of motivation applicable to the management of staff and volunteers and personnel topics of recruitment, selection, board-staff relations, compensation, training, and development are covered.

SPEA-V 523 Civil Society and Public Policy (3 cr.) Exploration of interaction of public policy and nonprofit organizations, drawing on history, political theory, and social science. Includes examination of regulations and taxation. Depending on instructor's interests, course covers nonprofit role in selected policy arenas (such as environment and poverty) and industries (such as international development and health care).

SPEA-V 524 Civil Society in Comparative Perspective (3 cr.) An exploration of state-society relationships in a variety of regimes and time periods. Focuses on ways regimes' policies affect the existence and contribution of those nongovernmental and nonprofit organizations that stand between the individual and the state and how nonprofit organizations shape the policy agenda of a regime.

SPEA-V 525 Management in the Nonprofit Sector (3 cr.) P: V521 or PHST P521. An examination of nonprofit organizations and their role in society. Management issues and public policy affecting these organizations are discussed. Primary emphasis is on U.S. organizations, but attention is given to the global nature of the sector.

SPEA-V 526 Financial Management for Nonprofit Organizations (3 cr.) This course emphasizes a thorough understanding of the language and key concepts of nonprofit financial management. A working knowledge of the basic analytical tools used in financial decision making for nonprofit organizations will be examined through the use of computer software.

SPEA-V 529 Seminar in Career and Professional Development (1 cr.) Introduction to career development in public and environmental affairs. Orientation to career development approaches and resources. Discussion and practice of professional skills and techniques. Orientation to career development opportunities. Grading is on an S/F basis.

SPEA-V 539 Management Science for Public Affairs (3 cr.) P: SPEA-V 506 Focuses on management science methods as applied to public affairs. Includes treatment of decision theory, constrained optimization, and probability simulation.

SPEA-V 540 Law and Public Affairs (1-3 cr.) Explanation of law in society and its influence on public sector operations. Examination of some of the central substantive areas of the study of law, including regulatory processes, administrative adjudication, the Administrative Procedures Act, ombudsmen, and citizen rights, among others.

SPEA-V 541 Benefit-Cost Analysis of Public and Environmental Policies (3 cr.) P: SPEA-V 517 or consent of instructor A course applying benefit-cost analysis to public and environmental policies. The first part of the course develops the foundation of benefit-cost analysis. The second part of the course consists of case studies applying benefit-cost analysis to actual policy decisions.

SPEA-V 542 Governmental Financial Accounting and Reporting (3 cr.) P: SPEA-V 560 or corequisite C: SPEA-V 560 An introduction to the fundamentals of accounting in business, nonprofit, and public sectors. Intended only for students without previous accounting courses. Primary emphasis is on municipal entity fund accounting, including the development and use of financial statements.

SPEA-V 543 Health Services Management (3 cr.) A course that integrates theory and application with respect to management of health service organizations. Emphasis on the role of managers and management within formal health service organizations. Current management and organization theories are applied to an understanding of health care delivery settings.

SPEA-V 544 Marketing for Nonprofit Organizations (3 cr.) This course examines the concepts of marketing and the extent to which they apply to the nonprofit sector, as well as how marketing can assist organizations both in resource acquisition and program development/ implementation. Contexts such as social marketing, arts marketing, fundraising, education, and health care marketing will be considered.

SPEA-V 545 The U.S. Health Care System (3 cr.) An analysis of the delivery of health care in the United States from 1900 to the present. Major system components are defined and studied with emphasis on current health care policy. Topics include the organization of health care delivery on federal, state, and local levels, in both public and private sectors.

SPEA-V 546 Health Services Utilization (3 cr.) An examination of problems of access to health care and the utilization of health services. The social, political, and individual factors associated with utilization are studied, along with social change and control strategies. Special emphasis is given to power and the definition of power in the system.

SPEA-V 547 Negotiation and Dispute Resolution for Public Affairs (3 cr.) Students will learn the skill of interest-based negotiation through role play and simulation. Students will learn about dispute resolution techniques such as mediation, arbitration, fact finding, early neutral evaluation, ombudsmanship, and facilitation. The course covers dispute resolution in federal government and in the context of public, environmental, labor, and business disputes.

SPEA-V 550 Topics in Public Affairs (1-4 cr.) Selected research and discussion topics organized on a semester-by-semester basis, usually with significant student input in the course design. This course may be repeated for credit.

SPEA-V 557 Proposal Development and Grant Administration (3 cr.) This course provides the opportunity for each student to develop a complete proposal through participation in the entire grant application process. The integration of case studies, visual media, printed materials, and class discussions provides students with practical knowledge for writing successful proposals.

SPEA-V 558 Fund Development for Nonprofits (3 cr.) Important aspects of the fundraising process in nonprofit organizations are covered, including techniques and strategies for assessing potential sources of support, effective use of human resources, process management, theory to underlay practice, analysis of current practice, practice standards, and discussion of ethical problems.

SPEA-V 559 Principles and Practices of Social Entrepreneurship (3 cr.) This course will survey issues in social entrepreneurship and engage students in completing class projects applying principles and practices of social entrepreneurship to problems of nonprofit organizations, government agencies, and social-purpose business.

SPEA-V 560 Public Finance and Budgeting (1-3 cr.) The fiscal role of government in a mixed economy; sources of public revenue and credit; administrative, political, and institutional aspects of the budget and the budgetary process; problems and trends in intergovernmental fiscal relations.

SPEA-V 561 Public Human Resources Management (3 cr.) Analysis of the structure, operations, and design of public personnel systems, including government agencies and public enterprise. Relationships between public policy and personnel concepts, values, and operations are considered.

SPEA-V 562 Public Program Evaluation (1-3 cr.) Examination of how the programs of public agencies are proposed, established, operated, and evaluated. Discussion of the role and conduct of research in the program evaluation process. In addition, techniques of effective evaluation and analysis are discussed.

SPEA-V 564 Urban Management (3 cr.) This course deals with the management of public policy in American urban government, with special attention to the relationships between structure, process, and policy. Readings and case studies will focus on urban

management problems relating to leadership, planning, and operations.

SPEA-V 566 Executive Leadership (3 cr.) The course offers an in-depth examination of factors that contribute to successful executive leadership practice in a wide variety of organizational settings. Topics include what leadership is, what impact leadership has, and how leaders use various approaches and powers to achieve their goals.

SPEA-V 569 Managing Interpersonal Relations (3 cr.) P: SPEA-V 502 This course will teach students the theory and application of individual and group human behavior. Key interpersonal skills will be modeled expertly on videotape. Students will be expected to practice these key skills and receive feedback on their performance.

SPEA-V 570 Public Sector Labor Relations (1-3 cr.) An introductory overview of labor relations concepts within the framework of the public sector. The development, practice, and extent of the collective bargaining process, as well as the administration of the labor agreement, will be examined for state agencies, local municipalities, and school districts.

SPEA-V 572 Urban Topics (3 cr.) Selected topics in urban policy and administration. The course is sometimes restricted to a special group of students in order to focus on a particular research interest.

SPEA-V 580 Readings in Public Affairs (1-3 cr.) P: Consent of instructor Readings on selected topics in public affairs. This course may be repeated for credit.

SPEA-V 581 Public Safety Law (1-3 cr.) Survey of historical development of Anglo-American law of public safety, including criminal law, civil remedies, administrative regulation of risk, and recent developments in employee and consumer safety. Emphasis on understanding legal theory and practice as basis for management decisions. Comparison of jurisprudential viewpoints and other disciplinary approaches to causation, prevention, and correction of public safety problems.

SPEA-V 585 Practicum in Public Affairs (1-6 cr.) Students hold work assignments with public agencies. Grading is on an S/F basis. This course may be repeated for credit.

SPEA-V 586 Public Safety in the U.S. (2-3 cr.) Overview of criminal justice and public safety. Definitions of public safety and identification of major components. Functional description of major public safety agencies. Discussion of basic issues in public safety. Management in public safety system.

SPEA-V 590 Research in Public Affairs (1-6 cr.) P: Consent of instructor Research on selected topics in public affairs. This course may be repeated for credit.

SPEA-V 595 Managerial Decision Making (1-3 cr.) P: SPEA-V 504 and V 539 Applications of decision-making tools to substantive public management problems. A variety of managerial cases and issues are selected for intensive discussion and analysis.

SPEA-V 597 Land Use Planning (3 cr.) The course examines the theoretical basis and practical need for land use planning. Emphasis is placed on the institutional context in which land use planning occurs. The course provides an in-depth analysis and exercise in plan preparations.

SPEA-V 598 Governing and Leading in a Global Society (3 cr.) This gateway course will increase the student's appreciation of the role of the profession in governance across multiple sectors of society within the global context. Students will learn norms associated with effective practice and frame a professional development plan to acquire the leadership skills to support these norms.

SPEA-V 600 Capstone in Public and Environmental Affairs (3 cr.) Interdisciplinary course designed to expose students to the realities of the policy process through detailed analyses of case studies and projects. Course integrates science, technology, policy, and management.

SPEA-V 601 Workshop in Public Affairs (1-6 cr.) Projects in public affairs. The students work on a research and resource team to complete a project for a public-sector client. Faculty act as project managers and resource personnel.

SPEA-V 602 Strategic Management of Public and Nonprofit Organizations (3 cr.) P: V502. Concepts, cases, and problem solving associated with the structure and process of strategic management in the public sector, broadly defined to include governmental and nongovernmental organizations.

SPEA-V 639 Managing Government Operations (3 cr.) P: V502. This is an introductory survey of operations management. Emphasis is placed on the analysis, design, and management of operation systems using models from operations management. Readings, lectures, and structured exercises are used to present the models and demonstrate their application.

SPEA-V 645 Environmental Law (3 cr.) An overview of U.S. environmental law. Key environmental statutes are examined, as are court decisions interpreting those statutes. Topics include water and air pollution, hazardous waste, toxins, pesticides, and environmental impact statements.

SPEA-V 650 Topics in Public Personnel Management (1-3 cr.) P: V561. Readings and research on selected topics in the public personnel field. Topics may include such subjects as affirmative action, occupational health and safety, workforce forecasting and planning, and personnel approaches to position classification.

SPEA-V 652 Managing Work Force Diversity in Public Organizations (3 cr.) P: SPEA-V 502 Explores and applies theoretical and empirical research from a management perspective on workforce diversity. Topics include theories and constructs pertaining to diversity in work organizations, organizational postures toward workplace diversity, the interface between heterogeneity, work processes, and management practices; and the effects of heterogeneity on work-related outcomes.

SPEA-V 662 Public Program Management and Contracting (3 cr.) An examination of theories, concepts, and processes concerning multi-actor program implementation and alternative forms of service delivery. Focus will be on the problems and challenges public managers face in designing and managing

contractual relationships, networks, and other complex implementation structures.

SPEA-V 662 Seminar in Productivity and Program Evaluation (3 cr.) Examines the problem of rigorously determining the productivity of governmental services, including problems of defining and measuring public products, specifying public service inputs, and statistically estimating public service production functions. Concepts are given concrete application through careful investigation of attempts to measure productivity of governmental services.

Undergraduate Courses

Criminal Justice Courses

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 201 Theoretical Foundations of Criminal Justice Policies (3 cr.) P: SPEA-J 101 This course examines the impact of sociological, biological, and economic theories of crime and the practice of criminal justice. Focus is on the nature and importance of theory, context of theoretical developments, methods for the critical analysis of theoretical developments, and policy implications of the varying perspectives considered.

SPEA-J 202 Criminal Justice Data, Methods, and Resources (3 cr.) P: SPEA-J 101 Course examines basic concepts of criminal justice. Students become familiar with research techniques necessary for systematic analysis of the criminal justice system, offender behavior, crime trends, and program effectiveness. Students will learn to critically evaluate existing research. Students will become familiar with existing sources of criminal justice data and will learn to assess the quality of that data.

SPEA-J 215 Concepts of Forensic Science (3 cr.) Forensic science and the criminal justice system. Evidence collection and analysis. Forensic chemistry including drugs and trace evidence; biology including blood spatter and DNA; pathology; entomology; anthropology; and forensic science and the law. Please note that students taking this course cannot also receive credit for J322.

SPEA-J 222 Murder in America: Causes and Consequences (3 cr.) An investigation of homicide in the United States. Focus on the level and nature of homicides as well as domestic homicides; serial and mass murder; race, ethnicity, and gender; drugs and alcohol; school and workplace homicides; investigation; profiling and the death penalty; and homicide prevention and intervention programs.

SPEA-J 260 Topics in Criminal Justice (1-3 cr.) Study of selected issues in criminal justice. Topics vary from semester to semester. This course may be repeated for credit.

SPEA-J 272 Terrorism and Public Policy (3 cr.) This course surveys terrorism in democratic societies, with an emphasis on public policy responses designed to combat terrorism. Overviews of terrorist organizations in various countries are interspersed with analyses of significant terrorist events and public policies, and legal and public safety responses the events create.

SPEA-J 275 Diversity Issues in Criminal Justice (3 cr.) This course will examine the influence of diversity issues such as race, ethnicity, class, and gender on crime and the treatment of underrepresented groups thoughout the American criminal justice system.

SPEA-J 301 Substantive Criminal Law (3 cr.) P: SPEA-J 101 Recommended: SPEA-J 201, SPEA-J 202 The development, limitations, and application of substantive criminal law utilizing the case-study method.

SPEA-J 302 Procedural Criminal Law (3 cr.) P: SPEA-J 101 Criminal law application and procedure from the initiation of police activity through the correctional process, utilizing the case-study method.

SPEA-J 303 Evidence (3 cr.) P: SPEA-J 101 The rules of law governing proof at trial of disputed issues of fact; burden of proof; presumptions and judicial notice; examination, impeachment, competency, and privileges of witnesses; hearsay rule and exceptions—all related as nearly as possible to criminal, as opposed to civil, process.

SPEA-J 304 Correctional Law (3 cr.) P: SPEA-J 101 Legal problems from conviction to release: pre-sentence investigations, sentencing, probation and parole, incarceration, loss and restoration of civil rights.

SPEA-J 305 Juvenile Justice (3 cr.) P: SPEA-J 101 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: SPEA-J 101 Recommended: SPEA-J 201, SPEA-J 202 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 310 Introduction to Administrative Processes (3 cr.) P: SPEA-J 101 Introduction to principles of management and systems theory for the administration of criminal justice agencies. Credit not given for both J310 and V270.

SPEA-J 312 White Collar Crime (3 cr.) P: SPEA-J 101 White collar crime is an examination of the definitions, theories, laws, and policy responses that shape crimes by corporations, government agencies, professionals, and others engaged in legitimate occupations.

SPEA-J 320 Criminal Investigation (3 cr.) P: SPEA-J 101 Theory of investigation, crime scene procedures, interviews, interrogations, surveillances, and sources of information; collection and preservation of physical evidence; investigative techniques in specific crimes.

SPEA-J 321 American Policing (3 cr.) P: SPEA-J 101 Recommended: SPEA-J 201, J 202 This course will examine the history, evolution, and organization of policing in the United States. Emphasis is placed on such major contemp-orary issues as the police role, discretion, use of force, corruption, accountability, and community policing.

SPEA-J 322 Introduction to Criminalistics (3 cr.) P: SPEA-J 101 Recommended: SPEA-J 301 The broad range of physical evidence developed through the investigative process, and methods of identifying and establishing validity and relevance through forensic laboratory techniques.

SPEA-J 324 Technology, Crime, and Public Safety (3 cr.) P: SPEA-J 101 Focuses on role of technological systems in criminal justice, system types available, evolving applications, usages by public safety organizations, technology use by criminals and terrorists, the management and organizational effects of technologies, training, cost issues, anticipated impacts of technologies, and the political and legal implications for citizens and the public.

SPEA-J 331 Corrections (3 cr.) P: SPEA-J 101 Recommended: SPEA-J 201, J 202 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-J 355 Global Criminal Justice Perspectives (3 cr.) P: SPEA-J 101 An international review of select criminal justice perspectives and systems within the primary legal traditions of common, civil, Islamic, and socialist systems, as well as those that do not fit into established categories, such as Native American and African tribal justice.

SPEA-J 369 Private Justice: Police, Courts, and Corrections (3 cr.) P: SPEA-J 101 This course examines the role of private policing and security, courts and adjudication, and corrections. Includes legislative and ethical issues and the economics of criminal and juvenile justice privatization. Principles of loss prevention, protection of assets, relationship between public and private services, current issues in privatization.

SPEA-J 370 Seminar in Criminal Justice (3 cr.) P: SPEA-J 101 Selected contemporary topics in criminal justice. This course may be repeated for credit.

SPEA-J 376 Principles of Public Safety (3 cr.) P: SPEA-J 101 Examination of threats to public safety and of governmental response at various levels to those threats. Treatment of such areas as transportation and highway threats, occupational safety and health, criminal threats, emergency and disaster planning, consumer protection, and fire control and suppression. Discussion of techniques to identify and measure risk, the acceptability of risk, and governmental attempts to control risk.

SPEA-J 380 Internship in Criminal Justice (1-6 cr.) P: Permission of instructor Open to interested students who qualify upon approval of the faculty. Students may be placed with various criminal justice agencies for assignment to a defined task relevant to their educational interests. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. Course is graded S/F (Satisfactory/Fail). This course may be repeated for credit.

SPEA-J 387 Foundations of Homeland Security (3 cr.) Examination of the theory and research driving homeland security and emergency management measures and an analytical look at the practices and principles of homeland security from an empirical perspective.

SPEA-J 426 Mapping & Analysis-Public Safety (3 cr.) P: SPEA-J 101 or SPEA-J 150 The use of the geographic information systems to map locations of events and analyze patterns for decision making in areas of public safety including criminal justice, fire services, emergency management, and homeland security.

SPEA-J 429 Public Safety Management and Leadership (3 cr.) This capstone course is designed to examine the major public management principles, policy concerns, and leadership theories learned in an undergraduate management curriculum as they relate to how public safety is achieved in the field and in the policy making arena.

SPEA-J 433 Institutional Corrections (3 cr.) P: SPEA-J 101 The history and development of the jail, penitentiary, prison, and reformatory. Analysis and evaluation of contemporary imprisonment.

SPEA-J 439 Crime and Public Policy (3 cr.) P: SPEA-J 201, J 202 and K 300 A detailed examination of the major efforts designed to control or reduce crime. A review of existing knowledge is followed by an investigation of current crime-control theories, proposals, and programs.

SPEA-J 440 Corrections in the Community (3 cr.) P: SPEA-J 101 A detailed analysis of correctional alternatives to incarceration that focus on the reintegration of the offender while remaining in the community. Because of their extensive use, considerable attention is given to probation and parole. Other topics include diversion, community residential programs, restitution, halfway houses, and home detention.

SPEA-J 445 Trends in Corrections (3 cr.) P: SPEA-J 101 Analysis and evaluation of contemporary correctional systems. Discussion of recent research concerning the correctional institution and the various field services.

SPEA-J 460 Police in the Community (3 cr.) P: SPEA-J 101 In-depth examination of crime as an urban policy problem, focusing on the role of police and victims in defining crime as a policy problem and their role in seeking to reduce the incidence of crime.

SPEA-J 470 Seminar in Criminal Justice (1-3 cr.) P: Senior Standing Emphasizes current developments in legal, administrative, and operational aspects of the criminal justice system.

SPEA-J 480 Research in Criminal Justice (1-6 cr.) P: Junior standing and consent of instructor Individual research under guidance of faculty member. This course may be repeated for credit.

SPEA-E 100 Environmental Topics (1-3 cr.) Study of selected issues in environmental affairs. Topics vary from semester to semester. This course is repeatable.

SPEA-E 162 Environment and People (3 cr.) An interdisciplinary examination of the problems of population, pollution, and natural resources and their implications for society. Credit not given for both SPEA-E 162 and E 262.

SPEA-E 272 Introduction to Environmental Sciences (3 cr.) P: statistics Application of principles from life and physical sciences to the understanding and management of the environment. Emphasis will be placed on (1) the physical and biological restraints on resource availability and use, and (2) the technological and scientific options to solving environmental problems.

SPEA-E 400 Topics in Environmental Studies (1-3 cr.) An interdisciplinary consideration of specific environmental topics. This course is repeatable.

SPEA-E 412 Risk Communication (3 cr.) Risk communication is the means by which technical information is communicated to others (the public included), especially in the context of making decisions about environmentally related policy (such as siting of a landfill). The course emphasizes both theory (in lectures) and practical experience through developing and acting in role-play scenarios.

SPEA-E 431 Water Supply and Wastewater Treatment (3 cr.) P: SPEA-E 272, CHEM-C 101 or equivalent, and MATH-M 119 or equivalent Health and ecological premises for water and wastewater treatment; principles of water supply; treatment, distribution, and construction; basis for water standards and laboratory examinations; wastewater disposal methods and construction for private installations, institutions, municipalities, and industries; water quality control with respect to wastewater pollution.

SPEA-E 451 Air Pollution and Control (3 cr.) P: SPEA-E 272, CHEM-C 101 or equivalent, and MATH-M 118 or equivalent A survey course covering the chemistry, transport, and fate of air pollutants related to current issues of air quality, such as photochemical smog, ozone depletion, particulate matter, and indoor air quality. Topics include the types, sources, health and environmental effects, measurement, evaluation, control, regulation, and modeling of air pollution concentrations.

SPEA-E 452 Solid and Hazardous Waste Management (3 cr.) P: SPEA-E 272 Types and sources of solid waste; collection methods; disposal techniques: sanitary landfill, incineration, composting, reclaiming, or recycling; advantages and disadvantages of each; special and hazardous waste handling; operation and management of solid and hazardous waste programs.

SPEA-E 476 Environmental Law and Regulation (3 cr.) Introductory course in environmental law and regulation. Subjects covered include command and control regulation, air quality, water quality, toxics, waste management, energy, natural resources, international environmental law, and alternative dispute resolution.

SPEA-E 490 Directed Field Research in Environmental Science (1-4 cr.) Individualized laboratory or field-based research in any field of environmental science, under the direction of an advising professor. Students are expected to write a report on their research at the end of each semester. May be used to fulfill laboratory course requirement with the permission of the appropriate science department.

SPEA-E 491 Honors Research in Environmental Science (1-4 cr.) Individualized laboratory or field-based honors research in any field of environmental science, under direction of an advising professor. Students are expected to write a report on their research at the end of each semester. May be used to fulfill laboratory course requirement with permission of the appropriate science department.

Public Affairs Courses

SPEA-K 300 Statistical Techniques (3 cr.) P: MATH M 014 or equivalent Recommended: MATH-M 118 Nature of statistical data. Ordering and manipulation of data. Measures of central tendency and dispersion. Elementary probability. Concepts of statistical inference decision: estimation and hypothesis testing. Special topics discussed may include regression and correlation, analysis of variance, nonparametric methods. Credit not given for both K300 and either ECON E270/E370, SOC S250, or PSY/MATH K310.

SPEA-K 301 Statistics Laboratory (1 cr.) C: SPEA-K 300 This course is an optional 1 credit hour module to accompany K300 and must be taken concurrently with K300. The course focuses on application of techniques being taught in K300. The course will allow students to obtain tutoring with specific problems. K301 sessions will be linked with K300 lectures.

SPEA-V 100 Current Topics in Public Affairs (1-3 cr.) Readings and discussion of current public issues and problems. This course may be repeated for credit.

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.

SPEA-V 221 Nonprofit and Voluntary Sector (3 cr.) This course provides a broad overview of the United States nonprofit sector. Topics include the sector's size and scope and its religious, historical, and theoretical underpinnings. It also examines perspectives on why people organize, donate to, and volunteer for nonprofit organizations and looks at current challenges that the sector faces.

SPEA-V 241 Management Foundations and Approaches (3 cr.) This course examines core functions of management and the political socioeconomic context within which organizations operate in different sectors of employment. It is organized into five main parts: what management entails, approaches to the study of management, contextual factors, core issues, and management functions. Course concludes with a capstone exercise.

SPEA-V 246 Elements of Governmental and Nonprofit Financial Accounting Cycle (3 cr.) This is a course designed to prepare students for next-level courses in governmental accounting and reporting, nonprofit accounting and reporting, and health accounting and finance.

SPEA-V 252 Career Development (3 cr.) Career planning and placement strategies, assessment of labor market information, market surveys, and development of customized portfolios. Emphasis given to projects, papers, and independent research.

SPEA-V 260 Topics in Public Affairs (1-3 cr.) Study of selected issues in public affairs. Topics vary from semester to semester. This course may be repeated for credit.

SPEA-V 261 Computers in Public Affairs (3 cr.) An introduction to computer applications in public affairs. Topics include basic terminology, core concepts, and issues associated with managing operating systems, designing networks, and applying user information technology to public affairs problems. Issues of security and ethics in computing are also considered.

SPEA-V 263 Public Management (3 cr.) This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public managers, the effect of the intergovernmental environment and, in particular, problems of management in a democratic, limited government system.

SPEA-V 264 Urban Structure and Policy (3 cr.) An introduction to urban government and policy issues. Topics include urban government structure and policy making, the economic foundations and development of cities, demography of cities and suburbs, land-use planning, and other selected urban policy problems. Credit not given for both SPEA V161 and SPEA V264.

SPEA-V 270 Survey of Administrative Techniques (3 cr.) Introduction to principles of management and systems theory for the administration of public agencies. Credit not given for both V270 and J310.

SPEA-V 272 Terrorism and Public Policy (3 cr.) A survey of the incidence of terrorism in democratic societies, with particular emphasis on public policy responses designed to combat terrorism in cities. Overviews of ongoing conflicts with terrorist organizations in various countries are interspersed with analyses of significant terrorist events and the public policies and responses such events create.

SPEA-V 340 Urban Government Administration (3 cr.) Structure of local government in the United States, federalism and intergovernmental relations, policy problems faced by local officials, and the implications of these problems for local government administrators.

SPEA-V 346 Introduction to Government Accounting and Financial Reporting (3 cr.) P: BUS-A 200 or A 201 or consent of instructor An introduction to government accounting, including comparison with accounting for the private sector, intended as background for the use of financial administrators. The course deals primarily with municipal accounting. Not open to students with more than 7 credit hours of accounting.

SPEA-V 348 Management Science (3 cr.) P: SPEA-K 300, MATH M025 or MATH-M 118 Introduction to management science models and methods for policy analysis and public management. Methods include decision analysis, linear programming, queuing analysis, and simulation. Computer-based applications are included. Prior familiarity with computers is recommended, though not required.

SPEA-V 350 Introduction to Development Administration (3 cr.) Introduction to the administration of development activities in poor countries. Examines key problems, including the complexity of development, the interplay of external donors and domestic administration, and the difficulties of organizing and managing development efforts. Combines cases and textual readings, allowing the student to analyze actual programs, policies, and projects.

SPEA-V 352 Personal Career Planning (1 cr.) Investigation of careers, the world of work, and the career planning process. The focal point is on students and their goals. Provides assistance in developing practical, meaningful, and realistic insights into the nature of making a public career choice in today's world. Credit not awarded for both V352 and BUS X420.

SPEA-V 356 Introduction to Nonprofit Accounting and Reporting (3 cr.) P: P: BUS-A 200 or A 201 or consent of instructor This course covers concepts and processes of nonprofit accounting and financial reporting with exploration of differences between for-profit, governmental, and nonprofit systems. Examples will be drawn from health organizations, welfare agencies, charities, and educational institutions.

SPEA-V 361 Financial Management (3 cr.) P: BUS-A 200 or BUS-A 201 This course introduces students to accounting, financial management techniques, and financial reporting. Topics include accounting, debit/credit sheets and balance sheets, financial indicators, fund balances, fringe benefits and pensions, and payroll management.

SPEA-V 362 Nonprofit Management and Leadership (3 cr.) Students in this course examine the management practices of nonprofit organizations. The course encourages students to take the perspectives of nonprofit managers, volunteers, board members, policy makers, donors, and clients. Course projects expand understanding of the nonprofit sector and develop students' management skills, analytical tools, and knowledge.

SPEA-V 365 Urban Development and Planning (3 cr.) P: SPEA-V 264 and K 300 This course identifies the major problems associated with urban development in the United States and investigates the potential of public planning strategies and tools to deal with these problems. An emphasis is placed on the application of analytical approaches to problem definition and solution.

SPEA-V 366 Managing Behavior in Public Organizations (3 cr.) This course provides an introduction to the management of people in public organizations. Focus is on behavioral science in management and related analytical and experiential applications.

SPEA-V 368 Managing Government Operations (3 cr.) P: SPEA-V 348 Application of analytical techniques to operating decisions in public management sector. Cases are used extensively to illustrate the application of techniques (such as charting, capacity and demand analysis, forecasting, performance measurement, decision

analysis, queuing/simulation, Markov modeling, and cost-effective analysis) to design, scheduling, inventory assignment, transportation, and replacement decisions.

SPEA-V 369 Managing Information Technology (3 cr.) Analysis and application of information technology to problem solving.

SPEA-V 370 Research Methods and Statistical Modeling (3 cr.) P: SPEA-K 300 or equivalent This course will introduce the student to the basic methods, issues, analytical techniques, and ethical considerations of evaluation research.

SPEA-V 371 Financing Public Affairs (3 cr.) P: SPEA-V 170, ECON-E 201, and E 202 A survey of economic and political theories of market failures, public expenditure evaluation, economic stabilization, systems of redistribution, and fiscal federalism. Examples and applications to contemporary government decisions.

SPEA-V 372 Government Finance and Budgets (3 cr.) P: SPEA-V 170, ECON-E 201 or E 202 Study of fiscal management in public agencies, including revenue administration, debt management, and public budgeting.

SPEA-V 373 Human Resources Management in the Public Sector (3 cr.) The organization and operation of public personnel management systems with emphasis on concepts and techniques of job analysis, position classification, training, affirmative action, and motivation.

SPEA-V 375 Emergency Services Administration (3 cr.) An overview of management principles and functional components of EMS systems.

SPEA-V 376 Law and Public Policy (3 cr.) The purpose of this course is to provide a basic understanding of the origins, process, and impact of law in the making and implementing of public policy. The course's major objective is to provide students with the substantive concepts necessary to understand the judicial system and law in its various forms.

SPEA-V 377 Legal Process and Contemporary Issues in America (3 cr.) P: SPEA-V 376 An introduction to the American legal system, including the Constitution, courts system, and administrative law in federal and state agencies. Readings and discussion center around current issues affected by the legal process.

SPEA-V 378 Policy Processes in the United States (3 cr.) P: senior standing. Intended as an integrative senior course, primarily for SPEA students. Course content includes analytical perspectives of the policy process, the centers of policy, and the public interest. Selected cases involving problem analysis and decision making on public issues are included, as well as discussion of current policy issues.

SPEA-V 379 Performance Measurement and Program Evaluation (3 cr.) This course provides an overview of program evaluation as it relates to public affairs, criminal justice, health policy, and environmental science, with particular emphasis on measuring program outcomes. The course is designed for students who envision themselves working in management, policy making, or research roles.

SPEA-V 380 Internship in Public and Environmental Affairs (0-6 cr.) P: Consent of instructor Open to interested students upon approval of the faculty. Students are placed with public agencies or governmental units for assignment to a defined task relevant to their educational interests in public affairs. Tasks may involve staff work or research. Full-time participants may earn up to 6 credit hours. Course is graded S/F. This course may be repeated for credit.

SPEA-V 381 Professional Experience (1-6 cr.) Students will be required to fulfill a minimum of 120 hours of relevant professional work.

SPEA-V 382 Political Action and Civic Engagement (3 cr.) Examines citizen efforts to effect social change, with an emphasis upon political movements and parties as mechanisms for achieving that change.

SPEA-V 386 Case Studies for Policy Analysis (3 cr.) This course focuses on analyzing case studies of public policies using a variety of disciplinary perspectives, including application of the principles and concepts of intermediate microeconomic theory.

SPEA-V 390 Readings in Public and Environmental Affairs (0-3 cr.) P: Consent of instructor Independent readings and research related to a topic of special interest to the student. Written report required. This course may be repeated for credit.

SPEA-V 391 Honors Readings in Public and Environmental Affairs (1-3 cr.) P: Consent of instructor and honors advisor Restricted to students in SPEA Honors Program. This course may be repeated for credit.

SPEA-V 401 Financial and Cost-Benefit Analysis (3 cr.) This course familiarizes students with the principles of financial analysis, cost-benefit analysis, and Kaldor/Hicks accounting. Topics include net present value calculation, net annual worth, public and private decision criteria, and market data adjustment for taxes, rents, and other market distortions.

SPEA-V 405 Public Law and the Legislative Process (3 cr.) This course focuses on Congress as a policy-making body in the United States public law system. It covers the constitutional framework for congressional operations as well as technical aspects of the legislative process such as bill drafting and analysis, the role of leadership, and the prerogatives of individual members.

SPEA-V 406 Public Law and the Electoral Process (3 cr.) The purpose of this course is to facilitate understanding of the interaction of electoral politics and policy. It covers the legal framework of the evolution of the "right" to vote, the impact of the judiciary on the structure of elections, limitations on campaign practices, and the importance of legislative districting and its control.

SPEA-V 408 Individual Rights, Common Goods and Public Policies (3 cr.) Considers the tension between individual and majoritarian rights in our constitutional system, and the effects of that tension on the formulation of public policy.

SPEA-V 412 Leadership and Ethics (3 cr.) This course is designed to examine the complex leadership issues and challenges facing communities and explore how citizens and government can work together to address these challenges. This includes exploration of how the problems, conflicts, and dilemmas encountered by leaders when

making decisions must be considered within an ethical framework.

SPEA-V 421 Metropolitan Development (3 cr.) Discussion of the process of development in metropolitan regions. Includes topics such as economic development, land use evolution, and demographic change. Consideration of relevant policy issues.

SPEA-V 422 Transportation Policy Analysis (3 cr.) This course examines current issues in transportation to identify the key analytic and management issues that must be considered in developing effective public policy. Particular emphasis will be placed on examining the rationale for and actual impact of existing government policies, and on analyzing the likely impacts of policy alternatives.

SPEA-V 432 Labor Relations in the Public Sector (3 cr.) An introductory overview of labor relations in the public sector. Course includes the development, practice, and extent of the collective bargaining process and administration of the labor agreement by state and local governments.

SPEA-V 435 Negotiation and Alternative Dispute Resolution (1-4 cr.) This course introduces students to the theories and techniques of alternative dispute resolution. The course covers interest-based negotiation, mediation, arbitration, fact finding, early neutral evaluation, and other techniques used in business, labor relations, environmental disputes, family relations, and international affairs.

SPEA-V 436 Communication for Government and Nonprofit Organizations (3 cr.) This course will develop an appreciation regarding the critical nature of communication by managers in the public and nonprofit sector. It will introduce students to the skills critical to effective communication as professionals.

SPEA-V 438 Mass Media and Public Affairs (3 cr.) Course will analyze the role of the media in the formation of public policy, including the responsibility of journalists, legal and ethical constraints, business pressures and their effects, impact of technology, and similar issues.

SPEA-V 441 Topics in Financial Management and Policy (3 cr.) P: SPEA-V 372 Various topics focusing on financial management and policy are examined in state and local settings. This course may be repeated for credit.

SPEA-V 442 Topics in Budgeting or Cost/Benefit (3 cr.) P: SPEA-V 372 Various topics in budgeting or cost/benefit analysis are examined. This course may be repeated for credit.

SPEA-V 443 Managing Workforce Diversity (3 cr.) The composition and nature of the work force is changing. Managers must decide how to accommodate real differences among the members of their organizations. This course seeks to provide information for practitioners who hope to integrate an understanding of workforce diversity into their management style and professional behavior.

SPEA-V 444 Public Administrative Organization (3 cr.) A review of research findings and analysis of the operation of public agencies and their performance.

SPEA-V 447 Federal Budget Policy (3 cr.) Examination of the institutions and processes involved in putting together the annual federal budget, with emphasis on the role of the Appropriations and Budget Committees in Congress and on the White House and the Office of Management and Budget in the executive branch. Selected major policy areas will be considered.

SPEA-V 449 Policy Senior Seminar (3 cr.) P: V348. Discussion of the role of policy analysts in government. Applications of analytical tools to substantive policy areas such as transportation, community development, education, poverty, manpower, and health.

SPEA-V 450 Contemporary Issues in Public Affairs (1-3 cr.) Extensive analysis of selected contemporary issues in public affairs. Topics vary from semester to semester. This course may be repeated for credit.

SPEA-V 451 Social Policy and the Aging (3 cr.) A focused examination of government and the elderly. Public policy and administration of income, health, housing, employment, and social service programs, as well as analysis of the context of aging policy.

SPEA-V 456 Topics in Public Law (3 cr.) Extensive analysis of selected contemporary issues in public law. Topics vary from semester to semester. This course may be repeated for credit.

SPEA-V 457 Management Science in the Public Sector (3 cr.) P: V348, CSCI C211, and K300. An intermediate treatment of management science methods with primary application to public managerial decision support. Topics include network analysis, queuing, simulation, and others. Computer-based analysis is emphasized.

SPEA-V 458 Fund Development for Nonprofit Organizations (3 cr.) Course builds an understanding of the practice, philosophy, law, and theory of fundraising. Students establish an organization's value base and mission, prepare funding appeals, evaluate readiness for a campaign, assess funding sources, implement fundraising vehicles, evaluate effectiveness, and discuss stewardship of contributions.

SPEA-V 460 Intergovernmental Relations (3 cr.) Overview of the dynamics of multiorganizational governance in the United States. Examination of federal and other systems. Structure and operations of intergovernmental programs and the role of managers within these systems.

SPEA-V 461 Computer Applications in Public Affairs (3 cr.) P: BUS K201. This course is designed to provide students with the essentials of computer hardware and software needed to operate effectively in a public sector environment. The course will emphasize public sector applications using software packages or microcomputers and minicomputers.

SPEA-V 462 Community Development (3 cr.) The process and outcomes of local citizen-based efforts to improve social, economic, and cultural conditions. Interaction of public and nonprofit sectors in community revitalization. Experiences, cases, and problems involving both rural and urban settings.

SPEA-V 463 Interpersonal Relations in the Workplace (1-4 cr.) Key interpersonal skills will be modeled through

a variety of media and experiences. Students will practice these skills and receive feedback. Students will be expected to participate in structured experiences designed to give them insight into their behavior and how it will affect their ability to achieve personal and professional objectives.

SPEA-V 465 Geographic Information Systems for Public and Environmental Affairs (3 cr.) P: V261 and V369. Students will learn the concepts, methodologies, and perspectives essential for using geographic information systems (GIS) to address critical public affairs issues. Through course projects, students will learn how to use desktop and Internet-based GIS applications and will develop complementary skills related to designing and implementing GIS applications for public-sector organizations.

SPEA-V 470 Community Development Workshop (3 cr.) This course will be conducted as an undergraduate research workshop. The focus will be on community development problems, such as long-range planning, the delivery of government services, or local economic development. The research topic of the course will change each year and will be announced the preceding semester.

SPEA-V 471 Urban Management Systems (3 cr.) P: V348 and senior standing. This course is designed to extend the student's skill in applying a variety of qualitative and quantitative methods to the problems of urban government planning and management.

SPEA-V 473 Management, Leadership, and Policy (3 cr.) P: SPEA-K 300 and V 370 This course seeks to integrate learning across the public affairs curriculum. Students will review and reflect about their learning in management, leadership, and policy. Experiential methods —service learning, projects, cases, and exercises—will be used to help students apply theory, concepts, and skills.

SPEA-V 475 Database Management Systems (3 cr.) P: SPEA-V 261, V 369 or equivalent Students learn contemporary theories and methodologies regarding design, use, and management of database systems among public-sector organizations. The course provides hands-on experience with tools such as entity-relationship diagrams, query languages, database management software; and an understanding of critical database management issues such as security, backup, and recovery.

SPEA-V 490 Directed Research in Public and Environmental Affairs (0-3 cr.) To be arranged with the individual instructor and approved by the chairperson of the undergraduate program. This course may be repeated for credit.

SPEA-V 491 Honors Research in Public and Environmental Affairs (1-3 cr.) P: Consent of instructor and honors advisor Restricted to students in the SPEA Honors Program. This course may be repeated for credit.

SPEA-V 499 Honors Thesis (3 cr.) P: Consent of instructor and honors advisor Research and paper to be arranged with individual instructor and approved by the campus SPEA Honors Program director. This course may be repeated for credit.

School of Science

Welcome to the School of Science at IUPUI!

The School of Science at IUPUI provides an environment where students are both challenged and nurtured by each other, faculty and staff on a campus with a multitude of resources to help students succeed.

The School of Science offers over 25 undergraduate, ten masters, and nine Ph.D. degree programs across seven departments. In addition to preparing students for science or technology-related careers and for advanced study in graduate school, an undergraduate program in one of the sciences is an excellent background for professional study in medicine (including veterinary medicine), dentistry, business administration, law, and areas of the social sciences where quantitative methods are important.

Students here reap the benefits of small classes, an interactive learning environment, and challenging material and lab work. As early as their freshman year, our undergraduates are able to participate in real research with renowned faculty. Our undergraduate students have co-authored research papers and presented at national conferences.

We're a community of learners and students thrive here. Students support each other through peer-led mentoring, providing a unique environment where students become leaders by teaching others. Student organizations and volunteer programs are just a couple of the ways for students to get involved outside of the classroom.

We're great scientists, but more importantly, we're innovative teachers. As a school and a university, we've developed teaching methods that engage and encourage students—and are used at universities throughout the United States. Simply put, we care about our students.

The School of Science and its seven departments are situated in the heart of Indianapolis, near five hospitals, the Indiana University schools of medicine, dentistry and nursing, and countless science and technology companies. Through internships and undergraduate research, our students have opportunities to collaborate across disciplines, across campus, and across the academic and business communities. Our graduates emerge as well-rounded scientists whose experiences have prepared them to solve the problems of the future.

The School of Science at IUPUI is critical to the success of the life, health and technology industries in central Indiana—our graduates are the life blood of an economy that needs innovative thinkers, contributing team members and eager learners. Committed to having real impact in their work and community, our graduates emerge from the School of Science as well-rounded scientists whose experiences have prepared them to solve the problems of the future.

Bulletin Designation and Program Planning

Bulletin Designation

All colleges and universities establish certain academic requirements that must be met before a degree is granted. These regulations concern such things as curricula and courses, majors and minors, and campus residence. Advisors, directors, and deans will aid students in meeting these requirements, but students are responsible for fulfilling them. At the end of the course of study, the faculty and the Board of Trustees vote on the conferring of degrees. If requirements have not been satisfied, degrees will be withheld pending satisfactory completion of these requirements. For this reason, students need to acquaint themselves with all regulations and to remain informed throughout their university career.

This bulletin lists the requirements and regulations in effect for students who are admitted to the School of Science in August 2012 (Fall semester). Students who enter after this date may be subject to different requirements; students who entered before August 2012 may elect to follow the graduation requirements that were in effect at the time of their admission to their degree program or the graduation requirements that became effective thereafter. However, the requirements chosen must be from only one bulletin. If a student has not completed a bachelor's degree program within eight years of admission, the student may be obliged by the major department to meet the requirements of a subsequent bulletin. Additionally, students in good standing who have not been enrolled at the university for two or more consecutive years must satisfy the requirements of the School of Science bulletin in effect upon their return.

Program Planning and Advising Guidelines

The experience of academic advisors and of successful students suggests the following guidelines for effective planning of undergraduate programs:

- Students should be thoroughly familiar with all academic requirements that must be met before a degree is granted.
- Students should seek appointments with academic advisors in their major departments before the dates established by the university calendar for registration. In such conferences students should, as a minimum objective, make certain that they review their degree requirements and that they have made an appropriate plan for the next semester.
- Each student should understand that the responsibility for determining an appropriate academic program and for meeting every degree requirement rests with the student; faculty or staff members acting in the capacity of advisors are obligated only to assist students in meeting this responsibility. Any student who needs clarification of any of the requirements for the degree program is urged to obtain this clarification from an academic advisor or from the School of Science, Science Building, Room LD 222, phone (317) 274-0625.

Centers of Research Excellence in the School of Science

School of Science research centers enable faculty and their student teams to engage in ongoing interdisciplinary projects, funded in part by federal grants and foundation support. Research Centers include:

- Assertive Community Treatment Center of Indiana (ACT)
- Center for Earth and Environmental Science (CEES)
- Center for Mathematical Biosciences
- Center for Membrane Biosciences

- Center for Nuclear Magnetic Resonance
- Center for Regenerative Biology and Medicine
- Center for Urban Health
- Center for Visual Information Sensing and Computing
- Institute for Integrated Nanosystems Development
- Institute for Mathematical Modeling and Computational Science

Contact Information

The School of Science
IUPUI
Science Building, LD 222
402 N. Blackford Street
Indianapolis, IN 46202-3276

Phone: (317) 274-0625
Fax: (317) 274-0628
E-mail: science@iupui.edu

Contacts for Academic and Student Affairs

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Academic Affairs

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Darryl Newsom
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Molly Rondeau
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Angel A. Campbell
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Career Development Services

Willow King-Locke
Director
Career Development Services
E-mail: wkingloc@iupui.edu

Marcy K. Carlson
Career Specialist
E-mail: mkcarlso@iupui.edu

Degree and Certificate Programs

Degree Programs in the School of Science

The School of Science at Indiana University–Purdue University Indianapolis awards students degrees from both Purdue University (PU) and Indiana University (IU). This list shows all the degrees awarded and the institution granting the degree.

Biology

- Bachelor of Arts - PU
- Bachelor of Science - PU
- Master of Science - PU
- Doctor of Philosophy[1] - PU

Biotechnology

- Bachelor of Science - PU

Chemistry

- Bachelor of Arts - PU
- Bachelor of Science in Chemistry - PU
- Master of Science - PU
- Doctor of Philosophy[1,2] - PU

Computer and Information Science

- Bachelor of Science - PU
- Master of Science - PU
- Doctor of Philosophy[1] - PU

Environmental Science

- Bachelor of Science - IU

Forensic and Investigative Sciences

- Bachelor of Science in Forensic and Investigative Sciences - PU
- Master of Science - PU

Geology

- Bachelor of Arts - IU
- Bachelor of Science - IU
- Master of Science - IU
- Doctor of Philosophy in Applied Earth Sciences - IU

Interdisciplinary Studies

- Bachelor of Science - PU

Mathematical Sciences

- Bachelor of Science - PU
- Actuarial Science
- Applied Math
- Pure Math
- Math Education

- Master of Science - PU
- Pure/Applied Math
- Applied Statistics
- Math Education

- Doctor of Philosophy (Mathematics)[1] - PU
- Applied Math
- Pure Math
- Mathematical Statistics

- Doctor of Philosophy (Biostatistics)[3] - IU

Physics

- Bachelor of Science - PU
- Bachelor of Science (Physics) / Bachelor of Science (Electrical Engineering) dual degree program - PU
- Bachelor of Science (Physics) / Master of Science (Mechanical Engineering) dual degree program - PU
- Master of Science - PU
- Doctor of Philosophy[1,2] - PU

Psychology

- Bachelor of Arts - PU
- Bachelor of Science - PU
- Master of Science - PU
- Industrial/Organizational (I/O) Psychology
- Clinical Psychology

- Doctor of Philosophy in Clinical Psychology - PU
- Doctor of Philosophy[1] - PU

Several departments participate in the joint M.D.-Ph.D. program with the Indiana University School of Medicine. In this program, students concurrently earn an Indiana University Doctor of Medicine degree and a Ph.D. degree in the School of Science.[1,2]

1. Purdue University Ph.D. Programs, pursued at IUPUI, arranged through Purdue, West Lafayette.
2. Indiana University Ph.D. Programs, pursued at IUPUI, in departments or programs of the Indiana University School of Medicine in which School of Science faculty hold adjunct appointments.
3. Indiana University Ph.D. program, pursued at IUPUI, in collaboration with the Division of Biostatistics in the IU School of Medicine.

Certificate Programs in the School of Science (PU)

The School of Science at Indiana University–Purdue University Indianapolis also awards Purdue University (PU) certificates.

Computer and Information Science

Undergraduate

- Certificate in Applied Computer Science

Graduate

- Certificate in Biocomputing
- Certificate in Biometrics
- Certificate in Computer Security
- Certificate in Databases and Data Mining
- Certificate in Software Engineering

Overview

Mission

The School of Science offers undergraduate and graduate programs that prepare students for a variety of careers. As part of its instructional mission, the school also provides non-science majors with the scientific background to help them become more aware and better-informed consumers and citizens. Scientists advance the boundaries of our knowledge of the natural world through applied and basic research. Science benefits society by providing fundamental knowledge and technical advances in such areas as health, ecology, computer and software design, mathematical modeling, and chemistry. Science informs the social sciences with scientific understanding of psychology, applications of statistics, and an understanding of environmental issues. Science contributes to the arts and humanities by offering knowledge of the physical universe and the symmetry and wonder of nature.

In addition to preparing students for science-related careers and for advanced study in graduate school, an undergraduate program in one of the sciences is an excellent background for professional study in medicine (including veterinary medicine), dentistry, business administration, law, and areas of the social sciences where quantitative methods are important.

An education in the sciences also opens the door to employment in the high-tech industry in sales and management.

Supplementing the full-time instructional staff, with ranks ranging from instructor through full professor, is a contingent of well-qualified, experienced lecturers who are recruited from the reserve of talent existing in the Indianapolis area.

Last Updated: February 2012

History

Indiana University (IU) established its first extension center at Indianapolis in 1916, although the first IU course was taught in Indianapolis in 1890. The Indianapolis campus of Purdue University (PU) grew out of World War II training programs sponsored by Purdue, and began its major operations in 1946. Indiana University established the Indianapolis regional campus in the mid-1960s. In 1968, the Trustees of Indiana University created Indiana University at Indianapolis, and less than a year later, in 1969, the Trustees of Indiana and Purdue universities merged their Indianapolis operations to form Indiana University–Purdue University at Indianapolis (IUPUI). Indiana University was selected to administer the campus. Purdue brought to the merger a growing complex of degree programs and Purdue's traditional strengths in the physical sciences, engineering, and technology. The name of the campus was changed to Indiana University–Purdue University Indianapolis in 1992. As of Fall 2011, IUPUI enrolled more than 28,000 students.

A restructuring of undergraduate programs at IUPUI in the Fall of 1972 created three new schools: the School of Liberal Arts (humanities and the social sciences), the School of Engineering and Technology, and the School of Science (physical, behavioral, and life sciences).

After being housed for almost 22 years on the 38th Street campus, the School of Science made a historic move in two phases into two buildings on the main campus during 1991-1993.

Mission

The School of Science at IUPUI provides an environment where students are both challenged and nurtured by each other, faculty and staff on a campus with a multitude of resources to help students succeed.

The School of Science offers over 25 undergraduate, ten masters, and nine Ph.D. degree programs across seven departments. In addition to preparing students for science or technology-related careers and for advanced study in graduate school, an undergraduate program in one of the sciences is an excellent background for professional study in medicine (including veterinary medicine), dentistry, business administration, law, and areas of the social sciences where quantitative methods are important.

Students here reap the benefits of small classes, an interactive learning environment, and challenging material and lab work. As early as their freshman year, our undergraduates are able to participate in real research with renowned faculty. Our undergraduate students have co-authored research papers and presented at national conferences.

We're a community of learners and students thrive here. Students support each other through peer-lead mentoring, providing a unique environment where students become leaders by teaching others. Student organizations and volunteer programs are just a couple of the ways for students to get involved outside of the classroom.

We're great scientists, but more importantly, we're innovative teachers. As a school and a university, we've developed teaching methods that engage and encourage students—and are used at universities throughout the United States. Simply put, we care about our students.

The School of Science and its seven departments are situated in the heart of Indianapolis, near five hospitals, the Indiana University schools of medicine, dentistry and nursing, and countless science and technology companies. Through internships and undergrad research, our students have opportunities to collaborate across disciplines, across campus, and across the academic and business communities. Our graduates emerge as well-rounded scientists whose experiences have prepared them to solve the problems of the future.

The School of Science at IUPUI is critical to the success of the life, health and technology industries in central Indiana—our graduates are the life blood of an economy that needs innovative thinkers, contributing team members and eager learners. Committed to having real impact in their work and community, our graduates emerge from the School of Science as well-rounded scientists whose experiences have prepared them to solve the problems of the future.

Undergraduate Requirements

Beginning Students

Students entering IUPUI directly from high school should file their applications for admission early in their senior year.

Acceptance to the university as a new student is influenced by several factors. The Undergraduate Admissions Center is guided by the following:

- The applicant should be a high school graduate or be scheduled to graduate before enrolling at IUPUI.
- The extent to which the student meets or exceeds the minimum subject requirements indicated below is considered. For admission to the School of Science, the student's record should include the following course work:

Subjects	Semesters
English	8
History and Social Science	6
Algebra	4
Geometry	2
Trigonometry	1-2
Laboratory Science	6 (including chemistry and biology)
Combination of foreign language, additional mathematics, laboratory science, social science, or computer science courses	6-7

Applicants to the School of Science are strongly encouraged to complete AP science and mathematics courses if available at their high school. Applicants considering majors in physics or chemistry are encouraged to complete a calculus course in high school.

In planning high school electives, the curricula of the various departments of the School of Science contained in this bulletin should be reviewed. Departmental advisors will be glad to help with planning for admission.

- All applicants are required to take the Scholastic Aptitude Test (SAT) or the American College Test

(ACT). IUPUI requires that the writing section of the test also be completed. It is recommended that these tests be taken in the spring of the junior year in high school or fall of the senior year.

The Undergraduate Admissions Center will examine the applicant's high school transcript and standardized test scores to determine both admission to the university and acceptance to the School of Science.

Students should declare a major when applying for admission so a departmental advisor can be assigned.

Transfer Students

From IUPUI Schools, Indiana University Campuses, and Purdue University Campuses

Prospective transfer students should have a minimum grade point average of 2.00 on a 4.00 scale, meet the requirements of the department or program they wish to enter, and be in good disciplinary standing. In order to be accepted for admission to the School of Science, students must first provide the materials indicated below.

- An IUPUI campus student should file a record change form, which may be obtained from the School of Science.
- A Purdue University campus student must make an official application through the IUPUI Undergraduate Admissions Center at www.enroll.iupui.edu.
- A student from another Indiana University campus, must make an official application through the IUPUI Undergraduate Admissions Center using the Intercampus Transfer Application. Additional information is available at www.enroll.iupui.edu.

From Other Colleges and Universities

Students who have earned transfer credit for 12 credit hours and have a minimum cumulative grade point average of 2.00 on a 4.00 scale from other institutions may be considered for admission to the School of Science. Admittance to the school is contingent upon acceptance into a departmental program. Students should submit the following with their application for admission to the IUPUI Undergraduate Admissions Center:

- a copy of their high school record showing satisfactory completion of entrance requirements; students with less than 26 hours of transfer work must present SAT or ACT scores.
- an official transcript of work completed in all institutions previously attended
- evidence of good academic and disciplinary standing at the institution last attended

The Undergraduate Admissions Center evaluates credit from other institutions, and the major department and the School of Science determine its applicability toward degree requirements in the School of Science.

A marginal applicant may be granted admission, admitted on probation, or have admission denied.

From IUPUI to Other Indiana University and Purdue University Campuses

Students transferring from IUPUI to other Indiana University and Purdue University campuses should consult the appropriate departments at those campuses about equivalence of courses.

Transfer Credit Evaluation

The student's major department and the School of Science determine acceptability of transfer credits from another college or university to the School of Science. In some cases, a course description and/or a course syllabus may need to be reviewed by the corresponding IUPUI department for consideration of applicability to a degree requirement.

Graduate Requirements

To be considered for admission, a candidate must have a bachelor's degree from an accredited institution and must show promise of ability to engage in advanced work and evidence of adequate preparation to pursue graduate study in the field chosen. The minimum standard for unconditional admission to the graduate school is a graduation grade point average of 3.00 (B) or the equivalent. An applicant not meeting these requirements should take the aptitude tests section of the Graduate Record Examination (GRE). Individual departments may set higher grade point requirements and may require the submission of additional evidence of academic performance, such as GRE scores.

A minimal score of 550 on the Test of English as a Foreign Language (TOEFL) paper version/PBT or a minimal score of 213 on the TOEFL computer-based version/CBT is required for admission to the graduate school for applicants whose native language is not English. Departments may set higher requirements. Applicants in the Indianapolis area may substitute the IUPUI English as a Second Language (ESL) Placement Examination for the TOEFL. See the English for Academic Purposes web site for additional information. Information about this test is also available from the Office of International Affairs online at http://international.iupui.edu/.

Application should normally be made at least six months before the beginning of the session in which the student wishes to enroll. However, please refer to the specific academic program for admission deadlines. Late applications may also be accepted. Applicants will be advised of the action taken on their applications by the Dean of the Purdue University Graduate School. Applications to the Department of Earth Sciences will be considered by the Department of Earth Sciences and forwarded to the IUPUI office of the Indiana University Graduate School; applicants will be notified of the results by the graduate advisor in the Department of Earth Sciences. Applications to the Biostatistics Ph.D. Program will be considered by the Department of Mathematical Sciences and forwarded to the IUPUI office of the Indiana University Graduate School; applicants will be notified of the results by the graduate advisor in the Department of Mathematical Sciences.

Qualified students may be authorized to pursue a Ph.D. degree at IUPUI in areas where a program has been arranged with Purdue-West Lafayette, Indiana University-Bloomington, or the Indiana University School of

Medicine. For further details, contact the department in which study is desired.

Applicants should be aware that, under Indiana law, criminal convictions might result in ineligibility for admission to certain programs at IUPUI. For the School of Science, criminal convictions may also result in ineligibility for enrollment in certain courses or participation in certain projects. Questions regarding school policy on such matters should be addressed to the Associate Dean for Research and Graduate Affairs.

Financial support in the form of teaching and research assistantships is available through the departments of the School of Science. Students who want to be considered for IUPUI fellowships must submit GRE (verbal/quantitative/analytic) scores. GRE Area examination scores may be submitted for consideration. Visit the School of Science web site for more information.

Degree-Seeking Graduate Student Application

Application to all graduate programs must be made by electronic applications accessible through the School of Science web site. Application fees are submitted online at the time of application. If necessary, paper applications may be obtained from each department.

Applicants must submit complete, official transcripts of all previous college and university studies and three letters of academic reference for evaluation by the major department.

Non-Degree Students

Undergraduate Non-Degree Program

Students who hold a bachelor's degree from IUPUI or another university may register at IUPUI as Undergraduate Non-Degree students. This enrollment status is desirable for students who need to take a small number of undergraduate courses in order to apply for medical school or other professional programs in, for example, dentistry, occupational therapy, optometry, pharmacy, physical therapy, and veterinary medicine. Students enrolled as undergraduate non-degree pay undergraduate tuition and fees, but may only register for undergraduate courses.

Undergraduate non-degree students who enroll in graduate courses may be administratively withdrawn from these courses and may forfeit tuition and associated fees. Undergraduate non-degree students may seek academic advising through the School of Science. Students enrolled as undergraduate non-degree are eligible for Stafford loans only, provided they have not used up their undergraduate financial aid eligibility. They may also seek loans or support through banks or other financial institutions. Students enrolled as undergraduate non-degree are not eligible for other forms of financial aid through IUPUI.

Graduate Non-Degree Program

Students normally use the graduate non-degree classification whose intent is to take course work for personal improvement. A student who wishes to become a candidate for an advanced degree should consult with the chosen major department at the time of application for admission as a graduate non-degree student. The major department will advise applicants of the procedure for obtaining status as a degree-seeking student. An application to become a graduate non-degree student is obtained through the IUPUI Graduate Office at the following Web site: http://www.iupui.edu/~gradoff/gnd/. Additional information can be obtained at the IUPUI Graduate Office, University Library, Room UL 1170, 755 W. Michigan Street, Indianapolis, IN 46202; telephone (317) 274-1577.

No more than 12 hours of credit earned under this classification may be used on a plan of study for a Purdue University degree program without approval of the major department and the Purdue University Graduate School. Similarly, no more than 9 hours of credit earned under this classification may be used in a plan of study for an Indiana University degree program without approval of the major department.

Admission

All students entering the School of Science must have been officially admitted to the university by the IUPUI Undergraduate Admissions Center, Campus Center, Room 255, 420 University Blvd., Indianapolis, IN 46202. Further information and application forms may be obtained at this address, by calling (317) 274-4591, or on the Web at www.enroll.iupui.edu.

Applicants should be aware that, under Indiana law, criminal convictions might result in ineligibility for admission to certain programs at IUPUI. For the School of Science, criminal convictions may also result in ineligibility for enrollment in certain courses or participation in certain projects. Questions regarding school policy on such matters should be addressed to the Executive Director of Academic and Student Affairs or the Associate Dean for Academic Affairs.

International Students

International students seeking admission to the School of Science at IUPUI must submit the international application for admission, which is available online from the IUPUI Office of International Affairs. Additional information can be obtained at IUPUI Office of International Affairs, 902 W. New York St., ES 2126 46202; phone (317) 274-7000; fax (317) 278-2213; email: @..

Area Requirements

Area Requirements for Baccalaureate Degrees

The faculty of the School of Science has adopted the following degree requirements for the Bachelor of Arts and Bachelor of Science degrees. Students may follow the School of Science and departmental requirements that are in effect when they enter the School of Science, or they may choose new requirements that become effective after that date.

School of Science requirements are the minimal requirements in various areas, and individual departments may require more, as stated in their degree descriptions. Students should consult with departmental advisors in planning their courses of study.

- Bachelor of Arts Degree and Bachelor of Science Degree Requirements

Degree Programs

The Purdue School of Science offers the following undergraduate degree programs:

Baccalaureate Degrees

- Biology (B.A.)
- Biology (B.S.)
- Biology Secondary School Teaching
- Biotechnology
- Chemistry (B.A.)
- Chemistry (B.S., ACS Certified)
- Chemistry Secondary School Teaching
- Computer and Information Science
- Earth Science Secondary School Teaching
- Environmental Science
- Forensic and Investigative Sciences (FEPAC accredited)
- Geology (B.A.)
- Geology (B.S.)
- Interdisciplinary Studies
- Mathematics
- Physics
- Physics Secondary School Teaching
- Psychology (B.A.)
- Psychology (B.S.)

Undergraduate Programs

The Purdue School of Science offers the following undergraduate degree programs:

Baccalaureate Degrees

- Biology (B.A.)
- Biology (B.S.)
- Biology Secondary School Teaching
- Biotechnology
- Chemistry (B.A.)
- Chemistry (B.S., ACS certified)
- Chemistry Secondary School Teaching
- Computer and Information Science
- Earth Science Secondary School Teaching
- Environmental Science
- Forensic and Investigative Sciences (FEPAC accredited)
- Geology (B.A.)
- Geology (B.S.)
- Interdisciplinary Studies
- Mathematics
- Physics
- Physics Secondary School Teaching
- Psychology (B.A.)
- Psychology (B.S.)

Bachelor of Arts Degree and Bachelor of Science Degree Requirements

The requirements for these bachelor's degree programs include the common general education core approved by the faculties of both the School of Liberal Arts and the School of Science. This general education core, together with the major, is a curriculum based on the IUPUI Principles of Undergraduate Learning (see the front part of this bulletin for a description of these principles).

First-Year Experience Course

Each beginning freshman and transfer student (with less than 18 credit hours) in both the Bachelor of Arts and Bachelor of Science programs in the School of Science is required to take either SCI-I120 Windows on Science (1 cr.) or an equivalent freshman experience course that may be offered by a department in which the student is a major. Beginning computer science majors are encouraged to take CSCI 12000 Windows on Computer Science (1 cr.).

Area I English Composition and Communication Skills

Both Bachelor of Arts and Bachelor of Science students are required to take two courses in English composition worth at least 3 credit hours each and COMM-R110 Fundamentals of Speech Communication (3 cr.). The English composition requirement is partially satisfied by completing ENG-W131 (or ENG-W140 Honors). The second composition course must have ENG-W131 (or ENG-W140) as a prerequisite. An appropriate course in technical or research writing may be used to complete the second composition course requirement. Consult departmental guidelines. A grade of C or higher must be obtained in both composition courses.

Area II Foreign Language

1. A first-year proficiency in a foreign language is required for the Bachelor of Arts degree program. Note that American Sign Language may be used to satisfy this requirement. This requirement may be satisfied in one of the following ways:
   - by completing first-year courses (8-10 credit hours) in a single language with passing grades;
   - by completing a second-year or third-year course with a grade of C or higher;
   - by taking a placement test and placing into the 200 level or higher. See the School of Liberal Arts section of this bulletin for items related to the placement test, courses numbered 117, nonnative speakers, and credit for lower division language courses.
2. Check the department section of the bulletin for any reference to a language proficiency requirement for a Bachelor of Science degree program (e.g. Mathematical Sciences).

Area III

IIIA Humanities, Social Sciences, and Comparative World Cultures

Four courses totaling 12 credit hours are required. The courses are to cover each of four areas:

1. HIST-H114 History of Western Civilization II (3 cr.) or *HIST-H109 Perspectives on the World: 1800 to Present (3 cr.) (*NOTE: Environmental Science, Geology, and Interdisciplinary Studies majors must take HIST-H114. HIST-H109 will not meet this requirement for these majors.)
2. One course in humanities from List H
3. One course in social sciences from List S
4. One course in comparative world cultures from List C

Courses taken from lists H, S, and C must be outside the student's major.

It is recommended that the student see an academic advisor for updated lists.

Note that some courses may appear on more than one list. A cross-listed course may apply to only one of the required areas specified by the lists.

List H: Humanities

- Afro-American Studies (AFRO)
- AFRO-A150 Survey of the Culture of Black Americans (3 cr.)

- American Studies (AMST)
- *AMST-A103 Topics in American Studies (3 cr.) (*NOTE: Not all topics are acceptable. Please confirm with the School of Science Dean's Office for approval.)

- Art History (HER)
- HER-H100 Art Appreciation (3 cr.)
- HER-H101 History of Art I (3 cr.)
- HER-H102 History of Art II (3 cr.)

- Classical Studies (CLAS)
- CLAS-C205 Classical Mythology (3 cr.)

- Communication Studies (COMM)
- COMM-T130 Introduction to Theatre (3 cr.)

- English (ENG)
- ENG-L105 Appreciation of Literature (3 cr.)
- ENG-L115 Literature for Today (3 cr.)

- Film Studies (FILM)
- FILM-C292 Introduction to Film (3 cr.)

- Folklore (FOLK)
- FOLK-F101 Introduction to Folklore (3 cr.)

- History (HIST)
- HIST-H105 American History I (3 cr.)
- HIST-H106 American History II (3 cr.)
- HIST-H108 Perspectives on the World to 1800 (3 cr.)
- HIST-H113 History of Western Civilization I (3 cr.)
- HIST-H217 The Nature of History (3 cr.)

- Music (MUS)
- MUS-M174 Music for the Listener (3 cr.)

- Philanthropic Studies (PHST)
- PHST-P105 Giving and Volunteering in America (3 cr.)

- Philosophy (PHIL)
- PHIL-P110 Introduction to Philosophy (3 cr.)
- PHIL-P120 Ethics (3 cr.)

- Religious Studies (REL)
- REL-R133 Introduction to Religion (3 cr.)
- REL-R173 American Religion (3 cr.)
- REL-R180 Introduction to Christianity (3 cr.)
- REL-R212 Comparative Religions (3 cr.)

- Women's Studies (WOST)
- WOST-W105 Introduction to Women's Studies (3 cr.)

- World Languages and Cultures (WLAC)
- WLAC-F200 Cross-Cultural Encounters (3 cr.)

List S: Social Sciences

- Afro-American Studies (AFRO)
- AFRO-A150 Survey of the Culture of Black Americans (3 cr.)

- Anthropology (ANTH)
- *ANTH-A104 Culture and Society (3 cr.)

  (*Note: ANTH-A304 may be substituted for ANTH-A104. Students may not receive credit for both. ANTH-A304 is typically offered in Summer II.)
- Communication Studies (COMM)
- COMM-C180 Introduction to Interpersonal Communication (3 cr.)

- Economics (ECON)
- ECON-E101 Survey of Current Economic Issues and Problems (3 cr.)
- ECON-E201 Introduction to Microeconomics (3 cr.)
- ECON-E202 Introduction to Macroeconomics (3 cr.)

- English (ENG)
- ENG-G104 Language Awareness (3 cr.)

- Folklore (FOLK)
- FOLK-F101 Introduction to Folklore (3 cr.)

- Geography (GEOG)
- GEOG-G110 Introduction to Human Geography (3 cr.)
- GEOG-G130 World Geography (3 cr.)

- History (HIST)
- HIST-H117 Introduction to Historical Studies (3 cr.)

- Political Science (POLS)
- POLS-Y101 Principles of Political Science (3 cr.)
- POLS-Y103 Introduction to American Politics (3 cr.)
- *POLS-Y213 Introduction to Public Policy (3 cr.)
- POLS-Y219 Introduction to International Relations (3 cr.)

  (*Note: POLS-Y213 and SPEA-V170 are equivalent courses. Students may not receive credit for both.)
- Psychology (PSY)
- PSY-B104 Psychology as a Social Science (3 cr.)
- or
- PSY-B110 Introduction to Psychology (3 cr.)
- PSY-B310 Life Span Development (3 cr.)

- Public and Environmental Affairs, School of (SPEA)
- *SPEA-V170 Introduction to Public Affairs (3 cr.)

  (*Note: POLS-Y213 and SPEA-V170 are equivalent courses. Students may not receive credit for both.)
- Sociology (SOC)
- SOC-R100 Introduction to Sociology (3 cr.)
- SOC-R121 Social Problems (3 cr.)

- Women's Studies (WOST)
- WOST-W105 Introduction to Women's Studies (3 cr.)

List C: Comparative World Cultures

- Anthropology (ANTH)
- *ANTH-A104 Culture and Society (3 cr.)

  (*Note: ANTH-A304 may be substituted for ANTH-A104. Students may not receive credit for both. ANTH-A304 is typically offered in Summer II.)

- Classical Studies (CLAS)
- CLAS-C205 Classical Mythology (3 cr.)

- Geography (GEOG)
- GEOG-G110 Introduction to Human Geography (3 cr.)

- History (HIST)
- HIST-H108 Perspectives on the World to 1800 (3 cr.)

- Political Science (POLS)
- POLS-Y217 Introduction to Comparative Politics (3 cr.)

- Religious Studies (REL)
- REL-R133 Introduction to Religion (3 cr.)
- REL-R212 Comparative Religions (3 cr.)

- World Languages and Cultures (WLAC)
- WLAC-F200 Cross-Cultural Encounters (3 cr.)

IIIB Junior/Senior Integrator (3 cr.)

The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement.

Please refer to the Department section of the Bulletin for additional information as to whether a Junior/Senior Integrator is still required at the major level or if the Department has replaced it with an additional requirement.

You may also contact your academic advisor with questions regarding this requirement suspension.

IIIC Physical and Biological Sciences

Both Bachelor of Arts and Bachelor of Science students are required to complete at least four science lectures courses totaling a minimum of 12 credit hours outside the major department. At least one of the courses must have a laboratory component.

Courses that do not count in Area IIIC include AST-A130; BIOL-N100, BIOL-N200, CHEM-C100, FIS 10500, GEOL-G103, GEOL-G130, PHYS 10000, PHYS 14000, PHYS 20000, and all agriculture courses.

NOTE: This is not a complete list. If you have a question about whether a course is applicable or not, please speak with your academic advisor prior to registering to confirm.

Topics or variable credit hour courses (e.g., BIOL-N222) must receive approval from the School of Science Academic Dean's Office. Consult with your major department or the School of Science Academic Dean's Office for additional course restrictions.

Courses that do not count for any credit toward any degree program in the School of Science include, but are not limited to, BIOL-N120 and PHYS 01000.

Except for laboratory courses combined with corresponding lecture courses, 1 credit hour and, in general, 2 credit hour courses do not apply to this area. In addition, students must obtain grades of C- or higher in their Area IIIC courses. However, a single grade of D+ or D will be allowed for one course only. Check with the major department for additional restrictions or requirements. Some majors may require a minimum grade of C or higher.

Note that if credit has been established for both GEOL-G132 and GEOL-G107, then only GEOL-G107 may apply to Area IIIC. In this case, GEOL-G132 may count as a general elective provided that credit was established in GEOL-G132 preceding GEOL-G107.

Note that GEOG-G107 Physical Systems of the Environment (3 cr.)/GEOG-G108 Physical Systems of the Environment: Laboratory (2 cr.) may apply to Area IIIC with approval of the student's major department. Also, GEOG-G185 Global Environmental Change (3 cr.) is an acceptable substitute for GEOL-G185 Global Environmental Change (3 cr.).

IIID Mathematical Sciences

Bachelor of Arts students must have at least one course of at least 3 credit hours in mathematics and one course of at least 3 credit hours in computer science.

Bachelor of Science students must have at least two courses beyond college algebra and trigonometry, totaling 6 credit hours. In addition, one course of at least 3 credit hours in computer science is required. Courses in applied statistics are not acceptable.

MATH-M010, 00100, MATH-M001, 00200, 11000, 11100, 12300, 13000, 13200, 13600; BUS-K201, BUS-K204, CSCI-N100-level courses; CIT 10600 do not count for any credit toward any degree in the School of Science. Computer Science CSCI-N241 and CSCI-N299 do not count in this area, but may count as general electives.

Students must obtain grades of C- or higher in their Area IIID courses. However, a single grade of D+ or D will be allowed for one course only. Check with the major department for additional restrictions or requirements. Some majors may require a minimum grade of C or higher.

Area IV

Major Department

Consult the listing of the major department for courses required within the major subject as well as courses required by the major department in the other areas (e.g. Biotechnology, Environmental Science, and Forensic & Investigative Sciences).

Capstone Experience Course

Each undergraduate major in the School of Science is to be provided a Capstone Experience (research, independent study/project, practicum, seminar, or field experience). The capstone, required of all majors, is to be an independent, creative effort of the student that is integrative and builds on the student's previous work in the major. See departmental sections of the bulletin for specific information about capstone courses.

General Requirements

School of Science requirements are the minimal requirements in various areas, and individual departments/programs may require more, as stated in their degree descriptions. Students should consult with departmental/program advisors in planning their courses of study.

1. A minimum of 124 credit hours (or a minimum of 122 for environmental science and geology) must be completed. Approval must be obtained from the School of Science to use as credit toward graduation any

course that was completed 10 or more years previously.

2. A minimum grade point average of 2.00 is required.
3. A minimum of 24 credit hours must be taken in a major subject (see program requirements) with a minimum grade point average of 2.00. No grade below C- is acceptable in the major subject. Some majors may have higher minimum grade requirements (see program requirements).
4. At least four courses totaling a minimum of 12 credit hours in the major subject must be completed at IUPUI (see departmental/program requirements).
5. Residence at IUPUI for at least two semesters and completion, while at IUPUI, of at least 32 credit hours of work in courses at the 300 level or higher are required.
6. With the approval of the Executive Director of Academic and Student Affairs or the Associate Dean for Academic Affairs, students who have had at least four semesters of resident study may complete up to 15 credit hours of the senior year at another approved college or university. In order to transfer back to IUPUI, a transfer course must be a grade of C or higher.
7. Courses taken on the Pass/Fail option may be applied only as general electives and not toward degree AREA requirements of the school or department/program. Courses taken on the Pass/Fail option may apply to the 32 credit hours residency requirement listed in item 5 if the course is at the 300-level or higher.
8. No more than 64 credit hours earned in accredited junior colleges can be applied toward a degree.
9. Students may enroll in independent study (correspondence) courses for general electives up to a maximum of 12 credit hours with permission of the Executive Director of Academic and Student Affairs or the Associate Dean for Academic Affairs. Independent study (correspondence) courses may not apply to the 32 credit hours residency requirement listed in item 5.
10. With permission of the appropriate department or program, credit may be earned through special credit examination. Credits earned by special credit examination may be used toward the total credit hours required and to satisfy AREA requirements for a degree.
11. The following courses do not count for any credit toward any degree program in the School of Science: AGR 10100; BIOL-N120; BUS-K201, BUS-K204; CSCI-N100-level courses; CIT 10600; all remedial and developmental courses; EDUC-U205, EDUC-W200, EDUC-W201, EDUC-X100, EDUC-X150, EDUC-X151, EDUC-X152; ENG-G010, ENG-G011, ENG-G012, ENG-W001, ENG-W031, ENG-W130; MATH-M010, MATH 00100, MATH-M001, MATH 00200, MATH 11000, MATH 11100, MATH 12300, MATH 13000, MATH 13200, MATH 13600; PHYS 01000; UCOL-U112, UCOL-U210.

NOTE: This is not a complete list. The School and department/program reserve the right to exclude course credit when it is deemed as overlapping with other earned credit or it is determined to be remedial in nature.

- Unless approved as part of the major or an AREA requirement, note that all courses taken outside the Schools of Science and Liberal Arts must receive approval from the School of Science Academic Dean's Office. Consult with your major department, program or the School of Science Academic Dean's Office for additional course restrictions.
- Note that CHEM-C100 may count for general elective credit only if the student has not already established credit in CHEM-C101 or CHEM-C105/CHEM-C106, or equivalent courses. Otherwise, CHEM-C100 does not count for credit in any given degree program.
- Note that if credit has been established for both GEOL-G132 and GEOL-G107, then only GEOL-G107 may apply to AREA IIIC. In this case, GEOL-G132 may count as a general elective provided that credit was established in GEOL-G132 preceding GEOL-G107.

12 No more than 6 credit hours of studio, clinical, athletic, or performing arts course work will be approved unless the additional credit hours are required to complete (or were previously earned) a certificate, minor, or second degree. Verification of academic intent or program completion of a certificate, minor, or second degree is required. Also, any credit earned through military service that is eligible for transfer to IUPUI will count and not be considered as part of the 6-credit hour minimum. Consult a school or departmental/program advisor with questions.

12 An online application for a degree or certificate graduation must be completed by the following deadlines. All students nearing graduation are required to enroll in CAND 99100. Authorization for this course will be given once the application has been submitted. Applications must be submitted by February 1 for August graduation; May 1 for December graduation; and October 1 for May graduation. Students should also register for the appropriate section of CAND 99100 (0 credit hours) during their final semester before graduation. Degree candidates for December, May, or August graduation of a particular academic year may participate in the May Commencement (e.g. students having graduated in December 2010, May 2011, or August 2011 will participate in the May 2011 Commencement Exercises). Students completing a certificate program do not participate in Commencement Exercises.

12 In general, credit is not allowed for both of two overlapping courses. Examples of course overlaps include **(NOTE: This is not a complete list.)**:

- BIOL-N100 and BIOL-K101/BIOL-K103
- BIOL-N212/BIOL-N213 and BIOL-N217
- BIOL-N214/BIOL-N215 and BIOL-N261
- CHEM-C101/CHEM-121 and CHEM-C105 and/or CHEM-C106

- CHEM-C102 and CHEM-C341/CHEM-C343
- CHEM-C110 and CHEM-C341
- CHEM-C110/CHEM-C115 and CHEM-C341/CHEM-C343
- CHEM-C360 and CHEM-C361
- CHEM-C325 and CHEM-C410/CHEM-C411
- GEOL-G110 and GEOG-G107
- GEOL-G185 and GEOG-G185
- MATH-M119 and MATH 22100 or MATH 23100 or MATH 16300 or MATH 16500
- MATH 15100 or 15900 and MATH 15300/15400
- MATH 15100 and MATH 15900
- MATH 22100/MATH 22200 and MATH 23100/MATH 23200
- MATH 22100/MATH 22200 and MATH 16300/MATH 16400 or MATH 16500/MATH 16600
- MATH 23100/MATH 23200 and MATH 16300/MATH 16400 or MATH 16500/MATH 16600
- MATH 16300 and MATH 16500
- MATH 16400 and MATH 16600
- PHYS-P201/PHYS-P202 or PHYS 21800/PHYS 21900 and PHYS 15200/PHYS 25100
- PSY-B320 and BIOL-L391 Addictions (IU East)
- SCI-I120 and UCOL-U110
- STAT 30100 and PSY-B305

In addition, any course that is retaken is considered an overlap. Consult with your academic advisor regarding other overlapping courses.

15 See statements about required First-Year Experience Course and Senior Capstone Experience in the description of the Bachelor of Arts degree and the Bachelor of Science degree programs.

Minors and Certificate Programs

Minors

Minors are often awarded with the completion of a bachelor's degree, but may be awarded earlier. Independent Study (correspondence) courses may not be used to fulfill course requirements in a minor program. Check with the department or program offering the minor for additional restrictions or requirements.

- Applied Computer Science (minor)
- Biology
- Chemistry
- Computer and Information Science
- Forensic and Investigative Sciences
- Geology
- Mathematics
- Physics
- Psychology

Certificate Program

- Applied Computer Science (certificate)

Departments & Centers

- Teaching Certification
- PreProfessional Programs
- Honors Program
- Undergraduate Research

Teaching Certification

Becoming a Licensed Teacher

Top quality science and mathematics teachers are in high demand, and the IU School of Education at IUPUI is recognized as a leader in urban education. Students who want to become teachers of middle school and/or high school science or mathematics must take specific programs of study aligned to the standards for teaching these subject areas. Teachers must fully understand the content they teach, the realities of schools, and methods for successfully teaching every child. This requires earning a major or a degree in the School of Science and completing a teacher preparation program in the School of Education.

Mathematics and science majors who want to become teachers need to seek advising from the School of Science as soon as possible so that they take the right courses as they complete their majors. Mathematics majors often find they can complete both their major in mathematics and the *Learning to Teach/Teaching to Learn (LTTL)* program as part of their bachelor's degree. Science majors typically complete their bachelor's degree in science and then enter the *Transition to Teaching (T2T)* program as post baccalaureate students, earning the first half of their master's degree in this 12-month teacher education program. The *Transition to Teaching* program is also an option for mathematics graduates or returning students.

Admission to either the undergraduate (LTTL) or the graduate (T2T) teacher education program is competitive. Students must complete a formal application and have most of the required courses in the major, passing PRAXIS test scores, a clear criminal history check, and at least a 2.50 overall GPA. Specific information about admission to each program is available on the School of Education Web site.

Both the *Learning to Teach/Teaching to Learn* program and the *Transition to Teaching* program enable students to earn Rules 2002 Indiana Teacher Licenses. The LTTL program consists of 43 credit hours of undergraduate study, sequenced across four semesters including a final semester of student teaching. The T2T program is 18 credit hours (plus program fees) of graduate study done while practice teaching in schools everyday for one school year.

Note: Information about teacher education and licensing may change for many reasons, including legislative mandates and state policies. Students need to check for current information on the School of Education web site and meet with School of Education advisors regularly.

Preprofessional Programs

While some professional programs (dental, pharmacy, veterinary medicine) may not require an undergraduate degree for strong applicants, many do require an undergraduate degree. The preprofessional student is urged to select a degree program rather than fulfilling the minimum

requirements for entry into professional programs. This provides the necessary background if a degree is required, and serves as a backup plan if the student does not matriculate to a professional program.

Students may choose from a variety of majors while completing preprofessional requirements. Students are encouraged to consult with their major advisor, as well as the School of Science health professions' advisor, if enrolled in a School of Science degree program.

Although there are many professional programs from which to choose and we encourage students to apply to multiple programs, our preprofessional advising is aligned with the programs with which we are most closely affiliated –IU in Bloomington, the IUPUI campus in Indianapolis and Purdue University in West Lafayette.

Post-baccalaureate students holding non-science degrees may choose to take prerequisite courses through the School of Science for entry into professional programs. These students should consult with the health professions' advisor for help with the admission process and course selection. For additional information, see the School of Science Bulletin, Graduate Programs, Graduate Non-Degree Study section.

Most professional programs require not only specific prerequisite courses, a strong GPA, and a profession-specific or general entrance test, but also experience including shadowing in the field, volunteering and leadership activities.

Premedical Program

Students planning to apply to medical school must choose a degree program in addition to taking courses that fulfill the admission requirements for their chosen medical school. While many opt to complete their degrees with science majors, other fields of specialization are acceptable. Freshmen should declare their chosen major and seek advising for their degree requirements from the advisor in their major department. IUPUI also offers health professions advising in the School of Science and the School of Liberal Arts. Premedical students should consult the health professions advisor in their school once they have completed the 10 credit hours of biology and 10 credit hours of inorganic (introductory) chemistry required for medical school in order to plan the additional courses needed for medical school, timing for the MCAT test and the admission process to medical school.

Graduate students holding non-science degrees who are electing courses in the School of Science to prepare for medical or dental school are also invited to use the health professions advising service for help with the admission process.

Prerequisites for the IU School of Medicine

The premedical student should complete the bachelor's degree. The Medical College Admission Test (MCAT) is required.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 Organic Chemistry II	3 cr.
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.

Predental, Preveterinary Medicine, Preoptometry Programs

Admission to professional schools is highly competitive. The preprofessional student is therefore urged to elect a degree program rather than fulfilling the minimum requirements of these schools. Students who choose predental, preveterinary medicine, and preoptometry are usually placed in the Department of Biology where preprofessional advising is available. Predental students are also encouraged to meet with the health professions advisor in the School of Science to plan for the testing and admission process required by dental schools. Refer to the Department of Biology section of this bulletin for the required courses for Indiana University School of Optometry and Purdue University School of Veterinary Medicine.

Graduate students holding non-science degrees who are electing courses in the School of Science to prepare for medical or dental school are also invited to use the health professions advising service for help with the admission process.

Pre-Dentistry Prerequisites for IU Dental School

Minimum requirements include 90 credit hours of coursework. Bachelor's degree strongly recommended. The Dental Admission Test (DAT) is required. Applicants should also show evidence of manual dexterity.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K483 Biological Chemistry or CHEM-C483 Biomolecules and Catabolism	3 cr.
BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 Organic Chemistry II	3 cr.
PHYS-P201 General Physics I	5 cr.

PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	
ENG-W131 English Composition I	3 cr.

Pre-Veterinary Science Prerequisites for Purdue School of Veterinary Medicine

Bachelor's degree is not required. The Graduate Record Exam (GRE) is required for admission.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K322 / BIOL-K323 Genetics and Molecular Biology/Lab	3 cr./2 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	4 cr. to 5 cr.
(or MICR-J210 Microbiology and Immunology)	
BIOL-K483 Biological Chemistry	3 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 / CHEM-C344 Organic Chemistry II/Lab	3 cr./2 cr.
MATH 23100 Calculus for the Life Sciences I	3 cr. to 4 cr.
(or MATH 22100 or MATH 16500)	
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
(or STAT-N501 or SPEA-K300)	
ANSC 22300 Animal Nutrition	3 cr.
(may be taken at Purdue WL or online)	
ENG-W131 English Composition I	3 cr.
COMM-R110 Fundamentals of Speech Communication	3 cr.
Arts and Humanities electives	9 cr.

Pre-Optometry Prerequisites for IU School of Optometry

Minimum of 90 credit hours of coursework. Bachelor's degree strongly recommended. The Optometry Aptitude Test (OAT) is required.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	3 cr./2 cr.
Advanced Biology: BIOL-K322 Genetics and Molecular Biology	3 cr. to 5 cr.
or BIOL-K324 Cell Biology	
or BIOL-N217 Human Physiology	
or BIOL-N261 Human Anatomy	
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
ENG-W131 English Composition I	3 cr.
ENG-W132 English Composition II	3 cr.
or ENG-W231 Professional Writing Skills	
MATH 23100 Calculus for the Life Sciences I	3 cr. to 4 cr.
or MATH 22100 or MATH 16500 or MATH-M119	
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270	
If the student does NOT have a bachelor's degree, additional courses are required:	
Arts and Humanities	6 cr.
Foreign language	6 cr.
(students having completed 2 or more years in high school with C or better are exempt)	
Social and Historical Studies	6 cr.

Additional credit hours to reach 90 credit hours	

Prepharmacy Program

The prepharmacy program at IUPUI consists of approximately 70-90 credit hours of course work required to apply to pharmacy school. Students declaring prepharmacy upon admission to IUPUI are assigned to the Department of Biology, where prepharmacy advising is available. After completion of the required courses for admission, students apply to the pharmacy school of their choice. Refer to the Department of Biology section of this bulletin for required courses to apply to the pharmacy program at the Purdue College of Pharmacy.

Pre-Pharmacy Prerequisites for Purdue College of Pharmacy

A bachelors' degree is not required. The Pharmacy College Admission Test (PCAT) is not required for admission to Purdue's program. Those entering the professional program beginning Fall 2010 will have additional course requirements to fulfill. Interested students should contact Purdue University College of Pharmacy for more information.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	3 cr./2 cr.
BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 / CHEM-C344 Organic Chemistry II/Lab	3 cr./2 cr.
ECON-E101 Survey of Economic Issues and Problems	3 cr.
MATH 23100 / MATH 23200 Calculus for the Life Sciences I and II	3 cr./3 cr.
or MATH 22100 / MATH 22200 or MATH 16500 / MATH 16600	
PHYS-P201 General Physics I	5 cr.
ENG-W131 English Composition I	3 cr.
ENG-W132 English Composition II	3 cr.

Additional categories of electives are required for graduation from the pharmacy program at Purdue University. Since they are not required for admission to the program, they may be completed concurrently with prerequisite course work or after admission to the pharmacy program. Students must select a minimum of one course each from Humanities and Behavioral Sciences, Business and Administration, and Science and Technology groups. Please see the health professions' advisor for options.

Pre-Occupational Therapy Program

Students may take any undergraduate program and include a set of core courses needed as prerequisites for a graduate degree in occupational therapy at the Indiana University School of Health and Rehabilitation Sciences. Undergraduate degree programs in biology or psychology in the School of Science may be of interest to the pre-occupational therapy student. Advising for the undergraduate degree and planning the requirements for application/admission to a graduate degree program in occupational therapy is available in those departments. An academic advisor in the IUPUI School of Health and Rehabilitation Sciences is also available for consultation.

Pre-Occupational Therapy Prerequisites for IU School of Health and Rehabilitation Sciences-IUPUI Campus

Applicants must have completed a bachelor's degree. No entrance exam is required.

BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
PSY-B310 Life Span Development	3 cr.
PSY-B380 Abnormal Psychology	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270	
CLAS-C209 Medical Terms from Greek and Latin	2 cr.

Note: Biology and statistics courses must be taken no more than seven years before admission.

The program requires a minimum of 12 hours of observation in three or more sites.

The pre-occupational therapy student should consult with an academic advisor for updates of pre-occupational therapy criteria.

Pre-Physical Therapy Program

Students may take any undergraduate program and include a set of core courses needed as prerequisites for a graduate degree in physical therapy at the Indiana University School of Health and Rehabilitation Sciences. Undergraduate degree programs in biology, chemistry, or psychology in the School of Science may be of interest to the pre-physical therapy student. Advising for the undergraduate degree and planning the requirements for application/admission to a graduate degree program in physical therapy is available in those departments. An academic advisor in the IUPUI School of Health and Rehabilitation Sciences is also available for consultation.

Pre-Physical Therapy Prerequisites for IU School of Health and Rehabilitation Sciences-IUPUI Campus

Applicants must have completed a bachelor's degree. The Graduate Record Exam (GRE) is required for admission.

BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	
PSY-B310 Life Span Development	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270 or SOC-R359 or SPEA-K300	
Two 3-credit hour courses in the humanities, social sciences area.	6 cr.

The pre-physical therapy student should consult with an academic advisor for updates of pre-physical therapy requirements.

Undergraduate Research Program

IUPUI has established an Undergraduate Research Opportunities Program (UROP) to encourage and recognize undergraduates who participate in research projects with faculty in the school.

Undergraduate research students may receive the transcript notation on their academic transcript concurrent with the awarding of the degree by fulfilling a set of requirements listed below. Such a transcript notation provides obvious evidence of a student's participation in independent laboratory and scholarly and research other creative work. The notation will certify and spotlight research proficiency or successful completion of some other creative activity.

UROP has established a program of requirements that must be fulfilled to qualify for transcript notation. The requirements are:

1. Students must register for and complete five credits of formal research in their departments or units. Students whose departments have no independent research credit may use the Honors Course HON-H399. The definition of research credit will be left up to the student's department or unit, but should conform to the general definition of research and consist substantially of an independent project by the student.
2. Students must prepare a substantial written product from the research. This could include a senior thesis or journal publication. Other appropriate activities to the discipline may be substituted for this, for example, an art exhibit or other performance. Substitutions must receive prior approval from the UROP Director.
3. Students must attend an outside professional meeting in a discipline at the state, regional, or national level. Attendance at other professional events will be considered as appropriate to the discipline. The student's faculty mentor will certify attendance. Students will be encouraged to present their work at a professional meeting or other event.
4. Students must participate in at least one annual UROP symposium. Students must present at least one oral paper to receive transcript notation. If appropriate to research and creative activity in the discipline, other types of presentations may be acceptable at the discretion of the UROP Director and with the recommendation the student's faculty mentor.
5. Students must prepare a Research Portfolio, which may be in an electronic form. The Research Portfolio is prepared with the student's faculty mentor and must be submitted four weeks prior to the student's anticipated graduation date. Information about preparing a research portfolio can be found at the Center for Research and Learning web site.

Further information about undergraduate research opportunities and transcript notation may be found at the Center for Research and Learning web site.

Honors Program

The IUPUI Honors College is open to specific scholarship cohorts of incoming freshmen in every major offered at IUPUI. Entering freshmen with a minimum combined math and verbal (critical reading) SAT score of 1250 or an ACT of 28 and a high school GPA of at least 3.75 are directly admitted to the Honors College. This includes all Bepko Scholars and Fellows, Adam W. Herbert Presidential Scholars, Plater International Scholars, and Chancellor's Scholars. Current IUPUI students who are not in the Honors College, but have at least a 3.50 GPA, may be allowed to complete an Honors course or experience with permission from the Honors College. Interested students should discuss this with their academic advisor and then contact an Honors advisor for authorization prior to registration.

All Honors College Scholars are required to complete one Honors course or experience every semester. Students may take no more than 6 credit hours of Honors work each semester. Students admitted to the Honors College prior to Fall 2010 are required to complete 18 Honors credits with a minimum 3.30 grade point average in order to graduate from IUPUI with Honors; those admitted Fall 2010 and thereafter are required to complete 24 Honors credits with a minimum 3.30 grade point average in order to graduate with Honors.

Students have the following options for earning Honors credit: complete an Honors course, complete an Honors Contract, engage in research, study abroad, or take a graduate course as an undergraduate student. Students must complete and submit applicable paperwork to the Honors College office in order to earn Honors credit for all options other than an Honors course. All students must contact an Honors College

staff member in order to obtain authorization to register for an Honors course with the exception of chemistry courses and Organizational Leadership and Supervision (OLS) courses. Students should contact those departments to request authorization.

The Honors Contract, the most common method for earning Honors credit, enables qualified students to engage in Honors work in courses not specifically designed as Honors courses by working with the faculty member to create a special Honors project for the course. The student who enters into an Honors Contract with a faculty member will engage in work beyond what is required for a regular undergraduate course; the course will appear as Honors credit on the student's transcript. Honors Contract forms must be submitted to the Honors College office no later than the end of the third week of classes during Fall and Spring semesters and by the end of the first week of classes during Summer sessions. For additional information, visit the Honors College website at http://www.honorscollege.iupui.edu

Contact Information:

IUPUI Honors College

755 W. Michigan St., UL 0124

Indianapolis, IN 46202-5164

(317) 274-2660

Biology

Students with a GPA of 3.30 and 12 hours of credit, or newly entering freshmen with a minimum combined math and verbal (critical reading) SAT score of 1200 or who are graduating in the top 10 percent of their high school class, qualify for the Biology Honors Program. Students wishing to participate in the Biology Honors Program must first receive approval from the Department of Biology. Students may choose from two tracks. In Track 1 (honors with thesis), students must complete 21 credit hours of honors work including 6 credit hours outside of biology and 15 credit hours in biology. These biology hours are to include 4 credit hours of BIOL K102/BIOL K104 honors sections of lab/recitation, 6 credit hours in honors sections of BIOL-K493, and 5 credit hours in H-Option biology courses and/or 500-600-level biology courses. In Track 2 (honors without thesis), students must complete 24 credit hours of honors work. These hours are to include 6 credit hours outside of biology, 4 credit hours of BIOL-K102/BIOL-K104 honors sections of lab/recitation, and 14 credit hours in H-Option biology courses and/or 500-600-level biology courses.

Chemistry

Students with a minimum GPA of 3.00 may be admitted into the Chemistry Honors Program with approval of the Honors Program and the Department of Chemistry and Chemical Biology. After entering the program, maintenance of a GPA of 3.30 in all courses and of 3.50 in honors courses is necessary. The curriculum committee of the chemistry department will approve any honors Bachelor of Science degrees awarded in chemistry. In addition to meeting general honors requirements, students who intend to graduate with honors in chemistry must complete 24 honors credit hours, consisting of 1 credit hour in the CHEM-C301 or CHEM-C302 Chemistry Seminar, 6 credit hours in CHEM-C409 Chemical Research, 5 credit hours of H-Options in undergraduate courses and/or graduate chemistry courses, and 12 credit hours of honors credit in courses outside of chemistry.

Geology

For the Bachelor of Science degree, honors students must complete 24 credit hours of honors work, 18 credit hours in geology and 6 credit hours in other approved honors courses. For the Bachelor of Arts degree, the requirements are 15 credit hours in geology and 9 credit hours outside geology in other approved honors courses. The following upper-division geology courses are approved for H-Option contracts: GEOL-G205 Reporting Skills in Geoscience, GEOL-G209 History of the Earth, GEOL-G221 Introductory Mineralogy, GEOL-G222 Introductory Petrology, GEOL-G304 Principles of Paleontology, GEOL-G323 Structural Geology, GEOL-G334 Principles of Sedimentation and Stratigraphy, GEOL-G403 Optical Mineralogy and Petrography, GEOL-G404 Geobiology, plus GEOL-G410 Undergraduate Research in Geology (1 cr.), GEOL-G406 Introduction to Geochemistry, GEOL-G413 Introduction to Geophysics, GEOL-G415 Principles of Geomorphology, GEOL-G416 Economic Geology, GEOL-G430 Principles of Hydrology, and GEOL-G499 Honors Research in Geology. The student must complete 3 credit hours in GEOL-G499 Honors Research in Geology to satisfy the requirements for the honors component. The overall grade point average must be 3.30 with a 3.50 in all honors work.

Psychology

To graduate with honors, the student must earn at least 24 hours of honors credit, six of which must be in psychology and six of which must be outside of psychology (the remaining 12 credit hours can be either in or outside psychology). Three to six hours of this credit must be for PSY-B499 Honors Research, which should culminate in an honors thesis. Only grades of A or B will count for honors credit. To graduate with honors, the student must have an overall GPA of 3.30, a GPA of 3.30 in all honors coursework, and a GPA of 3.50 in psychology classes. For additional information , go to http://honorscollege.iupui.edu/ or contact Dr. Bethany Neal-Beliveau (LD 126L, 274-6751, bnealbe@iupui.edu, the Psychology Department's Honors Program advisor.

Student Learning Outcomes

- Biology
- Biotechnology
- Chemistry
- Computer and Information Science
- Environmental Science
- Forensic and Investigative Sciences
- Geology
- Interdisciplinary Studies
- Mathematics
- Physics
- Psychology

Bachelor of Arts & Bachelor of Science in Biology

Students who graduate with a B.A. or B.S. in Biology will be able to:

1. Demonstrate knowledge of how biological molecules such as DNA, RNA, proteins, lipids, and carbohydrates contribute to the structure and function of prokaryotic and eukaryotic cells.
2. Integrate the cellular, molecular and physiological basis of how organisms develop structure, carry out functions, sense and control their environment, and respond to external change.
3. Describe how genetic principles associated with natural selection contribute to the functioning of an organism and the evolutionary diversity of life on earth.
4. Access, evaluate, and communicate information relevant to the study of biological sciences.
5. Work safely and effectively with basic laboratory techniques and instrumentation.
6. Exhibit problem solving and critical thinking skills needed to design and implement laboratory projects, and gather, analyze and draw conclusions from data.
7. Apply basic principles of chemistry, math, and other disciplines to the functioning of living systems.
8. Successfully complete a laboratory or literature-based research project with supervision from a faculty sponsor.

Chemistry

Bachelor of Arts in Chemistry (B.A.)

Students who graduate with a B.A. in Chemistry will be expected to:

1. Understand major concepts and theoretical principles in organic chemistry, analytical chemistry and physical chemistry.
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, analyze the results and draw conclusion 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.

Bachelor of Science in Chemistry (B.S.)

Student who graduate with a B.S. in Chemistry (including biochemistry options) 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 Arts & Bachelor Science in Geology

Upon graduating, students with an undergraduate degree in Geology (BA or BS) will:

- gain access to employment in professions of their choosing related to Earth Science, Science Education, and/or Environmental Science (BA, BS);
- gain acceptance to reputable graduate programs in the Earth Sciences, Environmental Sciences, or a program of their choosing (BS); and
- successfully complete state and/or national professional competency examinations in Earth Sciences (BA, BS).

Students who graduate with a BA or BS will achieve the following objectives:

1. Solve earth science problems using the scientific method and critical thinking.
2. Describe spatial and temporal variations in Earth processes through modeling, mapping, observation and measurement.
3. Understand the evolution of physical Earth and life as reflected in the geologic time scale.
4. Understand the structural and chemical controls on the physical properties and behavior of Earth materials.
5. Evaluate how physical, chemical and biological cycles are integrated into Earth systems from the local to global scale.
6. Understand how events of the geologic past control the current distribution of resources.
7. Assess the impact of physical and chemical cycles on human health and welfare.
8. Evaluate impacts and potential mitigation strategies for natural hazards, resource utilization, climate and environmental change.
9. Demonstrate competence in communicating Earth science problems to a broad audience through written, oral and visual means.

10. Understand the interdependence of the diverse sub-disciplines of Earth science.

Bachelor of Arts and Bachelor of Science in Psychology

Student graduating with a B.A. or B.S. in Psychology will demonstrate the following learning outcomes.

1. **Content of Psychology:** to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. In particular, students should understand that:
1. Psychology is a science. Its purpose is to describe, explain, predict, and change behavior.
2. Behavior is influenced by person variables, environment variables, and their interaction. B = f(P + E + PE).
3. Psychology has evolved in a socio-historical context and it is characterized by a variety of theoretical perspectives.
4. Our experience of the world is highly subjective and influenced by our cultural heritage.

2. **Research in Psychology:** to understand and use basic research methods in psychology, including design, data analysis, and interpretation.
3. **Application of Psychology:** to understand and generate applications of psychology to individual, social, and organizational issues.
4. **Ethics in Psychology:** to understand and abide by the ethics of psychology, including those that encourage the recognition, understanding, and respect for the complexity of socio-cultural and international diversity.
5. **Personal Development, Relationship Building, and Career Planning:** to understand themselves and others, acquire effective collaboration skills, and develop realistic ideas about how to pursue careers in psychology and related fields.
6. **Communication Skills, Information Competence, and Technological Proficiency:** to write and speak effectively, demonstrate information competence, and utilize technology for many purposes.
7. **Critical and Creative Thinking and Problem Solving:** to use critical and creative thinking in the scientific approach to problem solving.

Biotechnology

Bachelor of Science in Biotechnology (B.S.)

Computer and Information Science

The Department's Undergraduate Committee states the following Student Learning Outcomes. After graduation, a student should be able to:

1. Write software programs in multiple programming languages.
2. Understand the theoretical foundations of computer science, including the study of discrete computational structures.
3. Understand and use different programming language paradigms such as procedural, object-oriented, etc.
4. Use different data structures such as linked lists, arrays, stacks, trees, graphs, hash tables, etc. to improve efficiency of software, and mathematically or experimentally analyze them and operations on them.
5. Know a diverse array of computational algorithms and their analysis techniques, as related to searching, sorting, optimization, and graph problems.
6. Know fundamental limitations of designing efficient algorithms and the theoretical meaning of the P?=NP problem.
7. Know the basic concepts in formal language theory and their application to compiler design.
8. Understand the basic design of computer architecture and their relationship to software design.
9. Understand and design the basic functionalities of different computer operating systems.
10. Acquire knowledge in multiple advanced areas of computer science, such as databases, data mining, multimedia, graphics, computing security, networking, software engineering, bio-computing, etc.
11. Design, develop, and test small scale software projects.
12. Write scientific project reports and software documentation.

Bachelor of Science in Environmental Science (B.S.)

Upon graduating, students with an undergraduate degree in Environmental Science will:

- gain access to employment in professions of their choosing related to Earth Science, Science Education, and/or Environmental Science; and
- gain acceptance to reputable graduate programs in the Earth Sciences, Environmental Sciences, or a program of their choosing.

Students who graduate with a BSES degree will achieve the following objectives:

1. Solve environmental science problems using the scientific method and critical thinking.
2. Evaluate physical, chemical and biological cycles related to surficial earth processes and how they operate to describe integrated earth systems from a local to global scale.
3. Demonstrate competence in communicating environmental science problems to a broad audience through written, oral, and visual means.
4. Describe the structure and function of major environmental systems.
5. Effectively apply analytical skills, including basic measurement and monitoring skills, and use of appropriate technology.
6. Understand current thinking and research on the nature, causes, and solutions of environmental problems as they affect human health and the environment.
7. Develop knowledge in advanced disciplines of environmental sciences and evaluate inter-relationships between disciplines.

Specialization leading to an advanced understanding of one of the three component areas that are central to the BSES program:

Earth and Water Resources

1. Understand interactions between land, soil, and water and quantitatively assess processes in soils, hydrogeology, and biogeochemistry.
2. Describe physical, chemical, and biological interactions and processes affecting soil and water resources.
3. Apply advanced analytical techniques related to environmental quality assessments.

Environmental Management

1. Apply skills needed to characterize hazards, track the fate and transport of pollutants.
2. Identify health and environmental effects of pollutants and plan and manage programs to control environmental hazards.
3. Identify and solve problems in solid and hazardous waste, water quality and wastewater treatment, and air quality.

Environmental Remote Sensing and Spatial Analysis

1. Develop spatial analytical techniques using remote sensing (satellite and airborne sensors), geographic information system (GIS), and global positioning system (GPS) technologies.
2. Integrate technologies of remote sensing and spatial analysis to problems of environmental modeling and analysis.

Forensic and Investigative Sciences

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

1. **Forensic Science System** - 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. **Forensic Chemistry** - 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.
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.

3. **Pattern Evidence** - 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 tiretreads and footwear.

4. **Forensic Biology** - 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. **Photography and Imaging** - 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.
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. **Ethics** - 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. **Forensic Science and the Law** - 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. **Research** - Understand how to conduct forensic science research.
1. Conduct a literature search on a forensic scinece 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 Science in Interdisciplinary Studies (B.S.)

"The purpose of the Bachelor of Science (B.S.) in Interdisciplinary Studies Program is to provide an opportunity for IUPUI students to construct individual majors that are science-based, interdisciplinary, and not represented by an existing major program". Interdisciplinary Studies Majors create individualized courses of study; each student, in consultation with his or her faculty mentor, will individually develop student learning outcomes. The following SLOs, however, are common for all Interdisciplinary Studies Majors:

1. Create and develop an individualized plan of study for the proposed major, the interdisciplinary nature between science and at least one other discipline.
2. Design, in consultation with a faculty mentor, 4-6 individualized Student Learning Outcomes that specify an action or outcome of the plan of study that is
3. Successfully design, present, and defend an experimental or literature-based research project or internship experience, culminating with a written report or presentation of the findings.

Bachelor of Science in Mathematics and Mathematics Education (B.S.)

The Department of Mathematical Sciences synthesized the IUPUI's Principles of Undergraduate Learning, the National Council of Teachers of Mathematics Standards, and the Mathematics Association of America's competencies for undergraduate mathematics majors to create the following 10 Student Learning Outcomes for the undergraduate mathematics programs. Students will be able to:

1. Understand and critically analyze mathematical arguments.
2. Understand, appreciate, and identify connections between different areas of mathematics.
3. Understand, appreciate, and solve some applications of mathematics to other subjects.
4. Develop a deeper knowledge and competence of at least one area of mathematics.
5. Develop and demonstrate abstract reasoning in a mathematical context.
6. Develop and demonstrate the principle modes of discovery in mathematics.
7. Develop and demonstrate careful and ethical analysis of data.
8. Develop and demonstrate problem-solving skills.
9. Demonstrate effective communication skills of mathematical ideas precisely and clearly, both orally and in writing.
10. Utilize a variety of technological tools (CAS, statistical packages, programming languages, etc.) in analyzing and solving mathematical problems.

Concentrations include: Applied Mathematics, Pure Mathematics, Actuarial Science, and Secondary School Teaching

All majors should work on a senior-level project that requires them to analyze and create mathematical arguments and leads to a written and oral report (capstone).

Bachelor of Science in Physics (B.S.)

Students who graduate with a B.S. in Physics will achieve the following objectives:

1. Know and understand the basic and advanced concepts of classical and modern physics.
2. Master the mathematical skills relevant to the study of physics.
3. Apply the knowledge of physics and mathematics to solve physical problems.
4. Design and perform laboratory experiments in physics.
5. Use computers and software to solve physics problems and to obtain and analyze experimental data.
6. Successfully collaborate with peers, attain the necessary skills, and develop the work ethic to perform and complete physics research.
7. Prepare a written technical document and deliver an oral presentation relevant to physics.
8. Apply her or his skills to other areas or problems.

Admissions

- Biology

- Chemistry
- Computer and Information Science
- Earth Sciences
- Forensic and Investigative Sciences
- Mathematics
- Physics
- Psychology

Biology, MS & PhD

Students must hold a baccalaureate degree from an accredited institution of higher learning and demonstrate good preparation in the following subjects: Biological Sciences, Organic Chemistry, Physics, and Mathematics.

A minimum graduation grade-point index of 3.00 or equivalent is required for unconditional admission. An undergraduate GPA of 3.00 does not guarantee admission. Applicants with GPAs of 3.00 or slightly above will be expected to have a science course GPA of 3.00.

Transfer Students

Transfer credits from other institutions of higher learning cannot be used to replace the minimum of 9 hours of Biology Department course work required for the M.S. thesis degree. Up to 12 hours of Biology graduate credits taken at IUPUI by graduate non-degree students may be transferred to the non-thesis option. At least half of the coursework hours in a Ph.D. program of study must be taken while enrolled at IUPUI.

Application Process

REMEMBER: ALL MATERIALS MUST BE SUMBITTED TO THE DEPARTMENT BEFORE THE GRADUATE COMMITTEE WILL REVIEW YOUR FILE.

Online Application

In the online application, please make sure you complete all sections. This includes the Personal Statement, Departmental Question, and Recommendations sections. It is helpful to include your name on all typed, uploaded documents.

In the Educational Objective Section, you must select: **Academic Objectives: Biology (Purdue University)**

For the **:** Provide a statement (approximately 750 words) that identifies your academic goals, career objectives, why you are applying to this program, and the qualifications you have that make you a strong candidate for this program. *(On the application, ignore the statement that says "check the department page for more specific information". The statement provided above is sufficient for the writing your personal statement.)*

In the section, you must specify which program you are pursuing. The choices are as follows: Pre-Professional Non-Thesis, M.S. non-thesis, M.S. thesis, and Ph.D. Simply write a sentence saying "I am applying for the .... program." and upload it.

The last step before submitting an on-line application is the application fee. ***You must pay this fee in order to submit your application.***

IMPORTANT NOTE: An email will be sent to you when our department receives your complete application. If you do not receive an application submission email within 3-4 weeks, please email or call to verify that we have it. We have several students who mistakenly select the wrong Academic Objective and their application goes to another department. It is important to check your email to verify we received your application. If your application is mis-directed, it can be easily switched over to our department.

Letters of Recommendation

At least 2 letters should come from professors in previous science courses and should address the applicant's aptitude and potential in a science program at the graduate level.

The preferred method is using the online section within the application. If you have a person who does not wish to fill out the recommendation online, he or she may write a standard letter and mail it to the department. They can also include an optional recommendation form, but it is NOT required (click here to print the form). Or, you may call the Department of Biology at (317) 274-0577, or e-mail biograd@iupui.edu, with your address to have the optional form mailed to you. We also accept "committee packets" that universities put together for their students.

Official Transcripts

Send two (2) official copies of transcripts from all attended institutions (including any IU campus) directly to the Biology Department:

IUPUI Biology Department

ATTN: Graduate secretary

723 West Michigan Street, SL 306
Indianapolis, IN 46202

Official GRE and TOEFL Scores

(TOEFL scores are for international students only)* The GRE general test is required and be substituted with other test scores. You only need to take the general test, **do not** take a subject test. To find testing sites or to send scores, visit the ETS website at www.ets.org.

MCAT scores and scores from other professional exams do not substitute for the GRE score. A cumulative GRE score of 1000 with a minimum score of 400 in the verbal section is the minimum required for admission. The average verbal plus quantitative totals in recent years are 1170 for M.S. programs and 1200 for the Ph.D.

GRE and TOEFL codes: IUPUI = 1325, Biology Department = 0203

*Test of English as a Foreign Language (TOEFL) with a minimum score of 600 on the paper-based test, 250 on the computer-based test, or 80 on the internet-based test (foreign students only).

To be eligible for Teaching Assistantships, foreign applicants must pass the English Language Proficiency screening administered by the IUPUI ESL Program.

Application Deadlines

Ph.D.: March 1

M.S. Thesis (full time with support): May 1 for Fall entry or October 1 for Spring entry

Pre-Professional Non-Thesis and M.S. Non-Thesis: August 1 for Fall entry or December 1 for Spring entry

Chemistry, MS & PhD

Applications for full-time study should be completed by January 31st for entry the following fall semester to ensure complete consideration for fellowships and other financial support.

Late applications will be considered only if full-time positions are available. Applications for part-time graduate admission may be submitted up to two months prior to the intended starting date.

University Code: 1325

Application Process

Graduate Application Form: Complete the application online or download the application and mail it to the address below.

Letters of Recommendation: We require three letters of recommendation from people familiar with you and your student and/or professional career. (See recommended letter format) Letters on letterhead are also acceptable.

Transcripts: One original copy of the official transcript(s) of all previous university work is required. All degrees awarded should be documented. A list of university courses and their titles that do not appear on the transcript(s) should also be sent to us.

GRE: All students are required to take the Graduate Record Examination general test; the chemistry exam is not required but will be considered if a score is submitted. Please have the documentation of your score mailed directly to us from Educational Testing Service.

TOEFL: Foreign students must take the TOEFL or IELTS. The minimum scores required for admission are 79 (TOEFL internet-based test); 213 (TOEFL computer-based test); or 6.5 (IELTS).

Application Fee: An application fee will be charged which may be paid by credit or debit card.

Fellowships & Assistantship: If you are interested in applying for a fellowship, please download and mail to us the form: "Release of Confidential Information to the University Fellowship Subcommittee ."

Note: Fall semester deadline to be considered for a Fellowship or a Teaching Assistantship is March 15th. In addition University Fellowships are available. Those have an earlier deadline of January 15th.

Applications, letters of recommendation, transcripts, and exam scores should be mailed to:

Graduate Admissions Committee

Department of Chemistry and Chemical Biology

Indiana University-Purdue University Indianapolis

402 North Blackford Street, LD 326
Indianapolis, IN 46202-3274

Graduate Continuing Non-Degree (GCND) Students

Graduate Continuing Non-Degree (GCND) students who wish to enroll in courses, though not necessarily in a degree program, should contact the IUPUI Graduate Office. Students should be aware that no more than 12 credit hours earned as a non-degree student may be counted toward a degree program.

Computer and Information Science

Master of Science in Computer Science (M.S.)
Doctor of Philosophy in Computer Science (Ph.D.)

MS in Computer Science

The applicant to the graduate program must have a four-year bachelor's degree or equivalent. Interested students with 3-year degree should contact the department for information.

The applicant's record should exhibit outstanding achievement as indicated by the grade point average for each degree over his or her entire academic record. An applicant is expected to have a GPA of at least a 3.00 on a scale of 4.00. The record should also demonstrate strong individual accomplishments and recommendations from independent references.

Applicants who do not have a Bachelor's degree in Computer Science or a related field may be required to take prerequisite courses and pass with a grade of B+ or higher.

Application Process

1. IUPUI online application
2. Three (3) letters of recommendation.
3. Statement of purpose
4. Official transcripts and evidence of degrees awarded from each post-secondary school attended. If the original documents are in not in English, you must submit a certified translation of each official transcript and degree certificate. Notarized copies are NOT acceptable. Transcript request form
5. Demonstration of English proficiency: Students whose native language is not English must demonstrate English proficiency through one of the following options:

1. Official TOEFL* score report with the following minimum scores:
   550 (paper),
   213 (computer),
   or **79** (internet: writing 18, speaking 18, listening 14, reading 19)
2. Official IELTS (International English Language Testing System) score of at least **6.5**.

6. GRE* score (if seeking financial aid)
7. Download and complete the Financial Instructions and attached Financial Support Agreement (international students only).

*GRE and TOEFL school code: **1325**
GRE department code: **0402**
TOEFL department code: **78**

Send application materials the following address.

Graduate Admissions Committee

723 W. Michigan Street, SL 280
Indianapolis, Indiana 46202

If you have additional questions during the application process, do not hesitate to contact a graduate advisor. You can call during business hours. Our telephone number is (317) 274-9727. or email us at admissions@cs.iupui.edu.

Application Deadlines
Fall Semester: January 15 (with priority consideration for financial aid), May 1 (with limited financial aid consideration)

Spring Semester: September 15 (with limited financial aid consideration)

PhD in Computer Science
Applicants must have a four-year bachelor's or equivalent degree. We place great weight on the quality of the institution. The applicant must have adequate computer science background, as determined by the admissions committee.

Applicants who begin a graduate program in computer science at another institution should complete at least a year in that program before applying to us. If the program is a master's program, we normally require completion of the program before registration here. If the program is a doctoral program, we ask for evidence of eligibility to continue that program.

GPA. We expect our entering students to have a grade point average (GPA) equivalent to at least 3.50 (A = 4, B = 3, C = 2, D = 1, F = 0) in all their courses as well in computer science and mathematics courses. If the institution does not use an ABC... grading system and does not publish an official algorithm for converting its grades to such a system, then we expect applicants from it to be in the top ten percent of their class.

Application Deadlines
Fall Admission: January 15

Spring Admission: September 15

Application Process
Complete the online application and then complete the following items and mail them to the Department of Computer and Information Science:

- Official transcripts and evidence of degrees awarded (with English translation), if necessary Transcript Request Form
- Computer Science Application Form 1 (.doc) and Form 2 (.doc)
- Letters of recommendations (3)
- Statement of purpose
- Copies of TOEFL reports, if appropriate
- GRE score, if appropriate*
- Financial statement (international students only). The form can be obtained at http://iapply.iupui.edu/expenses/support-agreement.pdf.

Graduate Record Examination
Scores on the Graduate Record Exam are not required for admissions. Applicants seeking financial aid, however, must submit general GRE exam scores. The applicants are strongly encouraged to submit scores for the Computer Science subject test.

International Students
All applicants whose native language is not English must submit scores for TOEFL. Requirement is a 550 score for paper-based and 250 for the computer-based test. Students submitting TOEFL iBT must have minimum scores of:

- Reading (19)
- Listening (14)
- Speaking (18)
- Writing (18)

An overall TOEFL i BT score of 79 is required. An IELTS band score of 6.5 is also acceptable.

Potential applicants with questions are advised to contact a graduate advisor by calling 317-274-9727.

Earth Sciences
Ph.D. in Applied Earth Sciences
One of the nation's first doctoral programs in applied earth sciences merging geoscience, geoinformatics and human health has been established in the School of Science at Indiana University-Purdue University Indianapolis.

When you have decided to apply to join us, fill out the Online Application Form provided by the IUPUI Graduate Office (scroll down to "Proceed to Online Application").

NOTE: The suggested application submission date is January 15th. Submission in mid-January maximizes the prospective student's opportunity to receive financial aid.

Master of Science in Geology
The IUPUI graduate program in Geology leads to a Master of Science degree from Indiana University. We offer a thesis and non-thesis option; however, typically only thesis-option students are considered for funding. Our thesis option requires 24 credit hours of graduate level courses and 6 credit hours of a research thesis. See Requirements of MS Degree for more details.

When you have decided to apply to join us, fill out the Online Application Form provided by the IUPUI Graduate Office (scroll down to "Proceed to Online Application").

NOTE: The suggested application submission date is January 15th. Submission in mid-January maximizes the prospective student's opportunity to receive financial aid. However, the Earth Sciences Department will consider applications for admission throughout the year.

Forensic and Investigative Sciences, MS
The M.S. Program in Forensic Science, which awards a Purdue University degree, requires 35 credit hours of study beyond the baccalaureate level. It is designed for students seeking careers as professional forensic scientists who desire employment in the criminal justice field or a related area.

The **admission requirements** are as follows:

- A Bachelor's degree from an accredited institution in chemistry, biology, forensic science, pharmacology/toxicology, or a related science
- A minimum GPA of 3.00 for all undergraduate work
- A score in the upper one-half in the GRE general exam

The program will serve full time students who meet the above requirements as well as students who are presently employed full time in a forensic science laboratory or other analytical laboratory.

A non-thesis option is permitted only for those students who must enroll part time in the program because they are employed full time in a forensic science or related laboratory. These students will be permitted to complete a lab based project if they wish, including one that does not rise to the level of a thesis but, in addition, all students in this category must complete a literature based research project, write it up and report it orally to the faculty and students of the FIS program in the manner that one would defend a thesis.

How to Apply

Application to the program can be done completely online and this is the preferred way to apply although hard copies of forms will be accepted. The online application is called the "eApp Online Admissions Application."

You will be directed to create an account to begin your application. The application can be filled out in stages and saved along the way so you can return to it later. The eApp has provisions for uploading your personal statement and listing contact names for three letters of recommendation.

These people will automatically be emailed and asked to input their letters of recommendation.

The Forensic and Investigative Sciences Program accepts applications once a year for beginning matriculation in the Fall semester. The deadline for applying to the program is **January 15th** of the year you wish to start. Applications must be complete by **January 15th** or they will not be considered. Applicants must submit the following:

1. The completed application which will also require
- Three (3) letters of recommendation. These would normally be from professors who can evaluate your ability to successfully complete graduate work in forensic science
- A personal statement that discusses your educational and work background, interest and experience (if any) in forensic science, and research interests if you are full time. For part-time students, also include your current work experience.

2. Official final transcripts from all higher education institutions that you attended.
3. Applicants must arrange to have the testing agency send their GRE scores (and TOEFL, if applicable) directly to the university (University code is 1325).

Applications are not normally considered on a rolling basis. They are generally considered en masse after the January 15th deadline. You will be notified within a few weeks after the decision is made.

Mathematics

Master of Science in Mathematics (M.S.)
Doctor of Philosophy in Biostatistics (Ph.D.)
Doctor of Philosophy in Mathematics (Ph.D.)

MS in Mathematics
Application Process

1. IUPUI online application
2. A statement of personal and professional goals (300-500 words). This can be submitted as part of the online application or sent directly to the department.
3. A resume or CV. This can be submitted as part of the online application or sent directly to the department.
4. Three letters of recommendation. These can be submitted online or you may download and print the form.
5. Official transcripts and evidence of degrees awarded from each post-secondary school attended. If the original documents are in not in English, you must submit a certified translation of each official transcript and degree certificate. Notarized copies are NOT acceptable. Transcript request form
6. Demonstration of English proficiency*: Students whose native language is not English must demonstrate English proficiency through one of the following options:

1. Official TOEFL score report not more than two years old with the following minimum scores:
   570 (paper),
   230 (computer),
   or **79** (internet: writing 18, speaking 18, listening 14, reading 19)
2. Official IELTS (International English Language Testing System) score of at least **6.5**.
3. Official PTE (Pearson Test of English) score of at least **58**.

7. Non-waiveable, non-refundable application fee of $60 for domestic applicants and $60 for international applicants.
8. International Student Financial Information Form (For international students only; download and print the form).

*If you are a native speaker of English, you are not required to demonstrate English proficiency. An exception will be granted for non-native speakers of English who have completed a post-secondary degree at a college or university in a native-English speaking country within two years of the anticipated enrollment semester and for non-native speakers of English who are U.S. citizens or permanent residents.

NOTE: All documents submitted become the property of IUPUI. After one year of **no** enrollment, hard copies will be discarded.

Send application materials the following address.

Graduate Programs

Department of Mathematical Sciences

IUPUI

402 N. Blackford St. Rm. 270

Indianapolis IN 46202-3216

Email: grad-program@math.iupui.edu
Phone: 1-317-274-6918
Fax: 1-317-274-3460

Admission Deadlines
Fall Semester

- Assistantship consideration: March 1
- All international applicants: March 1
- All other applicants: May 1*

Spring Semester

- All international applicants: October 1
- All domestic applicants: October 15*

Spring applicants are not considered for financial support; due to schedule of course offerings, it is not always feasible to begin the program in the Spring semester. Email grad-program@math.iupui.edu for more information before applying for Spring admission.

Summer Semester

- April 1*

This deadline applies for M.S. Math Education majors only. Summer applicants are not considered for financial support; due to schedule of course offerings, it is not always feasible to begin the program in the Summer semester (with the exception of math education). Email grad-program@math.iupui.edu for more information before applying for Summer admission (unless you are math education).

*If you cannot provide all application materials by this date, we encourage you to apply to the Graduate Non-Degree program through the IUPUI Graduate School Office. This program will allow you to take courses towards your intended degree program, and you may transfer up to 12 credit hours into the M.S. program, subject to graduate committee approval. Email grad-program@math.iupui.edu for more information.

PhD in Biostatistics

Admission Requirements

Applications are invited from individuals with strong quantitative and analytical skills and a strong interest in biological, medical and/or health related sciences.. This program requires completion of at least 90 credit hours of graduate work. A maximum of 30 credit hours completed in either a previous degree program, or in graduate non-degree status, may contribute towards this requirement, subject to program approval. However, transfer of credit hours completed in graduate non-degree status is limited to no more than 12. All course grades must be a B or higher in order to be considered for transfer into the program.

Application Process

1. IUPUI online application
2. A statement of personal and professional goals (300-500 words). This can be submitted as part of the online application or sent directly to the department.
3. A resume or CV. This can be submitted as part of the online application or sent directly to the department.
4. Three letters of recommendation. These can be submitted online or you may download and print the form.
5. Official transcripts and evidence of degrees awarded from each post-secondary school attended. If the original documents are in not in English, you must submit a certified translation of each official transcript and degree certificate. Notarized copies are NOT acceptable. Transcript request form
6. Non-native speakers of English must provide proof of English proficiency. See the IUPUI Office of International Affairs English Language Requirements for details.
7. Non-waiveable, non-refundable application fee of $60 for domestic applicants and $60 for international applicants.
8. International Student Financial Information Form (For international students only; download and print the form).
9. ALL applicants must submit official general GRE test scores.

NOTE: All documents submitted become the property of IUPUI. After one year of **no** enrollment, hard copies will be discarded.

Send application materials the following address.

Graduate Programs

Department of Mathematical Sciences

IUPUI

402 N. Blackford St. Rm. 270

Indianapolis IN 46202-3216

Email: grad-program@math.iupui.edu
Phone: 1-317-274-6918
Fax: 1-317-274-3460

Admission Deadlines

Fall Semester

- All applicants: January 15

Applications are considered for Fall entry only; application entries for Spring (January) and Summer (June) will not be considered. However, any prospective applicant who would like to start taking classes during a Spring or Summer session is welcome to do so as a graduate non-degree student. A separate application is required.

PhD in Mathematics

Admission Requirements

Applications are invited from individuals with a strong background in mathematics who either have an M.S. in mathematics or else have been admitted to our combined M.S.- Ph.D. program. This program requires completion of at least 90 credit hours of graduate work. An M.S. degree from an accredited university may contribute up to 30 credit hours toward this requirement, subject to approval.

Application Process

1. IUPUI online application
2. A statement of personal and professional goals (300-500 words). This can be submitted as part of the online application or sent directly to the department.
3. A resume or CV. This can be submitted as part of the online application or sent directly to the department.
4. Three letters of recommendation. These can be submitted online or you may download and print the form.
5. Official transcripts and evidence of degrees awarded from each post-secondary school attended. If the original documents are in not in English, you must submit a certified translation of each official transcript and degree certificate. Notarized copies are NOT acceptable. Transcript request form

6. Demonstration of English proficiency*: Students whose native language is not English must demonstrate English proficiency through one of the following options:
1. Official TOEFL score report not more than two years old with the following minimum scores:
   570 (paper),
   230 (computer),
   or **79** (internet: writing 18, speaking 18, listening 14, reading 19)
2. Official IELTS (International English Language Testing System) score of at least **6.5**.
3. Official PTE (Pearson Test of English) score of at least **58**.

7. Non-waiveable, non-refundable application fee of $60 for domestic applicants and $60 for international applicants.
8. International Student Financial Information Form (For international students only; download and print the form).

*If you are a native speaker of English, you are not required to demonstrate English proficiency. An exception will be granted for non-native speakers of English who have completed a post-secondary degree at a college or university in a native-English speaking country within two years of the anticipated enrollment semester and for non-native speakers of English who are U.S. citizens or permanent residents.

NOTE: All documents submitted become the property of IUPUI. After one year of **no** enrollment, hard copies will be discarded.

Send application materials the following address.

Graduate Programs

Department of Mathematical Sciences

IUPUI

402 N. Blackford St. Rm. 270

Indianapolis IN 46202-3216

Email: grad-program@math.iupui.edu
Phone: 1-317-274-6918
Fax: 1-317-274-3460

Admission Deadlines

Fall Semester

- Fellowship consideration: February 1
- Assistantship consideration: March 1
- All international applicants: March 1
- All other applicants: May 1

Spring Semester

- All international applicants: October 1
- All domestic applicants: October 15

Spring applicants are not considered for financial support; due to schedule of course offerings, it is not always feasible to begin the program in the Spring semester. Email grad-program@math.iupui.edu for more information before applying for Spring admission.

Physics, MS & PhD

Students seeking to enroll in the physics graduate programs should have a background in the usual undergraduate courses in physics, mathematics and other sciences. Graduates from related fields of study in pure and applied sciences, and engineering, may be accepted on a probationary basis until they have completed any necessary undergraduate courses in physics.

Letters of Recommendation: We require three letters of recommendation from people familiar with you and your student and/or professional career. (See recommended letter format .)

Transcripts: One original copy of the official transcript(s) of all previous university work is required. All degrees awarded should be documented. A list of university courses and their titles that do not appear on the transcript(s) should also be sent to us.

GRE: You are required to take the Graduate Record Examination general test. The subject test in physics is not required, but is strongly encouraged. Please have the documentation of your score mailed directly to us from Educational Testing Service.

IMPORTANT: All potential applicants be advised that if you need your score reports before November 1, 2011, you should take the current GRE General Test before August 1, 2011. A revised GRE test has been created and will be implemented August 1, 2011, and scores for tests taken in August - October 31 will not be released until November 1, 2011, at the earliest. For more information please visit www.ets.org/gre.

TOEFL: Foreign students must take the TOEFL or IELTS. The minimum scores required for admission are 79 (TOEFL internet-based test); 213 (TOEFL computer-based test); or 6.5 (IELTS).

Physics Qualifying Exam: The Qualifying Exam must be taken, at the latest, after completing the first semester of graduate work. Two consecutive attempts are permitted to obtain a passing grade. A free attempt is granted to the student upon first enrolling in the Department.

Online Application: Please be sure to complete the Statement of Purpose regarding your goals and plans for your professional career in the on-line application. Also note the specific area of Physics that interests you. Apply now.

Application Fee: An application fee will be charged which may be paid by credit or debit card.

Fellowships & : If you are interested in applying for a fellowship, please download and mail to us the form: "Release of Confidential Information to the University Fellowship Subcommittee ." Note: Fall semester deadline to be considered for a Fellowship or a Teaching Assistantship is March 15th. In addition University Fellowships are available. Those have an earlier deadline of January 15th.

Letters of recommendation, transcripts and exam scores should be mailed to:

Director of Graduate Programs

Department of Physics

IUPUI School of Science

402 N. Blackford St., LD 154
Indianapolis IN 46202-3273

Clinical Psychology, MS & PhD

Students will be admitted to the program only at the beginning of the Fall Semester. The CP program is designed for full-time students only.

All admission materials must be submitted by December 1.

Admission Materials

1. A graduate school application that can be electronically submitted
2. A full set of undergraduate and graduate transcripts
3. Three (3) letters of recommendation
4. Verbal and quantitative GRE (Graduate Record Examination) scores and the GRE advanced subtest in psychology (subject test required for PhD program only).
5. Foreign students must submit TOEFL scores (Test of English as a Foreign Language) *unless* student has a Bachelor's degree from a predominantly English-speaking country (check here for the official list).
6. Personal Statement.
7. Departmental Questions.

Admission Requirements

- An undergraduate and graduate grade point average of 3.20 or higher on a 4-point scale for the Ph.D. program, and higher than 3.00 for the M.S. program.
- Three (3) favorable letters of recommendation. The recommendation form must be attached to all reference letters and may be submitted by the recommenders through the online application or mail. Download the Recommendation form if you plan to submit your letters by mail.
- A personal statement displaying an interest in the field of clinical psychology with a focus in psychiatric rehabilitation or health psychology.
- Prior research experience is strongly recommended, but not required, for admission.

Undergraduate Prerequisites

Except in unusual circumstances students admitted to the program are expected to complete at least 15 credit hours in psychology.

Although there are no specific undergraduate course prerequisites for program entry, students without coursework in the following areas will likely be at a disadvantage when taking some of the required courses:

1. Tests and Measurement
2. Statistics
3. Human Physiology or Physiological Psychology
4. Abnormal Psychology

Students without preparation in these areas may be asked by their instructors to complete some remedial activity prior to enrolling in the graduate course (e.g., reading an undergraduate text or taking an undergraduate course).

MS in I/O Psychology

All applicants must have a Bachelor's degree from an accredited institution. Entrants are typically accepted for full-time study beginning in the Fall semester; on rare occasions part-time applicants are considered case-by-case.

Admission Requirements

1. Apply online
2. Graduate Record Examination (the psychology subtest is not required) To be considered, an applicant must have a combined verbal and quantitative GRE score of **1100**, including a minimum quantitative score of **550**.
3. Also, students must have an undergraduate GPA of at least 3.00 on a 4-point scale
4. Three (3) strong letters of recommendation (including the recommendation Form).
5. Personal statement
6. Two (2) official transcripts of all undergraduate and graduate coursework.
7. Foreign students must submit TOEFL scores (Test of English as a Foreign Language) unless student has a Bachelor's degree from a predominantly English-speaking country (check here for the official list).
8. A program prerequisite is a course in statistics.

Students are admitted only for Fall enrollment. Application materials should be submitted no later than **February 1**.

Psychobiology of Addictions

Admission Requirements

1. Apply online
2. Take the GRE (no minimum score required).
3. A minimum undergraduate grade point average of 3.20*
4. Foreign students must submit TOEFL scores (Test of English as a Foreign Language) unless student has a Bachelor's degree from a predominantly English-speaking country (check here for the official list).
5. A personal statement
6. Three (3) letters of recommendation (including the recommendation form).
7. Two (2) official transcripts of all undergraduate and graduate coursework.

*Majors in the life sciences (psychology, biology, or chemistry) are particularly encouraged to apply. Academic preparation and performance in the life sciences (e.g., experimental psychology and behavioral neuroscience; cell and systems biology; chemistry) are given high priority in considering candidates for admission.

Women and minorities are strongly encouraged to apply.

Financial support is typically provided to all students in good standing.

Applications and supporting materials should be received by January 1st for admission for the following Fall semester.

For more information about the program, contact Dr. Stephen Boehm (slboehm@..

Psychology

All applicants must have a bachelor's degree from an accredited institution, Masters degree not required for admission into the Ph.D. programs.

Applicants must

- take the Graduate Record Examination (GRE), including the advanced test in psychology (Clinical Ph.D. only),
- submit three letters of recommendation (including the recommendation form),
- a personal statement, and
- provide official transcripts (2 copies) of past academic work.

Admission Deadlines

- December 1 (Clinical Psychology Ph.D.)
- January 1 (Psychobiology of Addictions Ph.D.)
- February 1 (Industrial/Organizational Psychology M.S.)
- March 15 (Clinical Psychology M.S.)

Online Applications

Applications are completed online and additional information is available at the Department of Psychology or through the graduate psychology office. Call **317-274-6945** or email gradpsy@iupui.edu for additional information.

Apply to the Graduate Program

Contact Information

Department of Biology

723 W. Michigan Street, SL 306
Indianapolis, IN 46202-5132
Phone: (317) 274-0577; fax: (317) 274-2846
www.biology.iupui.edu

Department of Chemistry and Chemical Biology

Science Building, LD 326
402 N. Blackford Street
Indianapolis, IN 46202-3274
Phone: (317) 274-6872, fax: (317) 274-4701
www.chem.iupui.edu

Department of Computer and Information Science

Engineering, Science and Technology Building, SL 280
723 W. Michigan Street
Indianapolis, IN 46202-5132
Phone: (317) 274-9727; fax: (317) 274-9742
www.cs.iupui.edu

Department of Earth Sciences

Engineering, Science, and Technology Building, SL 118
723 W. Michigan Street
Indianapolis, IN 46202-5132
(317) 274-7484; fax (317) 274-7966
www.geology.iupui.edu

Forensic and Investigative Sciences Program

Science Building, LD 326
402 N. Blackford Street
Indianapolis, IN 46202-3274
Phone: (317) 274-6882; fax: (317) 274-4701
www.forensic.iupui.edu

Deparment of Mathematical Sciences

Science Building, LD 270
402 N. Blackford Street
Indianapolis, IN 46202-3216
Phone: (317) 274-6918; fax: (317) 274-3460
www.math.iupui.edu

Department of Physics

Science Building, LD 154
402 N. Blackford Street
Indianapolis, IN 46202-3273
Phone: (317) 274-6900; fax: (317) 274-2393
www.physics.iupui.edu

Department of Psychology

Science Building, LD 124
402 N. Blackford Street
Indianapolis, IN 46202-3275
Phone: (317) 274-6947; fax: (317) 274-6756
www.psych.iupui.edu

General Requirements for Graduate Degrees

Students must be seeking graduate degrees and meet the general requirements of the Indiana University Graduate School or the Purdue University Graduate School, depending on the degree. Specific requirements of the individual department in which the student enrolls must also be met. Special departmental requirements are listed under the major department.

At least 30 academic credits are required for the master's degree and at least 90 academic credits are required for the Ph.D. Some programs may require more credits. The maximum number of transfer credits allowed is 12 hours, but some programs may allow fewer. The student's major department and the Office of the Associate Dean for Research and Graduate Education determine acceptability of transfer credits from another college or university. No work may be transferred from another institution unless the grade is a B or higher.

Students must meet graduate school resident study requirements. At least one-half of the total credit hours used to satisfy a Purdue master's degree must be earned while in residence at IUPUI. At least 30 credit hours of IU graduate work must be completed while enrolled on a campus of Indiana University to satisfy the master's degree. At least one-third of the total credit hours used to satisfy degree requirements must be earned (while registered for doctoral study) in continuous residence on the IUPUI campus. The major department should be consulted for other more specific rules.

All non-native speakers of English must submit results of the Test of English as a Foreign Language (TOEFL). A minimal score of 550 on the paper version/PBT TOEFL or a minimal score of 213 on the computer-based version/CBT TOEFL is required. Departments may set higher standards. Applicants in the Indianapolis area may substitute the IUPUI English as a Second Language (ESL) Placement Examination for the TOEFL. See the English for Academic Purposes web site for additional information. Information about this test is also available from the Office of International Affairs online at http://international.iupui.edu/.

Each student must file a plan of study that conforms to the departmental and disciplinary requirements. This is normally done in consultation with a faculty advisory committee. A tentative plan of study should be drawn up in advance of registration for the first semester of graduate work. The student and the graduate advisor should do this. Students and advisors should pay careful attention to the deadlines established by the graduate schools for filing plans of study.

Students must meet the grade and grade point average requirements. Only grades of A, B, or C are acceptable in fulfilling graduate school requirements in any plan of study. An advisory committee or department may require higher performance than C in certain courses. Grades of Pass (P) are not acceptable. Specific cumulative grade point average requirements, if any, are determined by the individual departments.

Students must fulfill departmental requirements regarding oral and written examinations. These requirements vary by program and students should consult the major department. The graduate school has no general requirement for oral and written examinations for the non-thesis master's degree.

Graduate Non-Degree Study

A student who has previously earned a bachelor's degree may enroll in graduate courses without making formal application as a degree-seeking student. Application as a graduate non-degree student is, however, required and may be obtained through the IUPUI Graduate Office at the Web site www.iupui.edu/~gradoff/gnd.

Additional information can be obtained at the IUPUI Graduate Office, University Library, Room UL 1170, 755 West Michigan Street, Indianapolis, IN 46202; phone (317) 274-1577. Students should consult the major department to determine how many credits earned in a non-degree status may be transferred into a graduate degree program.

Degree Programs

Graduate Certificates

Purdue University Graduate Certificates, offered through the Department of Computer and Information Science, include Databases and Data Mining, Computer Security, Software Engineering, Biocomputing, and Biometrics. For more information on these graduate certificates visit the Computer and Information Science department website.

Master of Science Degrees

Purdue University Master of Science degrees are offered in all School of Science departments except Earth Sciences, which offers an Indiana University Master of Science degree. All departments award either a thesis or nonthesis option.

- Applied Statistics
- Biology
- Chemistry
- Clinical Psychology
- Computer and Information Science
- Forensic and Investigative Sciences
- Geology
- Industrial Organizational Psychology
- Mathematics
- Mathematics Education
- Physics
- Psychobiology of Addictions

Doctor of Philosophy Degrees

A Purdue University Ph.D. program in Clinical Psychology is offered by the Department of Psychology. Purdue University Ph.D. Programs pursued at IUPUI, arranged through Purdue, West Lafayette, are available in biology, chemistry, computer science, mathematics, physics, and an additional area of psychology.

The Department of Earth Sciences offers an Indiana University Ph.D. program in Applied Earth Sciences.

In addition, together with the Division of Biostatistics in the Indiana University School of Medicine, the Department of Mathematical Sciences administers and offers an Indiana University Doctor of Philosophy in Biostatistics, with all requirements completed on the IUPUI campus.

Indiana University Ph.D. Programs pursued at IUPUI in departments or programs of the Indiana University School of Medicine in which School of Science faculty hold adjunct appointments are available.

- Biology
- Biostatistics
- Chemistry
- Clinical Psychology
- Computer and Information Science
- Mathematics
- Physics
- Psychobiology of Addictions

Joint M.D. - Ph.D. Degrees

Several departments participate in the joint M.D. - Ph.D. program with the Indiana University School of Medicine. In this program students concurrently earn an Indiana University Doctor of Medicine degree in the School of Medicine and a Ph.D. degree arranged through the School of Science. Students interested in this option should consult the program in which they wish to earn the Ph.D.

Student Learning Outcomes

- Biology
- Chemistry
- Clinical Psychology
- Computer and Information Science
- Forensic and Investigative Sciences
- Geology
- Industrial Organizational Psychology
- Mathematics
- Physics
- Psychobiology of Addictions

Biology

Master of Science in Biology (M.S.)

Students pursuing the Biology Pre-Professional M.S. will be able to:

1. Integrate biological knowledge and information incorporating cellular, molecular, genetic, physiological, and biochemical approaches.
2. Use critical thinking to access, analyze and evaluate information relevant to the study of biological sciences.
3. Develop proficiency in reading, interpreting, and evaluating primary scientific literature.
4. Summarize and present scientific ideas and biological information in a formal setting, in writing and orally, to faculty or fellow students.

Students pursuing the Biology Thesis M.S. will be able to:

1. Conduct independent research under the supervision of a research advisor to design, test, and analyze original laboratory and/or field experiments.
2. Demonstrate the ability to read, interpret, and incorporate the results of primary literature into the research design.
3. Employ rigorous approaches to data collection, replication of experimental results, set up of experimental controls and sampling design, and organization of raw data.
4. Summarize, describe and analyze patterns in data, interpret results and draw conclusions from data to defend an argument.
5. Present and communicate research results to peers through a poster presentation, research seminar and/or publication of results.
6. Write and defend a thesis that demonstrates mastery in at least one discipline of biological sciences.

Doctor of Philosophy in Biology (Ph.D.)

In addition to the above outcomes, students completing the Ph.D. in Biology will be able to:

1. Demonstrate a comprehensive knowledge in biological sciences through successful completion of a qualifying and preliminary examination.
2. Document an original contribution to biology through independent experimental design, peer-reviewed publication of results, and presentation and defense of a thesis.

Chemistry

Master of Science in Chemistry (M.S.)

In addition to SLOs proposed for B.A. and B.S. students, those who graduate with a M.S. in Chemistry will be expected to:

1. Demonstrate increased depth of understanding in most sub-disciplines of chemistry.
2. Integrate sub-disciplines of chemistry and other disciplines as applicable in problem solving and research.
3. Read and understand peer-reviewed chemical literature, and apply in field of study.
4. Present and communicate results to peers through poster, seminar and/or publishing.
5. Identify chemical problems and design experiments to solve these problems.
6. Teach effectively in labs or recitations in lower-level undergraduate chemistry courses.
7. For thesis MS, propose major area of research and conduct independent research under the mentoring of a research advisor.
8. For thesis MS, write and defend the thesis.

Doctor of Philosophy in Chemistry (Ph.D.)

In addition to the above learning outcomes for the M.S. degree, Chemistry Ph.D. students upon graduation will be expected to:

1. Think critically and creatively.
2. Propose original research project and conduct this research independently, including project design, analysis and conclusion.
3. Demonstrate mastery of chemistry in at least one discipline of chemistry.
4. Communicate and defend scholarly works.

Geology

Upon graduating, students with a graduate degree (MS in Geology or PhD in Applied Earth Sciences) will:

- Broadly understand and explain the significance of major research questions in one or more areas of earth sciences.
- Formulate testable scientific hypotheses.
- Carry out independent research in one or more subfields of earth sciences, using appropriate field, experimental, analytical, and/or computational methods.
- Describe, synthesize, and interpret the results of a scientific investigation orally and in writing.

Master of Science in Geology (M.S.)

Students who graduate with an MS degree* will achieve the following objectives:

1. Demonstrate the ability to synthesize current research questions and approaches in one or more subfields of Earth Sciences by critical evaluation of primary scientific literature.
2. Write a research proposal that presents a testable hypothesis, outlines the types of data needed to test the hypothesis, and describes how the collected data will be used to test the hypothesis.
3. Devise and implement a field, experimental, analytical, and/or computational plan aimed at collecting and analyzing the data necessary to address a specific scientific question.
4. Communicate research results to peers via poster or oral presentation, or publication in peer-reviewed journals, meeting abstracts, and/or technical reports.
5. Write and defend their research results (orally or in poster format) to demonstrate mastery of the material and an ability to communicate the results and significance of their work.

**numbers 1-5 apply to thesis-option MS graduates. Number 1 applies to non-thesis option MS graduates.*

Doctor of Philosophy in Applied Earth Sciences (Ph.D.)

Students who graduate with a Ph.D. in Applied Earth Science will achieve the following objectives:

1. Conduct independent research under the supervision of a research advisor to design, test, and analyze the results of original laboratory and/or field experiments.
2. Demonstrate the ability to read, interpret, and incorporate the results of primary literature into the research design.
3. Employ rigorous approaches to sampling design and data collection, replication of experimental results, set up of experimental controls, and organization of raw data.
4. Summarize, describe and analyze patterns in data, interpret results and draw conclusions from data to defend or refute a hypothesis.
5. Demonstrate a comprehensive knowledge of applied earth sciences through successful completion of preliminary and qualifying examinations.
6. Document an original contribution to applied earth sciences through publication of peer-reviewed results, and presentation and defense of an original dissertation.

Clinical Psychology

Doctor of Philosophy in Clinical Psychology (Ph.D.)

Graduate students earning a Purdue University Ph.D. in Clinical Psychology on the IUPUI campus will demonstrate the following abilities:

1. Students will demonstrate knowledge in the breadth of scientific psychology, including historical perspectives ofits foundations and development.
2. Students will demonstrate knowledge in the theory, methodology, and data analytic skills related to psychological research.
3. Students will demonstrate the ability to generate new scientific knowledge and theory related to the field of psychology.
4. Students will acquire knowledge and skills in the assessment of individual strengths and weaknesses, as well as the diagnosis of psychological problems and disorders.
5. Students will acquire knowledge and skills in the conceptualization, design, implementation, delivery, supervision, consultation, and evaluation of empirically-supported psychosocial interventions for psychological problems and disorders.
6. Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in the research and practice of clinical psychology.
7. Students will demonstrate a working knowledge of the APA ethical code and will demonstrate their ability to apply ethical principles in practical contexts.

Master of Science in Clinical Psychology (M.S.)

Students graduating with a M.S. in Clinical Psychology will be able to demonstrate:

1. Students will demonstrate knowledge in the breadth of scientific psychology, including historical perspectives of its foundations and development.
2. Students will demonstrate knowledge in the theory, methodology, and data analytic skills related to psychological research.
3. Students will demonstrate the ability to synthesize and to critically evaluate new scientific knowledge and theory related to the field of psychology.
4. Students will acquire knowledge and skills in the assessment of individual strengths and weaknesses, as well as the diagnosis of psychological problems and disorders.
5. Students will acquire knowledge and skills in the conceptualization, design, implementation, delivery, supervision, consultation, and evaluation of empirically-supported psychosocial interventions for psychological problems and disorders.
6. Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in the research and practice of clinical psychology.
7. Students will demonstrate a working knowledge of the APA ethical code and will demonstrate their ability to apply ethical principles in practical contexts.

Computer and Information Science

Graduate Certificates

The CIS department offers graduate certificates in Biocomputing, Computer Security, Software Engineering, Databases and Data Mining, and Biometrics. After graduation, a student should be able to:

1. Demonstrate a sound understanding of computing principles in the chosen area of study (Biocomputing, Biometrics, Computer Security, Databases and Data Mining, Software Engineering).
1. As evident from appropriate grades earned to satisfy the core course requirement for a specific certificate program

2. Demonstrate an ability to work in a group.
1. As evident from successfully developing moderately intense collaborative projects (e.g., semester projects in courses)

3. Demonstrate an ability to solve moderately complex problems in the chosen area of study.
1. As evident from successful completion of elective courses in Computer Science or related fields, as required by the Certificate program(s)

Master of Science in Computer and Information Science (M.S.)

After graduation, a student should be able to:

1. Demonstrate a sound understanding of general fundamental computing concepts (e.g., algorithms, programming languages, operating systems, etc.).
1. As evident from appropriate grades earned to satisfy the core course requirements

2. Demonstrate a relatively in-depth understanding of a subarea.
1. As evident from successfully completing a series of courses in a sub-area (e.g., databases

3. Demonstrate an ability to successfully work in a group and/or demonstrate an ability to successfully carry out moderately complex software projects.

1. As evident from successfully developing moderately intense collaborative projects (e.g., semester projects in courses) and/or
2. As evident from software development assignments/projects in courses (e.g., projects in networking course)

Additional Expectation from M.S. students choosing Thesis or Project Option:

1. Demonstrate an ability to systematically carry out scientific research (empirical and/or theoretical) on a moderately complex problem.

Doctor of Philosophy in Computer and Information Science (Ph.D.)

In addition to the above M.S. outcomes, Ph.D. students will:

1. Demonstrate an ability to develop original solutions and their validation that extend the state-of-art in a chosen specialization to significant research problem(s) as evident from publications in highly-ranked conferences/journals.

Forensic and Investigative Sciences

Master of Science in Forensic and Investigative Sciences (M.S.)

Mathematics

Master of Science in Mathematics (M.S.)

Degree concentrations include: Applied Mathematics, Pure Mathematics, Applied Statistics, and Math Education. In addition to the Student Learning Outcomes for the B.S. degree, those who graduate with a M.S. degree in Mathematics will be able to:

1. Demonstrate increased depth of understanding in most sub-disciplines of mathematics.
2. Integrate sub-disciplines of mathematics and other disciplines as applicable in problem solving.
3. Read and understand peer-reviewed mathematical literature.
4. Identify mathematical problems and design solutions to solve these problems.

Doctor of Philosophy in Mathematics (Ph.D.)

In addition to the Student Learning Outcomes for the M.S. degree, those who graduate with a Ph.D. degree in Mathematics will be able to:

1. Demonstrate a basic understanding of the fundamental ideas underlying the basic mathematical disciplines.
2. Demonstrate the ability to recognize significant research problems.
3. Demonstrate the ability to analyze problems, reach research solutions, and transmit the fundamental ideas to others.
4. Demonstrate a comprehensive knowledge in mathematical sciences through successful completion of a qualifying and preliminary examination.
5. Document an original contribution to mathematics through independent experimental design, peer-reviewed publication of results, and presentation and defense of an original thesis.

Doctor of Philosophy in Biostatistics (Ph.D.)

In addition to the Student Learning Outcomes for the M.S. degree, those who graduate with a Ph.D. degree in Biostatistics will be able to:

1. Demonstrate a basic understanding of the fundamental ideas underlying the basic mathematical disciplines.
2. Demonstrate the ability to recognize significant research problems.
3. Demonstrate the ability to analyze problems, reach research solutions, and transmit the fundamental ideas to others.
4. Demonstrate a comprehensive knowledge in biostatistics through successful completion of a qualifying and preliminary examination.
5. Document an original contribution to biostatistics through independent experimental design, peer-reviewed publication of results, and presentation and defense of an original thesis.

Physics

Master of Science in Physics (M.S.)

Student will demonstrate the following learning outcomes:

1. Students demonstrate proficiency in the core areas of physics (Classical Mechanics, Electromagnetism, Thermal Physics and Quantum Physics), and have knowledge of math sufficient to perform the calculations needed to apply their knowledge (Linear Algebra, Ordinary and Partial Differential Equations, Vector Calculus).
2. The most important outcome of their Masters is an ability to carry out a research project under the supervision of a faculty member. Research includes written and verbal communication. The written portion is demonstrated in a thesis or report. The ability to communicate verbally is demonstrated during the first part of the defense, which is open to the public. It is not required but expected that students will present their research at scientific conferences.

The students' progress towards their MS degree is evaluated by their advisors and advisory committee.

Doctor of Philosophy in Physics (Ph.D.)

Students will demonstrate the following learning outcomes:

1. Students demonstrate expertise in core areas of physics (Electromagnetism, Thermal Physics and Quantum Physics), as well as in other areas associated specifically with their research.
2. They demonstrate proficiency in widely used areas of mathematics (Linear Algebra, Ordinary and Partial Differential Equations, Vector Calculus) and in the use of advanced mathematical tools needed in their physics courses and their research.
3. The most important outcome of their PhD is an ability to perform independent research in collaboration with a faculty member. Their research culminates in an original project, written as a Thesis and defended in

an examination, which has a public part and a meeting with the examination committee.
4. Communication skills are emphasized throughout the PhD. The Thesis and examination establish the student's ability to communicate verbally and in scientific writing at a high level. Students also write reports in their courses, they have to present their research results at conferences, and it is expected that they will publish their results in scientific journals.
5. Their ability to plan and design a research plan is evaluated at a Preliminary exam when, if successful, they are fully admitted into the PhD program. Students in the PhD program meet at least once a year with their advisory committee to report on their progress.

Master of Science in Industrial/Organizational Psychology (M.S.)

Students graduating with a M.S. in I/O Psychology will be able to demonstrate:

1. Knowledge of the historical foundations of I/O psychology.
2. Knowledge of the theory, methodologies, and data analytic procedures used to conduct research in organizational settings.
3. Ability to synthesize and critically evaluate psychological theory and research as they relate to human cognition and behavior in organizations.
4. Knowledge related to the two core content domains within the field: *personnel psychology* (e.g., selection, training, and performance management) and *organizational psychology* (e.g., motivation, leadership, job attitudes, and group/team performance).
5. Knowledge and skills related to the conceptualization, implementation, and evaluation of scientifically based interventions intended to improve organizational functioning.
6. Awareness of, and appreciation for, the many aspects of human diversity in the workplace.
7. Knowledge of the American Psychological Association's code of ethics and the ability to apply ethical principles in the conduct of research and the application of knowledge in workplace settings.

Doctor of Philosophy in Psychobiology of Addictions (Ph.D.)

Graduate students earning a Purdue University Ph.D. in Psychobiology of Addictions on the IUPUI campus will demonstrate the following abilities related to the research focus of the degree:

1. Demonstrate knowledge of key concepts in the psychological and brain sciences, including the methods, history, and theoretical and empirical foundations, with special emphasis on the neuroscience of addiction.
2. Demonstrate the knowledge and skills necessary to conduct, analyze, interpret, and communicate original research and scholarship in behavioral neuroscience, particularly in addiction neuroscience.
3. Demonstrate understanding of the neural mechanisms and processes associated with the causes and consequences of substance abuse, including integration across genetic, neurobiological, developmental, and behavioral levels.
4. Think critically and creatively to solve problems and generate new knowledge in behavioral neuroscience in general, with focus on and application to problems of drug abuse and addiction.
5. Conduct research in the behavioral and addiction neurosciences in an ethical and responsible manner.

Department of Biology

723 W. Michigan Street, SL 306
Indianapolis, IN 46202-5132
Phone: (317) 274-0577; fax: (317) 274-2846
www.biology.iupui.edu

- **Professors** Atkinson (*Chair*), Bard, Blazer-Yost, Lees, Rhodes, Skalnik, Stocum (*Dean Emeritus*)
- **Professors Emeriti** Keck, Ockerse, Stillwell
- **Associate Professors** Belecky-Adams, Chernoff, Clack (*IUPU Columbus*), Malkova, J. Marrs, K. Marrs, Randall, Wang, Watson, Wilson
- **Associate Professors Emeriti** Juillerat, Pflanzer
- **Assistant Professors** Anderson, Chang, Dai, J. Li, Picard, Roper
- **Senior Lecturer** Yost
- **Lecturers** Clark, Slayback-Barry, Vaughan, Yard, Zevin
- **Academic Specialist** Reese
- **Adjunct Professors** Chintalacharuvu, Chism, Krishnan, McIntyre, Petolino, Schild, Schoepp, Siddiqui, Sloop, C. Smith, R. Smith, Srour, Vlahos, Witzmann
- **Departmental Academic Advisors**
- *Preprofessional:* Yost
- *Prepharmacy, Preoptometry, Preveterinary:* Alexander, Landaw
- *Biology programs:* Alexander, Landaw
- *Graduate programs:* Bard

The Department of Biology offers undergraduate instructional programs leading to the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. These programs are designed to prepare students for a variety of careers in the biological sciences and allow sufficient flexibility to accommodate the needs and interests of students. Postgraduate activities frequently selected by biology majors include graduate schools, medical and dental schools, other health care professions, agricultural schools, industrial positions in research and technology, and secondary teaching. The selection of a particular degree program in biology should be made in consultation with a departmental advisor.

The Department of Biology offers graduate study leading to the Master of Science (M.S.) degree. The M.S. degree program may be completed with a thesis option or with a nonthesis option. Among the nonthesis options is the M.S. degree in the teaching of biology, which is designed primarily for secondary school teachers, and a one-year preprofessional option for those seeking admission to medical or dental schools. The Doctor of Philosophy (Ph.D.)

degree can be pursued in a variety of areas through the Purdue University Graduate School and through several programs and departments in the Indiana University School of Medicine.

The Department of Biology regards research as an important component of its programs at both the undergraduate and graduate levels. Students may work in such specific areas as microbial genetics, immunology, plant cell and molecular biology, recombinant DNA, cell biology, developmental biology, regenerative biology, microbiology, oncology, plant and animal tissue culture, and forensic biology.

- Bachelor of Arts Degree Requirements
- Bachelor of Science Degree Requirements
- Honors in Biology
- Minor in Biology
- Biology Plans of Study
- Master of Science
- Doctor of Philosophy
- Other Programs

Biology Plans of Study

No single semester-by-semester plan of study will guide all students through the degree options because of the flexibility encouraged within the programs. However, one possible sequence of courses for each option is given below; variations from these examples of plans of study should be made in consultation with a departmental advisor.

Bachelor of Arts Sample Program (124 cr. required)

Freshman Year

First Semester	
SCI-I120 Windows on Science	1
BIOL-K101 Concepts of Biology I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 15300 Algebra and Trigonometry I	3
ENG-W131 Elementary Composition I	3
Total	**17**
Second Semester	
BIOL-K103 Concepts of Biology II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 15400 Algebra and Trigonometry II	3
ENG-W132 Elementary Composition II	3
Total	**16**

Sophomore Year

Third Semester	
BIOL-K322 Genetics and Molecular Biology	3
BIOL-K323 Genetics and Molecular Biology Lab	2
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
Humanities-List H	3
Elective or major's course	3
Total	**16**
Fourth Semester	
BIOL-K322 Genetics and Molecular Biology	3
CHEM-C342 Organic Chemistry II	2
CHEM-C344 Organic Chemistry Laboratory II	3
COMM-R110 Fund of Speech Communication	3
CSCI Course	3
Total	**14**

Junior Year

Fifth Semester	
BIOL-K341 Principles of Ecology and Evolution	3
PHYS-P201 General Physics I	5
Comparative World Cultures-List C	3
Foreign language I	3
Social Sciences-List S	3
Total	**17**
Sixth Semester	
BIOL Course and Lab (Area II)	5
HIST-H114 History of Western Civilization II	3
CHEM-C341 Organic Chemistry I	3
Foreign language II	3
Total	**16**

Senior Year

Seventh Semester	
BIOL Course and Lab (Area I)	5
300 level elective	3
Foreign language III	4
Elective	3
Total	**15**
Eighth Semester	

BIOL-K490 Capstone in Biology (or BIOL-K493 Independent Research)	1
BIOL Course and Lab (Area III)	4
Electives	7
CAND 99100 Candidate for Graduation	0
Total	**13**

Bachelor of Science Sample Program (124 cr. required)

The major has 40 credit hours.

The School of Science Purdue degrees are 124 credit hours. To graduate in four years a student generally must take four semesters of 15 credits and four semesters of 16 credits. When figuring the number of credit hours that you will take each semester, students should be sure to consider the effect on total number of credit hours balanced over four years.

Freshman Year

First Semester	
SCI-I120 Windows on Science	1
BIOL-K101 Concepts of Biology I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
ENG-W131 Elementary Composition I	3
Elective or precalculus math	3
Total	**17**
Second Semester	
BIOL-K103 Concepts of Biology II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 23100 Calculus for the Life Sciences I	3
ENG-W132 Elementary Composition II	3
Total	**16**

Sophomore Year

Third Semester	
BIOL-K322 Genetics and Molecular Biology	3
BIOL-K323 Genetics and Molecular Biology Laboratory	2
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
MATH 23200 Calculus for the Life Sciences II	3
Humanities-List H	3
Total	**16**
Fourth Semester	
BIOL Course and Lab (Area III)	4
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
COMM-R110 Fundamentals of Speech Communication	3
Social Sciences-List S	3
Total	**15**

Junior Year

Fifth Semester	
BIOL-K341 Principles of Ecology and Evolution	3
BIOL-K342 Principles of Ecology and Evolution Laboratory	2
PHYS-P201 General Physics I	5
CSCI Course	3
Comparative World Cultures-List C	3
Total	**16**
Sixth Semester	
PHYS-P202 General Physics II	5
HIST-H114 History of Western Civilization II	3
BIOL Course and Lab (Area II)	5
Elective	3
Total	**16**

Senior Year

Seventh Semester	
BIOL Course and Lab (Area I)	5
BIOL-K493 Independent Research	1
Elective or major's requirement	3
Elective or major's requirement	3
Elective or major's requirement	3
Total	**15**
Eighth Semester	
BIOL-K493 Independent Research	1
BIOL-K494 Senior Research Thesis	1

BIOL major's requirement	3
Elective or major's requirement	4
Elective or major's requirement	4
CAND 99100 Candidate for Graduation	0
Total	**13**

Minor in Biology

The Department of Biology offers an undergraduate minor in biology with the following requirements:

- BIOL-K101 Concepts of Biology I (5 cr.)
- BIOL-K103 Concepts of Biology II (5 cr.)
- BIOL-K322 Genetics and Molecular Biology (3 cr.)
- BIOL-K341 Principles of Ecology and Evolution (3 cr.)
- Additional BIOL-K prefixed biology course of at least 3 credits

  At least half of the minimum 19 credit hours required to minor in biology must be completed at IUPUI. The minor requires a minimum grade point average of 2.0, and all grades must be C- or higher. Correspondence courses may not be used to fulfill requirements for the minor.

Honors in Biology

The Department of Biology offers two separate tracks that lead to a degree with honors. Admission to either program requires a combined math and verbal (critical reading) SAT of 1200, or placement in the top 10 percent of the high school class for incoming freshmen, or a minimum GPA of 3.3 based on at least 12 hours of university work for continuing students. Students must maintain an overall GPA of 3.3 and an honors GPA of 3.5 to remain in good standing in the program.

Track 1 in biology is an honors-with-thesis program consisting of a total of 21 credit hours of honors registrations. 6 credit hours are taken outside of the major; 4 credit hours are taken as the special experimental laboratory and recitation sections of freshman biology (BIOL-K101 and BIOL-K103); 5 hours are taken as H-Option registrations or 500-level courses; and 5 credit hours are taken as BIOL-K493 Independent Research and 1 credit hour for BIOL-K494 Senior Research Thesis.

Track 2 is an honors program without thesis and consists of a total of 24 credit hours of honors registrations. This option requires 6 credit hours of honors outside of the major, the BIOL-K101 and BIOL-K103 sections, and 14 credit hours of H-Option or 500-level course registrations.

Bachelor of Arts Degree Requirements

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area Requirements

Area I English Composition and Communication Skill

See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Written Communication (6 cr.)

ENG-W131 Elementary Composition I (3 cr.)

A second writing course with ENG-W131 as a prerequisite, e.g. ENG-W132 (or ENG-W150), ENG-W231, TCM 22000, or TCM 32000.

Oral communication

COMM-R110 Fundamentals of Speech Communication (3 cr.)

Area II Foreign Language

See School of Science requirements under "Undergraduate Programs." Students must have first-year proficiency in a foreign language (10 cr.): exam placement, two 5-credit courses, or three courses (3 cr., 3 cr., and 4 cr.).

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

- HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present
- List H course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List S course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List C course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator

The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for biology majors.

Area IIIC Physical and Biological Sciences

Physics Two semesters of basic physics (PHYS-P201 / PHYS-P202 or PHYS 15200 / PHYS 25100).

Chemistry Two semesters of Principles of Chemistry (CHEM-C105/CHEM-C125 3/2 cr.; CHEM-C106/CHEM-C126 3/2 cr.), two semesters of organic chemistry lecture and one semester of laboratory (CHEM-C341, CHEM-C342, CHEM-C343), plus prerequisite basic sequence or background to enter sequence above. The second laboratory in organic chemistry (CHEM-C344) is required for admission to some medical schools and is strongly recommended for students in most other programs. Consult a departmental advisor.

Area IIID Mathematical Sciences

MATH 15900 or MATH 15300 / MATH 15400. (However, the starting point for mathematics courses should be worked out with a departmental advisor based on the math placement test and/or background of the student.) The

computer science requirement may be satisfied with CSCI-N201, CSCI-N207, or CSCI-N211.

Note: Computer Science CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Biology Requirements

Required Core Sequence

- BIOL-K101 / BIOL-K103 Concepts of Biology I and II
- BIOL-K322 Genetics and Molecular Biology
- BIOL-K341 Principles of Ecology and Evolution

Upper-Level Courses

- At least one lecture course from each of areas I-III listed below.
- Three laboratory courses beyond BIOL-K101 / BIOL-K103 selected from areas I-IV below. To receive credit for a laboratory for which there is an accompanying pre- or co-requisite lecture, the lecture must be completed with a minimum grade of C-. A maximum of 2 credit hours of BIOL-K493 Independent Research may be applied to the biology credit hour requirement. BIOL-K493 will count as one laboratory course.
- Capstone Experience. This requirement is met by taking either BIOL-K493 Independent Research (1 cr.) or BIOL-K490 Capstone (1 cr.) in the senior year. BIOL-K493 cannot be used as both a third laboratory and as a Capstone. BIOL-K490 addresses the integration of knowledge in the principles of undergraduate education as well as values and ethics as they relate to the student's major. It is generally taken in the senior year. The capstone is an independent, creative effort by the student that is integrative and builds on the student's previous work in the major; it may include research projects, independent study and projects, a practicum, a seminar, and/or a field experience.
- Electives consisting of sufficient lecture and laboratory course work to total 30 credit hours (including core sequence credit hours). These credits may be selected from any of the areas I-IV below.
- Residency Credits. In order to graduate students must have a minimum of 32 credit hours at the 300 level or above at IUPUI. B.A. students usually need at least one 300 level course in addition to their biology and chemistry courses to meet this requirement.

Areas/Electives

I. Molecular Area

- Undergraduate Level
- BIOL-K338 Introductory Immunology
- BIOL-K339 Immunology Laboratory
- BIOL-K483 Biological Chemistry
- BIOL-K484 Cellular Biochemistry

- Undergraduate and Graduate Level
- BIOL 50700 Principles of Molecular Biology
- BIOL 51600 Molecular Biology of Cancer
- BIOL 53000 Introductory Virology
- BIOL 55000 Plant Molecular Biology
- BIOL 55900 Endocrinology
- BIOL 56100 Immunology
- BIOL 56400 Molecular Genetics of Development
- BIOL 57000 Biological Membranes

II. Cellular Area

- Undergraduate Level
- BIOL-K324 Cell Biology
- BIOL-K325 Cell Biology Laboratory
- BIOL-K356 Microbiology
- BIOL-K357 Microbiology Laboratory
- BIOL-K416 Molecular and Cellular Neuroscience
- Undergraduate and Graduate Level
- BIOL 56600 Developmental Biology
- BIOL 57100 Developmental Neurobiology

III. Organismal Area

- Undergraduate Level
- BIOL-K331 Embryology
- BIOL-K333 Embryology Laboratory
- BIOL-K350 Comparative Animal Physiology
- BIOL-K411 Global Change Biology

- Undergraduate and Graduate Level
- BIOL 55600 Physiology I
- BIOL 55700 Physiology II

IV. Biotechnology Electives

- Undergraduate Level
- BIOL-K493 Independent Research

- Undergraduate and Graduate Level
- BIOL 54000 Topics in Biotechnology
- BIOL 54800 Techniques in Biotechnology
- BIOL 56800 Regenerative Biology and Medicine

Additional laboratory courses for the B.A.

- BIOL-K323 Genetics and Molecular Biology Laboratory
- BIOL-K342 Principles of Ecology and Evolution Laboratory

A maximum of 15 credit hours of biology earned previously at other institutions is applicable toward the major for the B.A. degree.

Unless approved as part of the major, note that all courses taken outside the Schools of Science and Liberal Arts must receive approval from the student's major department and the School of Science Academic Dean's Office. Consult with your major department or the School of Science Academic Dean's Office for additional course restrictions.

Once admitted, students are expected to fulfill their course requirements within the major at IUPUI.

Bachelor of Science Degree Requirements

Degree Requirements

First-Year Experience Course

Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills
See the School of Science requirements under "Undergraduate Programs" in this bulletin. The second semester of English composition may be satisfied with ENG-W132 (or ENG-W150), ENG-W231, TCM 22000, or TCM 32000.

Area II Foreign Language
No foreign language proficiency is required for a Bachelor of Science degree. However, knowledge of a foreign language is strongly recommended for any student planning to attend graduate school.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

- HIST H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present
- List H course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List S course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List C course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator
The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for biology majors.

Area IIIC Physical and Biological Sciences
Physics Two semesters of basic physics (PHYS-P201 / PHYS-P202 or PHYS 15200 / PHYS 25100).

Chemistry Two semesters of Principles of Chemistry (CHEM-C105/CHEM-C125 3/2 cr.; CHEM-C106/CHEM-C126 3/2 cr.), two semesters of organic chemistry with laboratories (CHEM-C341, CHEM-C342, CHEM-C343, CHEM-C344), plus prerequisite basic sequence or background to enter sequence above. (A course in analytical chemistry or biochemistry is also strongly recommended; determination should be made in consultation with departmental advisor.)

Area IIID Mathematical Sciences
Course work through two semesters of calculus (MATH 23100 / MATH 23200 or MATH 22100 / MATH 22200 or MATH 16500 / MATH 16600). Starting point to be worked out with departmental advisor based on the math placement test and/or background of the student. The computer science requirement may be satisfied with CSCI-N201, CSCI-N207, or CSCI-N211.

Note: Computer Science CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Biology Requirements
Required Core Sequence

- BIOL-K101 / BIOL-K103 Concepts of Biology I and II
- BIOL-K322 Genetics and Molecular Biology
- BIOL-K341 Principles of Ecology and Evolution

Capstone; met by option A or B.

A. BIOL-K493 Independent Research; 2 cr. min., 3 cr. max. and

BIOL-K494 Senior Research Thesis

B. BIOL-K490 Capstone

Upper-Level Courses
A. At least one lecture course from each of areas I-III listed below.

B. Four laboratory/lecture courses beyond BIOL-K101 / BIOL-K103 selected from areas I-IV. To receive credit for a laboratory for which there is an accompanying pre- or co-requisite lecture, the lecture must be completed with a minimum grade of C-.

C. Capstone for the BS may be met with BIOL-K493 Independent Research (2 to 3 credit hours) and BIOL-K494 Senior Research Thesis or by taking the BIOL-K490 Capstone. The BIOL-K493 / BIOL-K494 option will consist of the completion BIOL-K493 and the preparation of a written report on the results of the research project. The title and nature of the BIOL-K493 / BIOL-K494 sequence is to be determined in consultation with the department research sponsor.

D. Electives consisting of sufficient lecture and laboratory course work to total 40 credit hours (including core sequence credit hours). These credits may be selected from any of the areas I-IV below.

E. Residency Credits. In order to graduate students must have a minimum of 32 credit hours at the 300 level or above at IUPUI. B.S. students usually fulfill the requirement with biology and chemistry courses. Transfer students may need additional 300 level hours.

Areas/Electives
I. Molecular Area

- Undergraduate Level
- BIOL-K338 Introductory Immunology
- BIOL-K339 Immunology Laboratory
- BIOL-K483 Biological Chemistry
- BIOL-K484 Cellular Biochemistry

- Undergraduate and Graduate Level
- BIOL 50700 Principles of Molecular Biology
- BIOL 51600 Molecular Biology of Cancer
- BIOL 53000 Introductory Virology
- BIOL 55000 Plant Molecular Biology
- BIOL 55900 Endocrinology
- BIOL 56100 Immunology
- BIOL 56400 Molecular Genetics of Development
- BIOL 57000 Biological Membranes

II. Cellular Area

- Undergraduate Level
- BIOL-K324 Cell Biology
- BIOL-K325 Cell Biology Laboratory
- BIOL-K356 Microbiology
- BIOL-K357 Microbiology Laboratory

- BIOL-K416 Molecular and Cellular Neuroscience

- Undergraduate and Graduate Level
- BIOL 56600 Developmental Biology
- BIOL 57100 Developmental Neurobiology

III. Organismal Area

- Undergraduate Level
- BIOL-K331 Embryology
- BIOL-K333 Embryology Laboratory
- BIOL-K350 Comparative Animal Physiology
- BIOL-K411 Global Change Biology

- Undergraduate and Graduate Level
- BIOL 55600 Physiology I
- BIOL 55700 Physiology II

IV. Biotechnology Electives

- Undergraduate Level
- BIOL-K493 Independent Research

- Undergraduate and Graduate Level
- BIOL 54000 Topics in Biotechnology
- BIOL 54800 Techniques in Biotechnology
- BIOL 56800 Regenerative Biology and Medicine

Additional laboratory courses for the B.S.

- BIOL-K323 Genetics and Molecular Biology Laboratory
- BIOL-K342 Principles of Ecology and Evolution Laboratory

A maximum of 20 credit hours of biology earned previously at other institutions is applicable toward the major for the B.S. degree.

Unless approved as part of the major, note that all courses taken outside the Schools of Science and Liberal Arts must receive approval from the student's major department and the School of Science Academic Dean's Office. Consult with your major department or the School of Science Academic Dean's Office for additional course restrictions.

Once admitted, students are expected to complete their course requirements within the major at IUPUI.

Master of Science

Degree Options

M.S. Non-thesis in Interdisciplinary Biology This program requires a minimum of 30 credit hours of registration, at least 21 of which must be in biology. For students who wish to combine biology training with work in a secondary area as a mechanism to meet career objectives, up to 9 credit hours can be taken in the secondary area. Advanced-level undergraduate course work hours are limited to 6. Examples of secondary areas include, but are not limited to, chemistry, mathematics, public affairs, business, statistics, law, computer science, administration, and, for those interested in teaching, education. For those students with no secondary area of interest, all 30 credit hours may be taken in biology. The program requires registrations in BIOL 59500 Special Assignments and BIOL 69600 Seminar. The former consists of an independent, creative project done in association with a faculty member. Typical examples include a limited laboratory research experience or a library research assignment. The results of the project are reported both in writing and orally in BIOL 69600.

M.S. Pre-professional Non-thesis

This program also consists of a minimum of 30 credit hours, all of which must be taken over two semesters. This challenging program is highly intensified and is open only to those students who meet a high admission standard based on undergraduate GPA and GRE scores. The program is available to those students planning careers in medicine, dentistry, optometry, or other health-related fields and differs from the interdisciplinary non-thesis M.S. by having no requirement for the BIOL 59500 and BIOL 69600 registrations.

M.S. with Thesis

This 30 credit hour program requires a minimum of 9 credit hours of 500-level and 600-level course work in biology, chosen in consultation with the student's graduate advisory committee, and intensive research leading to a thesis. Most full-time students should expect to spend two full years to complete this program. Areas in which research opportunities are available include: immune dysfunction, yeast molecular biology, renal physiology, wound repair and tissue regeneration, oncology, tumor immunology, plant hormones, antifungal antibiotics, developmental genetics, cell biology, membrane biochemistry and biophysics, molecular toxicology, plant tissue culture, plant physiological ecology, plant and animal molecular biology, and regenerative biology and medicine. The overall emphasis of the department's research program focuses on questions at the cellular, biochemical, and molecular levels. Many of the projects provide a foundation in biotechnology and an excellent preparation for biomedical and industrial applications.

Admission Requirements

- Students must hold a bachelor's degree from an accredited institution of higher learning and demonstrate good preparation in biological sciences, organic chemistry, physics, and mathematics.
- Students must take the GRE aptitude tests.
- Three letters of recommendation are required.
- A minimum graduation grade point average of 3.0 or its equivalent is required for unconditional admission.

Transfer of Credit

Transfer credit to be used in the nonthesis option may be given for up to 9 credit hours of graduate work completed elsewhere with a grade of B or higher. Such credit may be used only in the secondary area and will be accepted only after one semester of satisfactory work is completed in residence at IUPUI. Transfer credit is not accepted in the thesis option. Up to 12 hours of biology graduate credit taken at IUPUI under graduate nondegree status may be transferred to the thesis or nonthesis options.

Requirements

Grades

Only grades of A, B, or C are acceptable, although performance higher than C may be required. Pass/Fail grades are unacceptable.

Residence Requirements

Thirty (30) credit hours of registration are required for the M.S. degree. Students entering with advanced standing from another graduate school are given residence credit commensurate with the graduate work accomplished.

Final Examination

A comprehensive written or oral examination in the individual's primary area may be required of nonthesis students unless their cumulative GPA is 3.0 or higher. The final examination for thesis students will consist of a thesis defense, which will be done in conjunction with BIOL 69600 Seminar.

All students are required to take BIOL 69600 Seminar. The creative project required of all nonthesis students will provide the basis for the public presentation.

Financial Assistance

The Department of Biology has financial support available in the form of tuition-refund assistantships, associate faculty positions, fellowships, and stipends from local industry on a limited basis.

Doctor of Philosophy

Doctor of Philosophy—Purdue University

The degree of Doctor of Philosophy (Ph.D.), the highest earned degree conferred by Purdue University, can be pursued in the Department of Biology through Purdue University, West Lafayette. The doctoral degree is restricted to those scholars who have demonstrated superior ability in a recognized academic discipline. The Ph.D. degree is not awarded on the basis of time spent in residence or following the completion of any specific number of formal courses, nor is the degree granted on the basis of miscellaneous course studies and research effort. The entire Ph.D. program must be rationally related, should be highly research oriented, and should culminate in a thesis of scholarly merit indicative of the candidate's ability to conduct original research in a recognized field of specialization.

Ph.D. programs are directed by professors who work in close association with selected graduate students. In practice, doctoral programs are composed of formal courses, guided individual study in a chosen field or discipline, study in such cognate subjects as may be required by the candidate's advisory committee, and original research that serves as the basis of a scholarly thesis.

As part of their graduate training, all Ph.D. candidates are expected to teach at least quarter time for one year.

Ninety (90) credit hours of registration are required for the Ph.D. degree. Students entering with advanced standing from another graduate school are given residence credit commensurate with the graduate work accomplished.

Fields of Study

Ph.D. degrees are offered in most of the fields described for the M.S. degree. Until a major professor is named, a student is counseled by a temporary advisor. In order to help familiarize students with the department and to assist the student in the selection of a major professor, a series of laboratory rotations is available.

Admission and Qualifying Examination

To enter the Ph.D. program, a student must satisfy the admission requirements for the M.S. with thesis option and also take a qualifying examination in two areas at the end of the first year of graduate study. By the end of the second year, both must have been passed with a grade of B or higher. The examination areas are as follows: (1) immunobiology, (2) biochemistry and molecular biology, (3) cell and developmental biology, and (4) membrane biology.

Plan of Study

Each prospective candidate for the doctoral degree, with the approval of the head of the Department of Biology, shall select a major professor from the department who will act as the chairperson of the student's advisory committee and who will direct the research. An advisory committee of five faculty members who have been approved to guide graduate students will then be appointed.

The plan of study shall include a primary area and related area or areas. The plan will be appropriate to meet the needs of the student in a chosen field as determined by the advisory committee. The Graduate School of Purdue University does not impose any minimum number of required course credit hours, but the plan shall specify the area or field of interest in which the student proposes to study and to conduct research. The plan will include the specific courses that the student is expected to complete, all specific course and language (if any) requirements, and 2 credit hours of BIOL 69600 Seminar.

The department or school head, the school dean, and the dean of the Graduate School at Purdue University, West Lafayette, must approve the plan of study. The graduate school dean reserves the right to refer any or all plans of study to the Purdue Graduate Council for review and approval when deemed advisable. The Graduate Council has the final authority to supervise the quality of all graduate programs.

Preliminary Examination

After the student has completed most of the formal study to the satisfaction of the advisory committee and met any language requirement(s), the student becomes eligible to take the preliminary examinations. The results of these written and oral examinations will be reported to the graduate school by the examining committee with an appropriate recommendation for the student's admission to candidacy, continued preparatory study, or discontinuation. The graduate school dean reserves the right to appoint additional members to the preliminary examining committee. The dean must be informed of the date and place of the examination and the membership of the examining committee at least two weeks before the examination. No examining committee shall have fewer than three faculty members.

The examining committee will conduct the written preliminary examination. In some cases, parts of the examination may be delegated to certain other staff members, but the final responsibility for the examination rests with the student's examining committee.

If the student does not pass the preliminary examinations, at least one semester must elapse before reexamination. Should the preliminary examinations be failed twice, the

student may not be given a third examination, except upon the recommendation of the examining committee and with special approval of the Graduate Council.

Ph.D. Thesis

After admission to candidacy, the candidate must devote at least two semesters to research before the final examination.

The special research carried on as part of the doctoral work is expected to make a definite contribution to the candidate's chosen field of knowledge–a contribution of sufficient importance to merit publication. Each candidate must, therefore, prepare a thesis showing the research results.

After the research has been completed and the thesis written, the candidate shall be given a final examination in which the candidate defends the thesis and demonstrates to the examining committee all of the capabilities for which the Doctor of Philosophy degree is awarded. The examining committee shall consist of no fewer than four members. The dean of the graduate school reserves the right to appoint additional committee members and must be informed of the place and time of the final examination at least two weeks in advance.

Doctor of Philosophy—Indiana University

The Ph.D. degree conferred by Indiana University can be pursued under the direction of faculty in the Department of Biology who hold adjunct appointments with departments or programs in the Indiana University School of Medicine. All Indiana University doctoral degrees require 90 credit hours of registration; specific course and examination requirements vary with the department or program in which the student is enrolled. Contact the graduate program director in the Department of Biology for additional information.

Other Programs

Bachelor of Arts with Secondary Teaching Certification

Students planning to teach biology at the secondary school level usually enter the Bachelor of Arts degree

Pre-Medical Studies

Most students interested in a career in medicine follow the Biology B.A. or B.S. program of study. For those who major in another discipline consult with the basic pre-medical requirements listed in the School of Science section on pre-medical preparation program. Elective hours within this program will be used to satisfy the requirements of the School of Education and the State of Indiana.

Pre-Pharmacy

The prepharmacy program comprises two years of study at IUPUI during which time students will apply to a Pharm.D. program at a school of pharmacy. The following scheme provides the course preparation for application to the School of Pharmacy and Pharmacal Sciences at Purdue University, West Lafayette. A similar program has been designed to interface with the Butler University School of Pharmacy; consult the prepharmacy advisor in the Department of Biology.

Pre-Pharmacy Sample Program (Purdue University)

Freshman Year

First Semester	
BIOL-K101 Concepts of Biology I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
ENG-W131 Elementary Composition I	3
MATH 23100 Calculus for the Life Sciences I	3
Total	**16**
Second Semester	
BIOL-K103 Concepts of Biology II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
ENG-W132 Elementary Composition II	3
MATH 23200 Calculus for the Life Sciences II	3
Total	**16**

Summer Session	
Humanities and Behavioral Sciences (Group 1) Elective	3
Business and Administration (Group 2) Elective	3
Total	**6**

Sophomore Year

Third Semester	
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
ECON-E101 Survey of Current Economic Issues and Problems	3
PHYS-P201 General Physics I	5
Science and Technology (Group III) Elective	3
Total	**16**
Fourth Semester	
BIOL-K356 Microbiology	3
BIOL-K357 Microbiology Laboratory	2
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2

BIOL-N261 Human Anatomy	5
Total	**15**

Summer Session	
BIOL-N217 Human Physiology	5
Total	**5**

Years Three and Beyond

The Doctor of Pharmacy (Pharm.D.) degree is now required to obtain a license to practice pharmacy. This program encompasses six years of study (two prepharmacy and four professional). Years three through six for the Pharm.D. degree are to be completed at the School of Pharmacy and Pharmacal Sciences, Purdue University, West Lafayette.

Pre-Dental, Pre-Veterinary, and Pre-Optometry Programs

Admission to professional schools is highly competitive. The pre-professional student is therefore urged to elect a degree program rather than fulfilling the minimum requirements of these schools. Students who choose pre-dental, pre-veterinary medicine, and pre-optometry are usually placed in the Department of Biology, where pre-professional advising is available. However, as long as prerequisites are met, students can choose to major in any program. Pre-dental students are also encouraged to meet with the health professions advisor in the School of Science to plan for the testing and admission process required by dental schools. Refer to the “Department of Biology” section of this bulletin for the required courses for the Indiana University School of Optometry and Purdue University School of Veterinary Medicine.

Graduate students holding non-science degrees who are electing courses in the School of Science to prepare for medical or dental school are also invited to use the health professions advising service for help with the admission process.

Pre-Optometry

This program is specifically designed for transfer to the professional program at Indiana University Bloomington. Typically, three preoptometry years are spent at IUPUI.

Pre-Optometry Program Requirements

- Inorganic Chemistry
- CHEM-C105 / CHEM-C125 and CHEM-C106 / CHEM-C126 (10 cr.)

- Organic Chemistry
- CHEM-C341 and CHEM-C342 or CHEM-C343 (5-6 cr.)

- Mathematics
- MATH 16500 (4 cr.)

- Physics
- PHYS-P201 / PHYS-P202 (10 cr.)

- Psychology
- PSY-B104 and PSY-B105 (6 cr.)

- Statistical techniques
- PSY-B305 or STAT 30100 or ECON-E 27000 (3 cr.)

- Biology
- BIOL-K101 and BIOL-K103 (10 cr.)

- Microbiology
- BIOL-K356 and BIOL-K357 (5 cr.)

- Genetics or Cell Biology
- BIOL-K322 or BIOL-K324 (3 cr.)

- English Composition
- ENG-W131 (3 cr.)

- Arts and humanities
- Variable (6 cr.)

- Social and behavioral sciences
- Variable (6 cr.)

- Foreign language (6-8 cr.)
- (Note: waived with 2 years of high school foreign language with grades or C or better)

- Electives
- BIOL-N261 and BIOL-N217 recommended as needed

90 credit hours

Pre-Veterinary Medicine

IUPUI offers an organized two-year (including summers) preveterinary curriculum for students who want to meet the requirements for admission to the Purdue University School of Veterinary Medicine. This curriculum provides for a rigorous program in the biological and physical sciences that may be used as a basis for achieving a Bachelor of Science if the student is not admitted to veterinary school or wants to complete the undergraduate degree. Most students complete a Bachelor of Arts or Science degree before being admitted to the School of Veterinary Medicine at Purdue University.

Students who have successfully completed two or more years of preveterinary instruction (including all required courses) at IUPUI are eligible to apply for admission to the School of Veterinary Medicine at Purdue University, West Lafayette. Admission to the School of Veterinary Medicine is highly competitive. Students are selected on the basis of college course work and grades, Graduate Record Exam (GRE) scores (General Aptitude Test only), and the extent and nature of the applicant’s experience with animals and practicing veterinarians. The selection committee is also concerned with the individual’s level of motivation, degree of maturity, and general character.

The requirements for admission to the preveterinary curriculum also serve as general requirements for admission to many College of Agriculture programs at Purdue.

Pre-Veterinary Medicine Sample Program

Freshman Year

First Semester

BIOL-K101 Concepts of Biology I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 23100 Calculus for the Life Sciences I	3
ENG-W131 Elementary Composition I	3
Total	**16**
Second Semester	
BIOL-K103 Concepts of Biology II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 23200 Calculus for the Life Sciences II	3
ENG-W132 Elementary Composition II	3
Total	**16**

Summer Sessions	
Humanities and Social Science Electives	6
Total	**6**

Sophomore Year

Third Semester	
BIOL-K322 Genetics and Molecular Biology	3
BIOL-K323 Genetics and Molecular Biology Laboratory	2
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
PHYS-P201 General Physics I	5
Total	**15**
Fourth Semester	
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
COMM-R110 Fundamentals of Speech Communication	3
PHYS-P202 General Physics II	5
STAT 30100 Elementary Statistical Methods I	3
Total	**16**

Summer Sessions	
Humanities, Social Science Electives	6
BIOC-B500 Introductory Biochemistry	3
Total	**9**

NOTE: Students must also take Animal Science on-line from Purdue University West Lafayette.

Junior and Senior Years

Transfer to School of Veterinary Science and Medicine, Purdue University, West Lafayette.

Biotechnology Program

IUPUI
723 W. Michigan Street, SL 306
Indianapolis, IN 46202-5132
Phone: (317) 274-0577; fax: (317) 274-2846

This program is available only to students who have an earned Associate degree in Biotechnology from Ivy Tech Community College.

What has become known as the Biotechnology industry has been going through some transforming changes that mandate more sophisticated workforce training at many levels. In order to place central Indiana at the forefront in the preparation of a suitable workforce for existing industry as well as a flexible training program that may be attractive to biotechnology industries considering a move to Indiana, IUPUI has developed education-training programs at the bachelor's level. This program has been developed in collaboration with the several local biotechnology industries to ensure relevance and appropriateness of the education-training program content. The program includes an extensive industrial internship that, along with the basic and applied courses in biotechnology, meet industrial objectives for preparation for positions in the biotechnology industry.

The curriculum of the bachelor's degree also allows sufficient flexibility within the major and with electives to meet basic requirements for application to most graduate and professional programs.

Degree Characteristics

Bachelor of Science in Biotechnology (BSB)

- 124 credit hour Purdue degree
- additional courses in the major and flexibility to add areas of specialization
- full general-education course work in the humanities and social sciences
- flexibility to become eligible for most graduate and professional degree programs

Bachelor of Science in Biotechnology (BSB)

Degree Requirements

Area I English Composition and Communication Skills See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Written Communication (6 cr.)

- ENG-W131 English Composition I (3 cr.)
- TCM 32000 Written Communication in Science and Industry (3 cr.)

Speech Communication (3 cr.)

- COMM-R110 Fundamentals of Speech Communication (3 cr.)

Area II Foreign Language No foreign language is required for a Bachelor of Science degree. However, knowledge of a foreign language is strongly recommended for any student planning to attend graduate school.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures

- HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present
- List H course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.
- List S course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.
- List C course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for biotechnology majors.

Area IIIC Physical and Biological Sciences

Chemistry

Two semesters of Principles of Chemistry with laboratory:

- CHEM-C105 / CHEM-C125 Principles of Chemistry I with lab
- CHEM-C106 / CHEM-C126 Principles of Chemistry II with lab

One semester of organic chemistry lecture:

- CHEM-C341 Organic Chemistry Lecture I

Physics One semester of basic physics

- PHYS-P201 **or** PHYS 15200

Area IIID Mathematical Sciences

Course work through two semesters of calculus:

- MATH 23100 / MATH 23200 **or**
- MATH 22100 / MATH 22200 **or**
- MATH 16500 / MATH 16600

The starting point for mathematics courses should be worked out with a departmental advisor based on the math placement test and/or background of the student.

The computer science requirement may be satisfied with CSCI-N207.
A statistics course is required: STAT 30100.

Area IV Biotechnology Requirements

Required courses

- BIOL-K101 Concepts of Biology I (5 cr.)
- BIOL-K483 Biological Chemistry (3 cr.) **or** CHEM-C484 Biomolecules and Catabolism (3 cr.)

Specialized courses in Biotechnology, including the internship, are to be taken at Ivy Tech Community College, Indianapolis. This program is available only to students who have an earned Associate degree in Biotechnology from Ivy Tech Community College. See departmental advisor for additional information.

Elective courses in area of specialization

Electives chosen with advisor to total at least 40 credits

No grade below a C- will be accepted toward the degree program in any biology, biotechnology and chemistry course.

To receive credit for a laboratory for which there is an accompanying pre- or corequisite lecture, the lecture must be completed with a minimum grade of C-.

Department of Chemistry and Chemical Biology

IUPUI
Science Building, LD 326
402 N. Blackford Street
Indianapolis, IN 46202-3274
Phone: (317) 274-6872, fax: (317) 274-4701
www.chem.iupui.edu

Faculty

- **Professors** Long, Malik (*Chancellor’s Professor*), Naumann, O'Donnell, Siegel (*Chair*), Varma-Nelson (*Executive Director of the Center for Teaching and Learning)*
- **Professors Emeriti** Boaz, Boschmann (Associate Vice President), Dubin, Fife, Sunderwirth (IUPU Columbus), Welcher
- **Associate Professors** McLeish, Minto, Muhoberac, Oh
- **Associate Professor and Associate Dean Emeritus** Fricke
- **Associate Professors Emeriti** Cutshall, Nurok, Wyma
- **Assistant Professors** Ge, Goodpaster, Li, Pu, Sardar
- **Research Scientist** Dria
- **Research Professors** Blacklock, Boyd, Kneen, McCarthy, Scott
- **Lecturer/Coordinator of Student Services** Nguyen
- **Senior Lecturer** Anliker
- **Lecturers** Zhao, Zhu
- **Academic Specialist** Denton

Departmental Academic Advisors Contact the department for assignment to an advisor.

Chemistry is the science that studies substances, both natural and synthetic, and their compositions, properties, transformations, and interactions with external forces.

The Department of Chemistry and Chemical Biology offers the Bachelor of Arts (B.A.) degree, the Bachelor of Science in Chemistry (B.S.) degree with a chemistry option and a biological chemistry option, and the Master of Science (M.S.) degree. All degrees carry the general requirements of the School of Science, which are described elsewhere in this bulletin. An undergraduate minor in chemistry is also offered. The Bachelor of Science degree carries certification by the American Chemical Society (ACS) Committee on Professional Training. The Master of Science degree has both a thesis and nonthesis option. An Industrial Co-op Program is also offered for the Master of Science degree. Qualified students may be authorized to pursue the Doctor of Philosophy (Ph.D.) degree in chemistry in the areas of analytical, biological, inorganic, organic, and physical chemistry. Contact the Department for details or visit the Web site chem.iupui.edu.

To enter the undergraduate curriculum in chemistry, a student should have completed a minimum of two years of algebra, one semester of trigonometry, one year each of chemistry and physics, and two years of a modern foreign language. The choice of a particular degree program in chemistry and the selection of courses for that degree must be made in consultation with a departmental advisor.

Courses for Nonmajors

Students in programs that require only one semester of chemistry should take CHEM-C100, CHEM-C101, or CHEM-C110, depending on their specific degree program. CHEM-C100 and CHEM-C110 are both nonmathematical introductions to chemistry, while CHEM-C101 requires one semester of high school algebra. Students in programs that require two semesters of chemistry take either CHEM-C101 / CHEM-C121 with CHEM-C110 / CHEM-C115 or the CHEM-C105 / CHEM-C125 with CHEM-C106 / CHEM-C126 sequence. (See specific program for degree major.) The CHEM-C105 / CHEM-C125 with CHEM-C106 / CHEM-C126 sequence is designed for students pursuing advanced work in scientific fields (e.g., biology, chemistry, geology, medicine, and physics). Students with an insufficient background in high school chemistry for CHEM-C105 should take CHEM-C101 as a preparatory course. Credit for CHEM-C101 cannot count toward the total credit hours needed for graduation if either of the following courses is taken: CHEM-C105, CHEM-C106. Completion of CHEM-C101 does not qualify a student for admission to CHEM-C106.

Academic Advising in Chemistry

Academic success requires frequent and regular interaction between students and faculty in the classroom as well as outside it. In keeping with this departmental philosophy, chemistry majors are required to meet with their advisor at least once a year, preferably in the first half of the fall semester. Students who do not meet with their advisor by October 21 will not be permitted to register for the following spring semester until their advisor approves their registration.

Course Prerequisites

The Department enforces all prerequisites for chemistry courses as indicated in the course listing of this bulletin. For course equivalency of prerequisites, consult the instructor.

- Bachelor of Arts Preprofessional Chemistry Major
- Bachelor of Science in Chemistry, Professional Chemistry Major, A.C.S. Certified
- Graduate Programs (M.S. and Ph.D. Degrees)
- Minor

Bachelor of Science in Chemistry, Professional Chemistry Major, A.C.S. Certified

This degree is for students who plan to be professional chemists or who plan to pursue graduate studies in chemistry. It carries certification by the Committee on Professional Training of the American Chemical Society. Two options are available: a chemistry option and a biological chemistry option.

Degree Requirements (Chemistry Option)

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills See the School of Science requirements under “Undergraduate Programs” in this bulletin. The second semester of English composition may be satisfied only by ENG-W132 (or ENG-W150), ENG-W231, ENG-W233, ENG-W290, TCM 22000, or TCM 32000.

Area II Foreign Language No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for chemistry majors.

Area IIIC Physical and Biological Sciences PHYS 15200, PHYS 25100, and at least two additional courses outside chemistry, which may be chosen from, for example, biology, geology, or physics.

Area IIID Mathematical Sciences MATH 16500, MATH 16600, MATH 17100, and MATH 26100. One computer science course is also required.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for any credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Chemistry Concentration Requirements CHEM-C105, CHEM-C125, CHEM-C106, CHEM-C126, CHEM-C310, CHEM-C311, CHEM-C341, CHEM-C342, CHEM-C343, CHEM-C344, CHEM-C361, CHEM-C362, CHEM-C363, CHEM-C410, CHEM-C411, CHEM-C430, CHEM-C435, CHEM-C484, CHEM-C494 and CHEM-C495. A total of 47 credit hours of chemistry courses are required. The Department of Chemistry requires a minimum grade of C in all chemistry courses (C- grades are unacceptable).

In addition to the above requirements, a minimum of 6 additional credit hours of advanced chemical elective courses

is required. Courses may be chosen from the following: CHEM-C409 (3 cr. min.), CHEM-C309, CHEM-C371, CHEM-C372, CHEM-C485, CHEM-C488, CHEM-C489, certain CHEM-C496 topics courses (permission required) or any graduate-level chemistry course (permission required).

Degree Requirements (Biological Chemistry Option)

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills See the School of Science requirements under "Undergraduate Programs" in this bulletin. The second semester of English composition may be satisfied only by ENG-W132 (or ENG-W150), ENG-W231, ENG-W233, ENG-W290, TCM 22000, or TCM 32000.

Area II Foreign Language No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for chemistry majors.

Area IIIC Physical and Biological Sciences PHYS 15200, PHYS 25100, BIOL-K101, and BIOL-K103. Beyond the introductory level, an additional 3 credit hours of biology should be chosen from one of the following: BIOL-K324 Cell Biology, BIOL-K356 Microbiology, or BIOL-K322 Genetics and Molecular Biology.

Area IIID Mathematical Sciences MATH 16500, MATH 16600, MATH 17100, and MATH 26100. One computer science course is also required.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for any credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Chemistry Concentration Requirements CHEM-C105, CHEM-C125, CHEM-C106, CHEM-C126, CHEM-C310, CHEM-C311, CHEM-C341, CHEM-C342, CHEM-C343, CHEM-C344, CHEM-C361, CHEM-C362, CHEM-C363, CHEM-C430, CHEM-C435, CHEM-C484, CHEM-C485, CHEM-C486, CHEM-C494, and CHEM-C495. A total of 47 credit hours of chemistry courses are required. The Department requires a minimum grade of C in all chemistry courses (C- grades are unacceptable).

In addition to the above requirements, a minimum of 6 additional credit hours of advanced chemical elective courses is required. Courses may be chosen from the following: CHEM-C409 (3 cr. min.), CHEM-C309, CHEM-C371, CHEM-C372, CHEM-C410, CHEM-C485, CHEM-C488, CHEM-C489, certain CHEM-C496 topics courses (permission required), any graduate-level chemistry course (permission required), BIOL 54000, or BIOL 54800 (permission required).

Bachelor of Science: Sample Program, Chemistry Option- Professional Chemistry Major- A.C.S. Certified (124 cr. required)

Freshman Year

First Semester	
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
ENG-W131 Elementary Composition I	3
SCI-I120 Windows on Science	1
Total	**16**
Second Semester	
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 16600 Analytic Geometry and Calculus II	4
PHYS 15200 Mechanics	4
Second composition course	3
Total	**16**

Sophomore Year

Third Semester	
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
MATH 26100 Multivariate Calculus	4
PHYS 25100 Heat, Electricity, and Optics	5
COMM-R110 Fundamentals of Speech Communication	3
Total	**17**
Fourth Semester	
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
CSCI course	3
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
CHEM-C310 Analytical Chemistry	3
CHEM-C311 Analytical Chemistry Laboratory	1
Total	**15**

Junior Year

Fifth Semester	
CHEM-C362 Physical Chemistry of Molecules	4
Physical or Biological Science Elective	3
Humanities-List H	3
Electives	6
Total	**16**
Sixth Semester	
CHEM-C361 Physical Chemistry of Bulk Matter	3
CHEM-C363 Experimental Physical Chemistry	2
CHEM-C494 Introduction to Capstone	1
Physical or Biological Science Elective	3
Comparative World Cultures-List C	3
Social Sciences-List S	3
Total	**15**

Senior Year

Seventh Semester	
CHEM-C410 Principles of Chemical Instrumentation	3
CHEM-C411 Principles of Chemical Instrumentation Laboratory	2
CHEM-C484 Biomolecules and Catabolism	3
Advanced Chemical Elective	3
Electives	4
Total	**15**
Eighth Semester	
CHEM-C430 Inorganic Chemistry	3
CHEM-C435 Inorganic Chemistry Laboratory	1
CHEM-C495 Capstone in Chemistry	1
Advanced Chemical Elective	3
Electives	6
CAND 99100 Candidate for Graduation	0
Total	**14**

Bachelor of Science: Sample Program Biological Chemistry Option-Professional Chemistry Major-A.C.S. Certified (124 cr. required)

Freshman Year

First Semester	
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
ENG-W131 Elementary Composition I	3
SCI-I120 Windows on Science	1
Total	**16**
Second Semester	
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 16600 Analytic Geometry and Calculus II	4
PHYS 15200 Mechanics	4
Second composition course	3
Total	**16**

Sophomore Year

Third Semester	
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
MATH 26100 Multivariate Calculus	4
PHYS 25100 Heat, Electricity, and Optics	5
COMM-R110 Fundamentals of Speech Communication	3
Total	**17**
Fourth Semester	
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
BIOL-K101 Concepts of Biology I	5
CHEM-C310 Analytical Chemistry	3
CHEM-C311 Analytical Chemistry Laboratory	1
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**17**

Junior Year

Fifth Semester	
CHEM-C362 Physical Chemistry of Molecules	4
BIOL-K103 Concepts of Biology II	5

CSCI elective	3
Humanities-List H	3
Total	**15**
Sixth Semester	
CHEM-C361 Physical Chemistry of Bulk Matter	3
CHEM-C363 Experimental Physical Chemistry	2
CHEM-C494 Introduction to Capstone	1
Advanced biology course	3
Comparative World Cultures-List C	3
Social Sciences-List S	3
Total	**15**

Senior Year

Seventh Semester	
CHEM-C484 Biomolecules and Catabolism	3
Advanced Chemical Elective	3
Electives	9
Total	**15**
Eighth Semester	
CHEM-C430 Inorganic Chemistry	3
CHEM-C435 Inorganic Chemistry Laboratory	1
CHEM-C485 Biosynthesis and Physiology	3
CHEM-C486 Biological Chemistry Laboratory	2
CHEM-C495 Capstone in Chemistry	1
Advanced Chemical Elective	3
CAND 99100 Candidate for Graduation	0
Total	**13**

The Department will not grant credit for a course when considerable duplication of course content may occur with another course taken. In general, credit will be allowed for the higher-level course, but not for the lower-level course. The following listings are considered to be duplications (lower-level courses listed first):

- CHEM-C360 and CHEM-C361
- MATH 22100 / MATH 22200 and MATH 16500 / MATH 16600
- PHYS-P201 / PHYS-P202 or PHYS 21800 / PHYS 21900 and PHYS 15200 / PHYS 25100
- PHYS 10000 or PHYS 20000 and PHYS-P201, PHYS 21800, or PHYS 15200

For example, if a student has earned credit in MATH 16500 / MATH 16600, the student will receive no credit for MATH 22100 / MATH 22200, even if earned previously.

On occasion, a student who initially enrolled in the preprofessional B.A. in chemistry program decides to transfer to the B.S. in Chemistry program, having already taken one or more of the above-listed lower-level courses. The following policies will apply:

- If a student has a minimum grade of B (B- or lower is unacceptable) in CHEM-C360 and approval of the departmental chairperson, credit will be granted for CHEM-C361 and the student may proceed to CHEM-C362.
- If a student has earned credit for the MATH 22100 / MATH 22200 sequence, the student will be placed in MATH 16600. If the student passes MATH 16600, the MATH 16500 / MATH 16600 requirement will be considered fulfilled. Credit will be granted for MATH 22100 and MATH 16600 only (8 credit hours). If the student does not pass MATH 16600, the student must start with MATH 16500.
- If a student has earned credit for MATH 22100 only, the student must take the MATH 16500 / MATH 16600 sequence, and no credit will be allowed for MATH 22100.
- If a student has earned credit for the PHYS-P201 / PHYS-P202 or PHYS 21800 / PHYS 21900 sequence, the student will be placed in PHYS 25100. If the student passes PHYS 25100, the PHYS 15200 / PHYS 25100 requirement will be considered fulfilled. Credit will be granted for PHYS-P201 and PHYS 25100 only (10 credit hours). If the student does not pass PHYS 25100, the student must start with PHYS 15200.
- If a student has earned credit for PHYS-P201 or PHYS 21800 only, the student must take the PHYS 15200 / PHYS 25100 sequence, and no credit will be allowed for PHYS-P201 or PHYS 21800.

On occasion, a student who initially enrolled in the B.S. in Chemistry program decides to transfer to the preprofessional B.A. in Chemistry program, having already taken one or more of the above-listed higher-level courses. A higher-level course will always substitute for a lower-level course to satisfy the requirement.

Bachelor of Arts Preprofessional Chemistry Major

For students who require a knowledge of chemistry as a basis for work in other fields such as business, dentistry, environmental science and policy, law, medicine, or other allied health fields. Recommended for premedical and predentistry students.

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills See the School of Science requirements under “Undergraduate Programs” in this bulletin. The second semester of English composition may be satisfied only by ENG-W132 (or ENG-W150), ENG-W231, ENG-W233, ENG-W290, TCM 22000, or TCM 32000.

Area II Foreign Language See the School of Science requirements under “Undergraduate Programs” in this bulletin.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a School-level requirement. No junior/senior integrator course is required for chemistry majors.

Area IIIC Physical and Biological Sciences PHYS-P201 and PHYS-P202 (recommended PHYS 15200 and PHYS 25100). Also, at least two additional courses outside chemistry having a laboratory component, which may be chosen from, for example, biology, geology, or physics.

Area IIID Mathematical Sciences MATH 22100 and MATH 22200 (recommended MATH 16500 and MATH 16600). One computer science course is also required.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for any credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Chemistry Concentration Requirements CHEM-C105, CHEM-C125, CHEM-C106, CHEM-C126, CHEM-C310, CHEM-C311, CHEM-C341, CHEM-C342, CHEM-C343, CHEM-C344, CHEM-C360 (recommended CHEM-C361), CHEM-C410, CHEM-C411 and CHEM-C494. Recommended CHEM-C484. A total of 33 credit hours of chemistry courses are required. The Department requires a minimum grade of C in all chemistry courses (C- grades are unacceptable).

Bachelor of Arts Preprofessional Chemistry Major Sample Program (124 cr. required):

Freshman Year

First Semester	
SCI-I120 Windows on Science	1
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 22100 Calculus for Technology I	3
ENG-W131 Elementary Composition I	3
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**15**
Second Semester	
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 22200 Calculus for Technology II	3
PHYS-P201 General Physics I	5
Second composition course	3
Total	**16**

Sophomore Year

Third Semester	
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
PHYS-P202 General Physics II	5
COMM-R110 Fundamentals of Speech Communication	3
Foreign Language I	3
Total	**16**
Fourth Semester	
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
CSCI course	3
Physical or biological science elective	5
Foreign Language II	3
Total	**16**

Junior Year

Fifth Semester	
Physical or Biological Science Elective	5
Foreign Language III	4
Humanities-List H	3
Elective	3
Total	**15**
Sixth Semester	
CHEM-C310 Analytical Chemistry	3
CHEM-C311 Analytical Chemistry Laboratory	1
CHEM-C494 Introduction to Capstone	1
Comparative World Cultures-List C	3
Social Sciences-List S	3
Elective	3
Total	**14**

Senior Year

Seventh Semester	
CHEM-C410 Principles of Chemical Instrumentation	3
CHEM-C411 Principles of Chemical Instrumentation Lab	2
Electives	12
Total	**17**
Eighth Semester	

CHEM-C360 Elementary Physical Chemistry	3
Electives	12
CAND 99100 Candidate for Graduation	0
Total	**15**

Graduate Programs (M.S. and Ph.D. Degrees)

Admission Requirements

The prospective student should have a bachelor's degree from an accredited institution, show promise of ability to engage in advanced work, and have adequate preparation, at least 35 credit hours of chemistry, broadly representative of the fields of the discipline, in a chemistry curriculum. The GRE subject exam in chemistry is strongly recommended.

Incoming students with an undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale) will automatically be recommended for admission as regular graduate students. Those with a GPA below 3.0 will be admitted as temporary graduate students with the provision that a 3.0 average must be achieved in the first three graduate courses (or 9 credit hours) if they are to be admitted as regular graduate students.

Application for Admission

Inquiries concerning the application process can be made directly to the Department by writing to Graduate Admissions; Department of Chemistry and Chemical Biology, IUPUI, 402 N. Blackford Street, Indianapolis, IN 46202-3272; phone (317) 274-6876; www.chem.iupui.edu. Applications for full-time study should be completed by March for the following Fall semester to ensure complete consideration for fellowships and other financial support (see "Graduate Program Financial Aid" in this section). Applications for part-time graduate admission may be submitted at any time.

Temporary graduate students who wish to enroll in courses, though not necessarily in a degree program, should contact the IUPUI Graduate Office, Union Building, Room UN-207, 620 Union Drive, Indianapolis, IN 46202-5167; phone (317) 274-1577. Students should be aware that no more than 12 credit hours earned as a nondegree student may be counted toward a degree program.

Transfer Credit

The Department will accept by transfer a maximum of 6 hours of graduate credit, in excess of undergraduate degree requirements, from approved institutions.

Graduate Program Financial Aid

All full-time thesis graduate students receive support stipends through teaching assistantships, research assistantships, departmental fellowships, university fellowships, or through the Industrial Co-op Program. Full-time students receive fee remissions; students with assistantships and fellowships are also eligible for health insurance. Consult the graduate advisor for current funding levels.

Master of Science Program

The M.S. program in chemistry, which awards a Purdue University degree, requires 30 credit hours of study beyond the baccalaureate level. It is designed for students seeking careers as professional chemists. Graduates of the program often choose industrial positions, but others enter Ph.D. programs in chemistry or related areas. Graduates have been placed in positions throughout the United States and abroad.

General Degree Options and Requirements

Specific area requirements (core courses) apply for course work. Courses from three of the following areas must be taken: analytical, biological, inorganic, organic, and physical. Typically, students take three courses in their primary area and two courses outside of it to meet these requirements.

The M.S. degree can be earned through any of three different options: the thesis option, the Industrial Co-op Program, and the nonthesis option.

Thesis Option This traditional full-time program requires 20 hours of course work and 10 hours of thesis research. The research activity culminates in the completion and defense of a thesis. This option is available to full- or part-time students.

Industrial Co-op Program This full-time program has the same requirements as the thesis option, but it includes industrial work experience in the Indianapolis area. The program is described in detail in the following section, "Master of Science Industrial Co-op Program."

Nonthesis Option The nonthesis option requires 30 hours of course work alone. Because actual research experience is essential in an advanced chemistry program, this option is recommended for part-time students only. Students in this option are usually employed full time and are already engaged in research activity as part of their employment. However, nonthesis students may still enroll in a limited amount of research study that applies to the degree requirements (usually through CHEM 59900).

Master of Science Industrial Co-op Program

Although most chemists seek careers in industry upon completion of their educational goals, few have had industrial experience or the opportunity to develop an appreciation for the types of problems presented in the industrial setting. The Industrial Co-op Program in Indianapolis is designed to provide industrial experience and to offer an alternative approach to career preparation. Most graduates leave with a strong, research-based M.S. degree plus meaningful work-study experience commensurate with graduate-level training. Students may also enter the Ph.D. program and participate in the co-op program for the first two years of their residency.

The M.S. Industrial Co-op Program requires 24 months of full-time study. The first semester consists of intensive course work, interviews with personnel from several local industrial laboratories, and familiarization with faculty research interests. In the second and subsequent semesters, the student continues course work and engages in parallel work experience and academic experience, consisting of 20 hours per week at an industrial lab and 20 hours per week in an

academic lab. This work experience is commensurate with the student's background and interests and is an important part of the overall training program. The faculty thesis advisor and the industrial supervisor serve together to monitor each student's progress in the program.

Most students who enter the co-op program have sound academic backgrounds and some research experience, and they desire industrial experience and an opportunity to pursue graduate studies in chemistry.

Ph.D. Program

The Ph.D. program is a full-time, thesis-based research program. This program provides a substantially larger research component than that of the M.S. degree and requires original and significant research contributions by the student. As a result, the Ph.D. student is qualified for employment where the ability to design, develop, and complete a research program is expected.

The program is part of the Purdue University system-wide doctoral program in chemistry, and, as such, identical requirements apply to all campuses participating in the program.

To establish candidacy, students must pass five written 'cumulative' examination questions within their first four semesters and an oral examination before the end of their fifth semester of graduate study. The oral examination will include a discussion of the student's research and defense of an original research proposal that is different from the student's thesis research.

Course requirements include a core of three courses in the student's major division plus three additional courses outside the major division. A number of additional courses may be recommended that cover material appropriate to the written part of the preliminary examination.

Joint M.D.-Ph.D. Program

The Department participates in the joint M.D.-Ph.D. program with the Indiana University School of Medicine. In this program, students concurrently earn an Indiana University M.D. degree and Purdue University Ph.D. degree in chemistry. Students take courses in both chemistry and medicine, with several courses simultaneously satisfying both degree requirements.

Eligible students must be admitted separately to the School of Medicine and the Department of Chemistry and Chemical Biology. Once admission to each is approved, students, together with advisors from medicine and chemistry, plan a tentative course outline for a concurrent program. Graduate and teaching assistantships or fellowships are arranged primarily through the Department of Chemistry and Chemical Biology.

Medical Biophysics Ph.D. Program

In cooperation with departments in the Indiana University School of Medicine and the Purdue University School of Science, this interdisciplinary program leads to an Indiana University Ph.D. degree in biophysics. The program is designed to give talented graduate students the skills required of the next generation of biologically oriented scientists. The program combines a core of courses in molecular and cellular biophysics with flexible electives and a seminar program. The training is oriented primarily toward faculty-directed research with focus points at the boundaries of the traditional disciplines of physics, chemistry, and biology. Prospective students should contact the director of graduate programs in the chemistry department for further information.

Biomedical Engineering Ph.D. and Master's Program

Biomedical engineering is a rapidly emerging interdisciplinary field combining engineering, chemistry, biology, and medicine. The curriculum involves mathematics, engineering, and classical and medical sciences. The doctoral program is a joint effort between the Biomedical Engineering Programs at IUPUI and Purdue University, West Lafayette. In this case, students apply to the West Lafayette campus and can take courses and do research at IUPUI. Students for the master's program apply to the Biomedical Engineering Program at IUPUI.

Minor in Chemistry

The undergraduate minor in chemistry requires a minimum of 21 credit hours of chemistry courses. The following courses are required: CHEM-C105, CHEM-C125, CHEM-C106, CHEM-C126, CHEM-C341, CHEM-C342, CHEM-C343, and either CHEM-C310 or CHEM-C360. MATH 22200 and PHYS-P202 are prerequisites for CHEM-C360. For other requirements see the School of Science requirements under "Undergraduate Programs, Minors" elsewhere in the bulletin.

Department of Computer and Information Science

IUPUI
Engineering, Science and Technology Building, SL 280
723 W. Michigan Street
Indianapolis, IN 46202-5132
Phone: (317) 274-9727; fax: (317) 274-9742

www.cs.iupui.edu
Academic Advising Appointments First year students should contact Andy Harris or Joshua Morrison. All other students should contact their assigned advisor.

- **Professor** Fang (*Chair*), Palakal, Mukhopadhyay, Raje, Zheng
- **Professor and Dean Emeritus** Yovits
- **Emeritus Faculty** Gersting, John; Gersting, Judith; Olson
- **Associate Professors** Baker, Chen, Durresi, Liang, Tuceryan, Zou
- **Assistant Professors** Al Hasan, Dundar, Hill, Tsechpenakis, Xia
- **Senior Lecturer** Harris
- **Lecturers** Acheson, Roberts
- **Adjunct Professors** Mahoui, L. Shen, Wu, Y. Zhou

The department offers Purdue University Bachelor of Science (B.S.), Graduate Certificates, and Master of Science (M.S.) degrees. It also offers a Certificate in Applied Computer Science. Students interested in research may arrange to pursue a Doctor of Philosophy (Ph.D.) degree through the Purdue University Graduate School. The programs of study

emphasize the basic principles of computing and information processing, which include the creation, representation, display, storage, transformation, and transmission of information, as well as the software to accomplish these tasks. Because computers are used in all segments of society, the theory and practice of computer and information science are pervasive and the field is, therefore, interdisciplinary. It is also young and dynamic, as evidenced by the growth of the computer industry, so the curriculum itself evolves rapidly.

- Bachelor of Science
- Certificate in Applied Computer Science
- Graduate programs
- Minor

Bachelor of Science

Students completing the undergraduate degree in computer and information science will have acquired a fundamental understanding of computing, information processing, and information communication. The department's graduates serve in a variety of programming, software engineering, database administration, systems analysis, management, and research positions.

Degree Requirements

NOTE: These degree requirements are effective for students admitted beginning in the Fall of 2012.

See the School of Science requirements under ‘‘Undergraduate Programs” in this bulletin for the general and area degree requirements. Computer science majors are admitted only provisionally to the program until they have completed MATH 16500 and CSCI 23000 and 24000 with a grade point average of 2.7 or higher for the three courses. Please note that computer and information science courses below CSCI 23000 or CSCI-N305 with certain exceptions, mathematics courses below MATH 16500, and statistics courses below STAT 35000 are not credited toward the degree. Furthermore, the School of Science will not accept certain university courses for the computer science degree program. The Bachelor of Science degree program in computer science requires a minimum of 124 credit hours.

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take CSCI 12000 Windows on Computer Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills (9 cr.) See the School of Science requirements under ‘‘Undergraduate Programs” in this bulletin for details.

- ENG-W131 Elementary Composition I
- COMM-R110 Fundamentals of Speech Communication

The second semester of English composition must be satisfied with:

- TCM 32000 Written Communication in Science and Industry

Area II Foreign Language No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.) The information about the IIIA requirements in the School of Science "Undergraduate Programs" section of this bulletin lists courses that may be used to satisfy the requirements below. Students should consult a departmental advisor before registering for these courses.

- HIST-H114 Western Civilization II (3 cr.) or HIST-H109 Perspectives on the World: 1800-Present (3 cr.)
- List H One course from a list of humanities courses (3 cr.).
- List S One course from a list of social science courses (3 cr.).
- List C One course from a list of comparative world culture courses (3 cr.).

Area IIIB Junior/Senior Integrator (3 cr.) The Junior/Senior Integrator requirement is suspended indefinitely. The three credit hours formerly required for this Area may be replaced with a sixth CSCI 40000 level course.

Area IIIC Physical and Biological Sciences The Department of Computer and Information Science requires all computer science majors to take PHYS 15200 and three other physical science courses chosen from the areas of biology, chemistry, geology, and physics, or from certain courses in engineering. Each course that counts as one of the physical science required courses must have a lecture component and be at least 3 credit hours. Courses that may not be used to fulfill Area IIIC requirements include: BIOL-N100, BIOL-N107, BIOL-N120, BIOL-N200; CHEM-C100, CHEM-C101, CHEM-C102, CHEM-C110; PHYS 01000, PHYS 10000, PHYS 14000, PHYS 20000, PHYS 21800, PHYS 21900, PHYS-P201, PHYS-P202; AST-A130; GEOL-G 103, GEOL-G107, GEOL-G115, GEOL-G130, GEOL-G132, GEOL-G135; and all agriculture and geography courses. Consult a departmental academic advisor concerning the acceptability of other courses. The following engineering courses may be applied toward Area IIIC requirements: ECE 20100, ECE 20200, and ECE 26600. Laboratory courses without a lecture component may be taken for credit, but do not count toward the four-course requirement.

Area IIID Mathematical Sciences Computer Science majors are required a minimum of 17 credit hours of mathematical sciences. A single grade of D or D+ is acceptable in this Area. Otherwise, all courses must be completed with a C- or higher. Five course requirements are MATH 16500, MATH 16600, MATH 17100, MATH 35100 or MATH 51100, STAT 35000 or STAT 41600 or STAT 51100.

Area IV Major Requirements Minimum requirements include 26 credit hours of core computer science courses and at least 33 additional hours of computer science and supporting course electives. Core courses are: CSCI 23000, CSCI 24000, CSCI 34000, CSCI 36200, CSCI 40200, CSCI 40300, CSCI 48400, and CSCI 49500. Students who do not maintain a minimum GPA of 2.5 in MATH 17100, and in CSCI 23000, CSCI 24000, CSCI 34000, and CSCI 36200 will not be permitted to continue as departmental majors.

Computer and Information Science Electives

Students are encouraged to focus their required electives in such areas as databases and data mining, software engineering, game and graphics, networking, and security.

Students choose a minimum of 11 courses from among the list of computer science and supporting course electives. No more than 3 courses can be chosen from the select list of N-series courses; a minimum of 6 courses must be CSCI 40000-level or above, and no more than 2 courses can be chosen from a recommended list of courses outside of computer science.

- CSCI-N-Series and 300 level Electives—Choose no more than three
- CSCI 30000 Systems Programming
- CSCI 35500 Introduction to Programming Languages
- CSCI-N300 Mobile Computing Fundamentals
- CSCI-N311 Advanced Database Programming, Oracle
- CSCI-N321 System and Network Administration
- CSCI-N335 Advanced Programming, Visual Basic
- CSCI-N342 Server Side Web Development
- CSCI-N343 Object-Oriented Programming for the Web
- CSCI-N345 Advanced Programming, Java
- CSCI-N351 Introduction to Multimedia Programming
- CSCI-N355 Introduction to Virtual Reality
- CSCI-N410 Mobile Computing Application Development
- CSCI-N420 Mobile Computing Cross Platform Development
- CSCI-N430 Mobile Computing and Interactive Applications
- CSCI-N431 E-Commerce with ASP.NET
- CSCI-N435 Data Managment Best Practices with ADO.NET
- CSCI-N450 Mobile Computing with Web Services
- CSCI-N451 Web Game Development (Pending)
- CSCI-N452 3D Game Programming
- CSCI-N461 Software Engineering for Applied Compter Science
- CSCI-N499 Topics in Applied Computing (topic varies)

CSCI 400 and 500 level Electives—Choose at least six courses

- CSCI 43200 Security in Computing
- CSCI 43500 Multimedia Information Systems
- CSCI 43600 Principles of Computer Networking
- CSCI 43700 Introduction to 3D Game Graphics
- CSCI 43800 Advanced Game Development
- CSCI 44300 Database Systems
- CSCI 44800 Biometric Computing
- CSCI 45000 Principles of Software Engineering
- CSCI 45200 Object-Oriented Analysis and Design
- CSCI 46300 Analysis of Algorithms
- CSCI 47000 Automata and Formal Languages
- CSCI 47500 Scientific Computing I
- CSCI 47600 Scientific Computing II
- CSCI 47700 High Performance Computing
- CSCI 48100 Data Mining
- CSCI 48500 Expert System Design
- CSCI 48700 Artificial Intelligence
- CSCI 49000 Variable Title
- CSCI 53600 Data Communication and Computer Networks
- CSCI 54100 Database Systems
- CSCI 54800 Bioinformatics
- CSCI 55000 Computer Graphics
- CSCI 55200 Advanced Graphics and Visualization
- CSCI 59000 Cryptography and Network Security (P or C: CSCI 43600)

Computer Science Supporting Electives

Choose no more than 2 courses. Note that this list of courses is not all inclusive. Other courses outside of computer science can be considered and can be counted with prior written approval of a computer science faculty advisor.

- NEWM-N204 Introduction to Interactive Media
- NEWM-N210 Introduction to Digital Sound
- NEWM-N230 Introduction to Game Design and Development
- NEWM-N304 Interactive Media Applications
- NEWM-N330 Game Design, Development, and Production
- NEWM-N335 Computer-Based Character Simulation/Animation II
- CIT 40200 Design and Implementation of Local Area Networks
- CIT 40600 Advanced Network Security
- CIT 42000 Digital Forensics
- CIT 44000 Computer Network Design
- HERR-A371 Introduction to Interactive Design
- HERR-A471 Advanced Interactive Design
- INFO-I300 Human Computer Interaction
- INFO-I310 Multimedia Arts: History, Criticism, and Technology
- INFO-I320 Distributed Systems and Collaborative Comp
- BUS-S302 Management Information Systems
- BUS-L203 Commercial Law I
- BUS-L303 Commercial Law II
- ECE 20400 Introduction Electrical and Electron Circuits
- ECE 36200 Microprocessor Systems and Interfacing
- ECE 47100 Embedded Systems
- STAT 51400 Design of Experiments

Bachelor of Science Sample Program (124 cr. required)

Freshman Year

First Semester	
CSCI 23000 Computing I	4
MATH 16500 Analytic Geometry and Calculus I	4
ENG W131 Elementary Composition I	3
Humanities - List H	3
Unrestricted elective (1)	3
CSCI 12000 Windows on Computer Science	1
Total	**18**
Second Semester	
CSCI 24000 Computing II	4
CSCI 34000 Discrete Computational Structures	3
MATH 16600 Analytic Geometry and Calculus II	4

HIST-H114 History or Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Science Elective (1)	*3-5
Total	***17-19**

Sophomore Year

Third Semester	
CSCI elective (1)	3
MATH 17100 Multidimensional Mathematics	3
CSCI 36200 Data Structures	3
PHYS 15200 (Sci 2) Mechanics	4
COMM-R110 Fundamentals of Speech Communication	3
Total	**16**
Fourth Semester	
CSCI elective (2)	3
CSCI elective (3)	3
CSCI elective (4)	3
Comparative World Cultures - List C	3
MATH 35100 Elementary Linear Algebra	3
Unrestricted elective (2)	3
Total	**18**

Junior Year

Fifth Semester	
CSCI 40200 Architecture of Computers	3
CSCI elective (5)	3
STAT 35000, 41600, or 51100	3
Science Elective (2)	*3-5
Social Sciences - List S	3
Total	***15-17**
Sixth Semester	
CSCI 40300 Intro to Operating Systems	3
Supporting Elective	3
CSCI elective (6)	3
Unrestricted elective (3)	3
Science elective (3)	*3-5
Total	***15-17**

Senior Year

Seventh Semester	
CSCI elective (7)	3
CSCI elective (8)	3
CSCI 48400 Theory of Computation	3
TCM 32000 Written Communication in Science and Industry	3
Unrestricted elective (4)	3
Total	**15**
Eighth Semester	
CSCI elective (9)	3
CSCI elective (10)	3
Supporting Elective	3
CSCI 49500 Explorations in Applied Computing	3
Unrestricted elective (5)	3
CAND 99100 Candidate for Graduation	0
Total	**15**

NOTE: Three to six (3-6) unrestricted (free) electives are required to earn 124 credit hours depending on the physical science courses chosen by the student.

Certificate in Applied Computer Science

The certificate program introduces computer science principles, develops practical skills in market-driven software applications, and prepares students to be successful with emerging technologies. The program is designed to supplement and enhance a primary degree program. It serves current IUPUI students and returning adults who are interested in gaining knowledge and skills in computing applications.

Those who earn the certificate will have demonstrated that they have the core competencies necessary for entry-level positions in information technology. They will have the ability to solve complex problems, design and implement algorithms, apply computer science theory to practical problems, adapt to technological change and to develop software solutions.

Admission Requirements

- A cumulative GPA of at least 2.0 and enrollment in or successful completion (no grade below C–) of MATH-M118 Finite Mathematics or higher or PHIL-P162 Logic or PHIL-P265 Introduction to Symbolic Logic

Students must declare their intent to earn this certificate before completing the core requirements (9 credit hours) described below. No more than 9 credit hours earned before to admission to the program will be accepted toward the certificate requirements.

Program Requirements

Students are required to successfully complete 18 credit hours (six courses) to earn the certificate. Three courses are core requirements and three courses are advanced electives. Core requirements must be completed before enrolling in the advanced electives. No individual grade below a C– is acceptable. At least 9 credit hours in the certificate program must be taken in the Department of Computer and

Information Science. A GPA of at least 2.0 is required for the complete certificate program.

Required Core CSCI Courses (9 credit hours):

- CSCI-N241 Fundamentals of Web Development
- CSCI-N301 Fundamental Computer Science Concepts
- CSCI-N361 Fundamentals of Software Project Management

Advanced Electives (9 credit hours):
In addition to the three core courses, students must successfully complete three other N-series courses that complete Tier 1 and Tier 2 requirements.

To enroll in this certificate program, students must be formally admitted by the Office of Undergraduate Admissions on the IUPUI campus. For currently enrolled (admitted) IUPUI students, an online application is available at http://www.cs.iupui.edu/form/certificate/. Credit may be given for applicable courses taken at other colleges or universities.

Graduate programs

Master of Science

This program leads to a Master of Science degree from Purdue University. Many courses are offered in the late afternoon or evening to accommodate working students.

The Department offers three options for Master of Science studets: Thesis, Project, and Course Only. Each option requires 30 completed credit hours. Thesis students complete a research project that counts for 6 or 9 credit hours of the 30 required credits. Project students complete a project, usually of a more practical nature related to their work or academic interests, counting for 3 or 6 of the 30 required credits. Course Only option students take 30 credit hours of course work, and select an area or areas of concentration. No thesis or project work is required.

Application for Admission

Submit applications for admission to the graduate program directly to the Department of Computer and Information Science by May 1 for the following Fall semester and September 15 for the following Spring semester. To be considered for departmental graduate assistant positions for the following Fall semester, all application materials *must* be received by *January 15*. Financial support is generally not available for Spring applicants. Apply early because it may take up to six months to complete the application process.

Students interested in advanced study or students who are required to complete preparatory courses and are waiting on application processing may take courses as graduate nondegree students. However, no more than 12 graduate credit hours earned as a nondegree student may be counted toward a graduate degree program.

See the department's Web site (www.cs.iupui.edu) for additional information on requirements and application deadlines. For guidelines and online applications, follow the link to the IUPUI Graduate Office on the department's Web site.

General Admission Requirements

The applicant to the graduate program must have a four-year bachelor's degree or equivalent. Students with three-year degrees may be required to complete additional course work in order to be eligible for admission.

The applicant's record should demonstrate strong individual accomplishments, include recommendations from independent references and exhibit outstanding achievement as indicated by the grade point average for each degree over his or her entire academic record. An applicant is expected to have a GPA of at least a 3.0 on a scale of 4.0.

The Graduate Record Exam (GRE) General Test is optional for admission, but required to be eligible for financial aid. Those submitting GRE General Test scores are encouraged to submit Computer Science Subject Test scores.

All applicants should have a background in the following core areas of computer science:

- software development experience in a high-level language
- data structures and algorithms
- systems (operating systems, compilers, and programming languages)
- theory (discrete math and theory of computation)
- hardware (computer architecture)

In addition, applicants should have a strong background in mathematics, including calculus, linear algebra, and numerical computations.

All applicants whose native language is not English must submit a Test of English as a Foreign Language (TOEFL) score of at least 550 on the paper-based test, or 250 on the computer-based, or 77 on the Internet Based Test (iBT), or have International English Language Testing System (IELTS) band score of 6.5.

Provisional Admission

Those students who do not satisfy the admission requirements may request *provisional admission only* to the graduate program if they satisfy the following requirements:

- possess a bachelor's degree with a cumulative GPA of 3.0 on a 4.0 scale
- have taken MATH 16500
- have taken CSCI 24000 or equivalent experience or credit

If provisional admission to the graduate program in computer science is granted, the student will be required to satisfy the stipulations of the admission, which may include satisfactorily completing one or more courses, before admission without provisions is granted.

Degree Requirements

To receive the Master of Science degree, the applicant must be admitted as a graduate student *without provisions* and complete 30 semester credit hours of study in CSCI courses numbered 500 or above, at least 6 credit hours of which must be from the following core courses:

- CSCI 50300 Operating Systems
- CSCI 50400 Concepts in Computer Organization

- CSCI 56500 Programming Languages
- CSCI 58000 Algorithm Design, Analysis, and Implementation

Each student is required to submit to the graduate committee for approval an initial plan of study during the first year in the program. This is prepared in consultation with the faculty advisor. Before the semester of expected graduation, the student's formal plan of study must be submitted to, and accepted by, Purdue University Graduate School. Each student must register in CAND 99100 for 0 credits during the final semester before graduation.

Credit for Courses from Outside the Department

Credit for graduate courses taken at other institutions may be transferred with the approval of the graduate committee and the Graduate School if the courses have not been used for other degree requirements. Transfer credits are normally limited to 6 credit hours and are restricted to courses in which the grade is B or higher. Up to 6 credit hours of graduate credit from a closely related discipline may be used to substitute for the elective courses, subject to approval by the department before enrollment.

Assessment

The student's graduate examination committee will examine the student's project or thesis and general proficiency in computer science. Grades of A and B are expected; up to 6 credit hours of C may be included, provided an overall GPA of 3.0 (B) is maintained. Other grades are unacceptable.

Programs of Study

The department offers three programs of study within its M.S. program: the Research Program, the Applied Program, and the Course Only option.

Research Program

The objective of the Research Program is to help students develop a general knowledge of computer science, depth in a specific area, and an ability to do independent research. The student learns research techniques by working in close cooperation with a faculty member while doing the thesis research. In addition to the two core courses and 6 to 9 credit hours of thesis work, the student completes a sufficient number of electives from the department's graduate level courses to satisfy the requirement of 30 credits hours total.

Applied Program

The objective of the Applied Program is to develop skills and knowledge of the computer science fundamentals and an ability to apply these to practical problems. In addition to the two core courses, it requires at least two courses in a specialization, 3 to 6 credits of work in the M.S. Project course, CSCI 69500, and a sufficient number of electives from the department's graduate courses to complete the requirement of 30 credits hours. The course work is designed to provide breadth of knowledge to the professional as well as specialized knowledge in the areas that the project will require. The project normally involves at least two semesters of intensive work on an application of the course material to a problem of practical importance. This might be a project from the student's work environment, internship, or a faculty member's work. Its objective is generally more immediately practical than the thesis in the Research Program. The student carries out the project under the supervision of a faculty member.

The Applied Program offers a menu of courses from which the individual selects one or more specializations to prepare for the proposed project. To define a specialization, the graduate advisor and student identify in the plan of study two or more courses that provide depth in a cohesive theme.

Course Only Option

The Course Only option is meant for students who desire practical knowledge and skills in a range of specializations in computer science. It offers a menu of courses from which the individual selects one or more specializations to define a concentration area. The program provides both depth and breadth of knowledge in the discipline, and is ideal for students who are not planning careers exclusively in research.

Doctor of Philosophy

Students interested in research in certain areas and who qualify may be admitted to pursue a Ph.D. degree. Information on the general nature of the program appears in the "Graduate Programs" section of the School of Science part of this bulletin. Consult the department's Web page (www.cs.iupui.edu) for more specific information on how this might be arranged.

Minor in Computer and Information Science

The undergraduate minor in computer and information science requires at least 20 credit hours in computer science courses, including CSCI 23000, 24000, 34000, 36200, and two CSCI elective courses chosen from selected N300-N400 and 300-400 level courses. Course prerequisites must be fulfilled prior to enrollment in CSCI courses.

A minimum GPA of 2.50 must be maintained in these courses. At least 9 credit hours of the minor must be taken at IUPUI.

Students who wish to pursue a minor in computer and information science must consult with a department advisor, who can be reached at (317) 274-9727. They must also file a formal application online. Students should consult an advisor in the department before their final semester regarding minor completion.

Minor in Applied Computer Science

The Minor in Applied Computer Science is available to currently enrolled IUPUI undergraduate students pursuing bachelor's degrees outside computer science. The applied minor requires at least 19 credit hours in computer science courses, including CSCI-N201, CSCI-N207 or CSCI-N211, CSCI-N241, CSCI 23000, and two three-credit electives from two separate areas of computer science. Information on electives is available at www.cs.iupui.edu. Course prerequisites must be fulfilled prior to enrollment in CSCI courses.

A minimum 2.0 GPA must be maintained in these courses, a no grade below C- is allowed. Students who wish to pursue a minor in Applied Computer Science should apply online

at
http://www.cs.iupui.edu/form/minor_application/applied.php. Students should consult an advisor in the department before their final semester regarding minor completion.

Department of Earth Sciences

IUPUI
Engineering, Science, and Technology Building, SL 118
723 W. Michigan Street
Indianapolis, IN 46202-5132
(317) 274-7484; fax (317) 274-7966

www.earthsciences.iupui.edu

- **Professors** Barth, Filippelli (Director of Environmental Science Program), Mandernack (*Chair*)
- **Professor Emeritus** Mirsky
- **Associate Professors** Druschel, Jacinthe, Li, Licht, Martin, Pachut, Rosenberg
- **Assistant Professors** Babbar-Sebens, Gilhooly
- **Lecturers** Nelson, Swope
- **Adjunct Professors** Banaszak, Brothers, Deal, Ghosh, Kelson, Kleinhans, Latimer, Lindsey, Mundell, Perry, Preer, Prezbindowski, Royer, Souch, Tedesco, Vidon, X. Wang, White, J. Wilson, Wittman
- **Departmental Academic Advisor** Park

Geology is the study of the planet Earth: the materials of which it is made, the processes that act upon these materials, and the history of the planet and life forms since its origin. Geology considers the physical forces acting on the earth, the chemistry of its constituent materials, and the biology of its past inhabitants. Geology also includes the study of the interrelationships in the modern environment of humans and geological phenomena and focuses on such important concerns as how our global climate is changing and how that change will affect human activities.

The Department of Earth Sciences offers the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees in Geology from Indiana University and a Bachelor of Arts (B.A.) in Earth Science Education from Indiana University. These programs prepare students for graduate studies and for a variety of careers with emphasis on investigation of the environment by federal and state agencies, industries, and consulting companies, or earth and space science education. The programs allow flexibility to accommodate the needs and interests of all students. Selection of a particular program should be made in consultation with a departmental advisor.

The Department of Earth Sciences offers graduate study leading to the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees granted by Indiana University. The M.S. program in Geology offers both thesis and non-thesis options. The Ph.D. program in Applied Earth Sciences is an interdisciplinary research training program involving students and faculty from the IUPUI schools of Science, Liberal Arts, and Medicine.

Faculty and students of the Department of Earth Sciences are actively engaged in basic and applied research. Specific research areas include biogeochemistry, biomineralization, glacial geology, history of geology, paleoceanography, paleoclimatology, paleontology, petrology, and sedimentology.

- Bachelor of Arts
- Bachelor of Science
- Graduate Programs
- Minor

Bachelor of Arts in Geology

(Granted by Indiana University)

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with less than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills See the School of Science requirements under "Undergraduate Programs" in this bulletin. The second semester of English composition may be satisfied by ENG-W132 or ENG-W231. GEOL-G205 may satisfy the second writing requirement in Area I, but the 3 credit hours cannot then also be counted as part of the geology credit hours required in Area IV.

Area II Foreign Language First-year proficiency in a modern foreign language is required for the Bachelor of Arts degree program. See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures See the School of Science requirements under "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a department-level requirement.

Area IIIC Physical and Biological Sciences See the School of Science requirements under "Undergraduate Programs" in this bulletin, but all four courses must include laboratories; Two of the four courses must include CHEM-C105 / CHEM-C125 and CHEM-C106 / CHEM-C126 and at least one of the four courses must be in biological sciences. No grade below C- will be accepted in any of these courses.

Area IIID Mathematical Sciences MATH 15300 / MATH 15400 or MATH 15900 and CSCI-N207 or another CSCI course approved by the Department of Earth Sciences. No grade below C- will be accepted in any of these courses.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as an elective.

Area IV Geology Concentration Requirements
GEOL-G110, GEOL-G120, GEOL-G205, GEOL-G335, GEOL-G221, GEOL-G222, GEOL-G334 and four 300-level or higher geology courses. Other 100-level courses, GEOL-G300, GEOL-G307, and one to two credit courses do not count toward the geology concentration, but may be applied as electives toward the university-required total of 122 credit hours. No grade below C- will be accepted in any of these courses.

Students pursuing the earth science teaching option must complete: GEOL-G110, GEOL-G120, GEOL-G205, GEOL-G221, GEOL-G222, GEOL-G304, GEOL-G334,

GEOL-G335, and two 400-level electives approved by the academic advisor.

Other Requirements

See the School of Science requirements under Undergraduate Programs, Baccalaureate Degree, General Requirements in this bulletin. GEOL-G420, GEOL-G460, or GEOL-G495 may be used to satisfy the School of Science capstone requirement, with approval by the Department of Earth Sciences.

Bachelor of Arts Sample Program (122 cr. required)

Freshman Year

First Semester	
GEOL-G110 Physical Geology	3
GEOL-G120 Physical Geology Laboratory	1
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
ENG-W131 Elementary Composition I	3
MATH 15300 Algebra and Trigonometry I	3
SCI-I120 Windows on Science	1
Total	**16**
Second Semester	
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 15400 Algebra and Trigonometry II	3
COMM-R110 Fundamentals of Speech Communication	3
Second Composition Course	3
Total	**14**

Sophomore Year

Third Semester	
GEOL-G335 Evolution of the Earth and Life	4
GEOL-G221 Mineralogy	4
BIOL-N107 Exploring the World of Animals	4
CSCI-N207 Data Analysis Using Spreadsheets	3
HIST-H114 History of Western Civilization II	3
Total	**18**
Fourth Semester	
GEOL-G205 Reporting Skills in Geoscience	3
GEOL-G222 Petrology	4
BIOL-K101 Concepts of Biology I	5
Social Sciences - List S	3
Total	**15**

Junior Year

Fifth Semester	
GEOL-G300/GEOL-G400 elective	3
GEOL-G334 Principles of Sedimentation and Stratigraphy	4
Comparative World Cultures - List C	3
Elective	3
Elective	3
Total	**16**
Sixth Semester	
GEOL-G300/GEOL-G400 elective	4
Humanities - List H	3
Elective	3
Elective	3
Elective	3
Total	**16**

Senior Year

Seventh Semester	
GEOL-G300/GEOL-G400 electives	6
300-level elective	3
300-level elective	3
Elective	3
Total	**15**
Eighth Semester	
300/400 electives	9
Elective	3
CAND 99100 Candidate for Graduation	0
Total	**12**

Bachelor of Science in Geology

(Granted by Indiana University)

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with less than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills See the School of Science requirements under “Undergraduate Programs” in this bulletin. The second semester of English composition may be satisfied by ENG-W132 or ENG-W231. GEOL-G205 may satisfy the second writing course requirement in Area I, but the 3 credit

hours cannot then also be counted as part of the geology credit hours required in Area IV.

Area II Foreign Language No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures See the School of Science requirements under “Undergraduate Programs” in this bulletin.

Area IIIB Junior/Senior Integrator The Junior/Senior Integrator requirement is suspended indefinitely as a department-level requirement.

Area IIIC Physical and Biological Sciences CHEM-C105 / CHEM-C125, CHEM-C106 / CHEM-C126; PHYS-P201 / PHYS-P202 or PHYS 15200 / PHYS 25100; and two courses in biological sciences, approved by the Department of Earth Sciences. No grade below C- will be accepted in any of these courses.

Area IIID Mathematical Sciences MATH 16500 / MATH 16600; CSCI-N207 or another CSCI course approved by the Department of Earth Sciences; and STAT 30100 or another course approved by the Department of Earth Sciences. No grade below C- will be accepted in any of these courses.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as an elective.

Area IV Geology Concentration Requirements GEOL-G110, GEOL-G120, GEOL-G205, GEOL-G335, GEOL-G221, GEOL-G222, GEOL-G334, four 300-level or higher geology courses, and a field camp of at least 3 credit hours approved by the Department of Earth Sciences. Other 100-level courses, GEOL-G300, GEOL-G307, and one to two credit courses do not count toward the geology concentration requirement, but may be applied as electives toward the university-required total of 122 credit hours. No grade below C- will be accepted in any of these courses.

General Two science courses outside the Department of Earth Sciences at the 300 or 400-level approved by the Department of Earth Sciences. No grade below C- will be accepted in either of these courses.

Other Requirements See the School of Science requirements under Undergraduate Programs, Baccalaureate Degree, General Requirements in this bulletin. GEOL-G420 satisfies the School of Science capstone requirement.

Bachelor of Science Sample Program (122 cr. required)

Freshman Year	
First Semester	
GEOL-G110 Physical Geology	3
GEOL-G120 Physical Geology Laboratory	1
MATH 16500 Analytic Geometry and Calculus I	4
CSCI-N 207 Data Analysis Using Spreadsheets	3
ENG-W 131 Elementary Composition I	3
SCI-I120 Windows on Science	1
Total	**15**
Second Semester	
COMM-R110 Fundamentals of Speech Communication	3
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16600 Analytic Geometry and Calculus II	4
Second Composition Course	3
Total	**15**

Sophomore Year	
Third Semester	
GEOL-G335 Evolution of the Earth and Life	4
GEOL-G221 Introductory Mineralogy	4
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
PHYS-P201 General Physics I	5
Total	**18**
Fourth Semester	
GEOL-G205 Reporting Skills in Geoscience	3
GEOL-G222 Introductory Petrology	4
BIOL-K101 Concepts of Biology I	5
PHYS-P202 General Physics II	5
Total	**17**

Junior Year	
Fifth Semester	
GEOL-G300/GEOL-G400 elective	4
GEOL-G334 Principles of Sedimentation and Stratigraphy	4
BIOL-K103 Concepts of Biology II	5
HIST-H114 History of Western Civilization II	3
Total	**16**
Sixth Semester	
GEOL-G323 Structural Geology	4

STAT 30100 Elementary Statistical Methods I	3
300-400-level Non-geology Science Elective	3
Social Sciences - List S	3
Elective	3
Total	**16**

Senior Year	
Seventh Semester	
GEOL-G400 level Electives	6
Comparative World Cultures - List C	3
Humanities - List H	3
Total	**12**
Eighth Semester	
Field Course	3
300-400-level Non-geology Science Elective	3
Electives	8
CAND 99100 Candidate for Graduation	0
Total	**14**

Graduate Programs

Master of Science in Geology

The Department of Earth Sciences graduate program leads to a Master of Science degree from Indiana University. The program is administered by a departmental graduate advisory committee, composed of the graduate advisor and two or more members of the graduate faculty.

Admission Requirements

Prospective students should have a bachelor's degree in geology, including a summer field course, and a minimum of a B (3.0) average in geology courses. One year of chemistry and mathematics through college algebra and trigonometry are required. Individuals with a bachelor's degree in another area of science are also encouraged to apply; the departmental graduate advisory committee will prescribe a plan of study to remove deficiencies. The Graduate Record Examination (GRE) General Test is required; the Subject Test in Geology is optional. Each student must submit three letters of recommendation.

Financial Aid

Admitted students may be appointed as research assistants or as teaching assistants in introductory geology courses. Several such assistantships are available each year. Assistantships include remission of tuition and fees.

Degree Requirements

Both thesis and non-thesis options are available. Both options require at least 18 credit hours of non-research course work in geology and at least 3 credit hours in courses approved for graduate credit from allied sciences, mathematics, or the environmental program of the School of Public and Environmental Affairs (SPEA). Up to 6 credit hours of 400-level courses approved for graduate credit may be counted toward the degree with the approval of the graduate advisor. The thesis option requires the completion of 30 credit hours, 6 of which are taken as GEOL-G810 Research (the thesis). The non-thesis option requires the completion of 36 credit hours, 3 of which consist of a research project taken as GEOL-G700 Geologic Problems. The departmental graduate committee must approve elective credits outside of the Department of Earth Sciences for both options.

Admitted students will be assigned a three-person advisory committee at the beginning of the first year of graduate study. The committee will prescribe a study program based on the interests of the student and the principal graduate advisor. Students must complete all degree requirements within six years of beginning the study program. Students must maintain a B (3.0) average or higher, and no grade below C is acceptable.

Bachelor of Science/Master of Science in Geology

The B.S./M.S. program combines the undergraduate B.S. program with the M.S. program in geology, leading to the award of an Indiana University bachelor's and master's degree with completion of the M.S. thesis. The departmental graduate advisory committee administers the B.S./M.S. program.

Admission Requirements

Prospective students should have advanced standing in the undergraduate program. Students should apply to the program in early spring of the junior year. Students should submit GRE scores and three letters of recommendation. Application requires a minimum GPA of 3.0 and will be considered by the departmental graduate committee.

Degree Requirements

Course and thesis requirements are the same as those listed under the Master of Science program in this bulletin. Upon acceptance into the program, the student will prepare a research and course plan in consultation with a graduate academic advisory committee. Research reading and data collection begins in the summer prior to the senior year of undergraduate study, and will be completed the following summer. The fifth year of study is devoted to graduate course work and completion of the M.S. thesis.

Doctor of Philosophy in Applied Earth Sciences

The Ph.D. program prepares students for academic positions or research and leadership positions in local, state, national, or private environmental organizations. The goal of the program is to prepare future researchers and leaders who assess complex environmental systems and assist in providing sound options and solutions for optimizing human-environment interactions.

Admisasion Requirements

Prospective students should have a B.S. or M.S. degree in the physical, biological, or health sciences, and a cumulative GPA of 3.0 or higher is expected. The Graduate Record Examination (GRE) General Test is required. Individuals for whom English is a second language must demonstrate proficiency in English. Scores from the TOEFL exam should be submitted with the application for admission. Each student must submit three letters of recommendation.

Degree Requirements

Upon admittance to the program, students are assigned a preliminary advisory committee from among program faculty. Students identify an appropriate sub-discipline after their first year, and the preliminary advisory committee is reconstituted into a research committee to suit the research goals of the student. The research advisory committee ensures successful progress in later coursework, coordinates oral qualifying exams, and advises students in their progress to degree completion as appropriate. Students will complete four or five core graduate courses in applied earth science topical areas, based on their prior academic background. After completing the core courses, students identify a specialization area and enroll in at least 18 credit hours of additional courses in support of that specialization, with consultation of the research advisory committee. Students must complete all degree requirements within six years of beginning the study program, and must maintain a B (3.0) average.

Minor in Geology

(Granted by Indiana University)

The undergraduate minor in geology requires 18 credit hours, with an overall grade point average of 2.0 (C) and with no grade less than a C-, distributed as follows:

- Students must complete the following four courses that total 12 credit hours: GEOL-G110 (3 cr.), GEOL-G120 (1 cr.), GEOL-G335 (4 cr.), and GEOL-G221 (4 cr.) or GEOL-G306 (4 cr.).
- Students must complete an additional 6 credit hours minimum, including two of the following courses: GEOL-G222 (4 cr.), GEOL-G304 (3 cr.), GEOL-G334 (4 cr.), GEOL-G406 (3 cr.), GEOL-G415 (3 cr.), GEOL-G430 (4 cr.), GEOL-G451 (3 cr.) or another 400-level geology course with departmental aproval.

At least 9 credit hours of the minor must be taken at IUPUI. In addition, recommended courses include one year of college chemistry and at least one course in college algebra.

Environmental Science Program

IUPUI
Engineering, Science, and Technology Building, SL 118
723 W. Michigan Street
Indianapolis, IN 46202-5132
Phone: (317) 274-7484; fax: (317) 274-7966
http://www.earthsciences.iupui.edu/bses/

Participating Faculty

- **Professors** Filippelli, McSwane, Ottensmen, Siegel, Wilson
- **Associate Professors** Brothers, Dwyer, Jacinthe, Li, Licht, Martin, Ritchie, Wang
- **Assistant Professors** Babbar-Sebens, Johnston
- **Lecturers** Nelson, Swope,
- **Adjunct Faculty** Cantwell, Holm, Magoun, Thompson
- **Program Director** Fillipelli
- **Academic Advisor** Park
- **Concentration Academic Advisors** Nelson (Science, Earth Sciences), Ritchie (Public Health), Wilson (Liberal Arts, Geography)

Environmental Science is an interdisciplinary field of study that investigates the interrelationships in the modern environment of humans and natural phenomena and focuses on important modern concerns, like how our global climate is changing and how that change may affect human activities, how to maintain and improve vital natural resources like drinking water, and how to manage and balance the quality of the environment in the face of improving the quality of life in the United States and abroad.

The Bachelor of Science in Environmental Science is an interdisciplinary degree within the School of Science that is offered in partnership with the Department of Public Health in the School of Medicine and the School of Liberal Arts.

Bachelor of Science in Environmental Science

The Bachelor of Science of Environmental Science (B.S.E.S.) degree is awarded by Indiana University. This program prepares students for graduate studies and for a variety of careers with emphasis on investigation of the environment by federal and state agencies, industry, and consulting firms. The program allows flexibility to accommodate the needs and interests of all students.

There are three Environmental Science Concentrations within the Bachelor of Science of Environmental Science Program. Selection of a particular concentration should be made in consultation with the academic and concentration advisors.

Earth and Water Resources Concentration

Understanding interactions between land, soil, and water is critical to ensuring environmental quality. The Earth and Water Resources concentration provides students with a quantitative background in soils, hydrogeology, and biogeochemistry and an understanding of biological interactions, processes affecting soil and water resources, and advanced analytical techniques related to environmental quality assessments. Students can pursue detailed course work in either the Water or Earth options of this concentration and are prepared for continued advanced study or careers in government, industry, and environmental consulting.

Environmental Management Concentration

The Environmental Management concentration prepares students who wish to focus on the management of pollution in the air, land, and water. Students who complete this concentration have the theoretical foundation and applied skills needed to characterize hazards, track the fate and transport of pollutants, identify health and environmental effects of pollutants, and plan and manage programs to control environmental hazards. The required courses in the concentration focus on identification and solving multimedia problems in solid and hazardous waste, water quality and wastewater treatment, and air quality in the outdoors, inside homes, or in industrial workplaces. The options allow students to focus more specifically on the assessment of pollution, policy and planning, or occupational safety and health. Students are prepared for careers in government, industry, and nonprofit agencies.

Environmental Remote Sensing and Spatial Analysis Concentration

Spatial information technologies provide important tools for measurement, analysis, and modeling of environmental

systems and their dynamic interaction with human impacts. The Environmental Remote Sensing and Spatial Analysis concentration builds theoretical background and advanced knowledge in spatial analytical techniques using remote sensing (satellite and airborne sensors), geographic information system (GIS), and global positioning system (GPS) technologies. The concentration emphasizes integration of these technologies and their applications to problems of environmental modeling and analysis.

Research Areas

Faculty and students in the Departments of Earth Sciences (Science), Geography (Liberal Arts), and the Department of Public Health in the School of Medicine are actively engaged in basic and applied research. Specific research areas include geochemistry, hydrology, paleoclimatology, biogeochemical cycles, soils, wetland restoration, water resource analysis, environmental remote sensing, land cover dynamics, urban ecosystems, human health and the environment, environmental and water resources planning, environmental health policy, food science, and indoor air quality.

- Bachelor of Science in Environmental Science
- Centers and Programs

Centers and Programs

Center for Earth and Environmental Science

The Center for Earth and Environmental Science (CEES) at IUPUI is an interdisciplinary research and outreach center promoting science-based environmental stewardship through research, education, and public service. Research activities at CEES focus on applied environmental issues in five principle areas: water resource evaluation and watershed management; wetland and stream assessment and restoration; assessment of environmental constituents; environmental data management and visualization; and science education.

CEES has developed a network of experimental ecosystem restoration sites throughout central Indiana that are evaluating restoration strategies for riparian and wetland ecosystems and investigating watershed and water quality improvement strategies. CEES is developing an integrated network of remote environmental sensors that are actively monitoring water quality throughout area streams, reservoirs, riparian, and groundwater systems in an effort to support faculty and student research programs, improve our understanding of water resources and provide critical information to support environmental decision-making and water resource management. In partnership with the local water company, CEES is evaluating approaches to maintaining sustainable water resources for central Indiana. Through a long-term research and development program, CEES researchers are working to understand triggers of algal blooms in drinking water reservoirs, evaluate watershed best management approaches to reduce contaminants in source water, develop rapid assessment tools, and assess water supplies.

CEES works with community stakeholder groups to facilitate watershed management programs and provides research and infrastructure support to area environmental consulting firms, nonprofit agencies, and local, state and federal government agencies. CEES is also partnering with area schools, museums, parks and nature centers to develop and support authentic, high quality science education programs for students, and families, and provide instructional support and training for teachers. CEES public service programs are building capacity for service learning in the environmental sciences by providing opportunities for students and the community to engage in hands-on projects that address current environmental issues and improve natural areas in Central Indiana.

For more information, contact:

Center for Earth and Environmental Science
723 W. Michigan Street
Indianapolis, IN 46202-5132
(317) 274-7154
www.cees.iupui.edu

Center for Urban Health

The central theme of the Center for Urban Health is Environment, Community, and Health. The goal is to enhance the health of cities by focusing on communities and the environment.

A number of critical human health issues are unique to cities. These include environmental legacies like contamination and exposure to harmful pollutants, urban community disparities stemming from both social and physical factors, inadequate access to quality health care due to safety and transportation realities, poor alignment of community resources and social structure to promote healthy lifestyles. Future threats include climate change impacts on urban infrasturcture and community health. The Center for Urban Health will pormote discovery to address these critical health issues by building research collaborations, stimulating new research areas, funding graduate fellowships, and sponsoring educational activities.

For more information, contact:

Center for Urban Health
723 W. Michigan Street
Indianapolis, IN 46202-5132
http://www.urbanhealth.iupui.edu

Center for Urban Policy and the Environment

The Center for Urban Policy and the Environment is a nonpartisan applied research organization in the School of Public and Environmental Affairs at IUPUI. The Center, founded in 1992, is now one of the largest of its kind in the country.

Any social and economic issues that affect quality of life are of interest to Center researchers. Some of the research topics have ranged from community safety and riverboat gambling to neighborhood empowerment, urban development and land use,the economic impact of the arts and sports, and drinking water and sewer infrastructures. With an award of general support from Lilly Endowment, Inc., Center scholars have conducted ongoing studies on Central Indiana. These investigations have helped policy makers understand how investments by households, businesses, governments, and nonprofits have influenced the Central Indiana region.

Center scholars, staff, and graduate student interns typically form project teams and work in partnership with local governments, nonprofit organizations, and private businesses. Over the years, the Center has worked with more than 150 clients and partners. These include the city of Indianapolis, the Indiana Port Commission, Indianapolis-Marion County Public Library, Indiana Gaming Commission, Indiana General Assembly and Office of the Governor, Indianapolis Museum of Art, Indianapolis Neighborhood Housing Partnership, Indiana Land Resources Council, and the Ford Foundation.

For more information contact:

Center for Urban Policy and the Environment
School of Public and Environmental Affairs
334 N. Senate Avenue, Suite 300
Indianapolis, IN 46204-1708

http://www.policyinstitute.iu.edu/urban/

Sustainable Campus Ecosystem Program

As a university institution within an urban environment, the IUPUI community has a unique and important responsibility to educate and encourage environmental stewardship. The Sustainable Campus Ecosystem Program is working to implement environmentally sustainable projects and policies for IUPUI through a consortium of faculty, staff, and students. The initiative focuses on a multi-tiered approach to environmental sustainability and includes the following aspects: education and outreach, green landscaping, waste reduction, energy conservation, transportation, and water resources. Participants will identify goals and objectives for achieving sustainable policies at IUPUI as well as initiate projects and participate in service learning and outreach events on campus and in the community.

For more information, contact:

Center for Earth and Environmental Science
723 W. Michigan Street
Indianapolis, IN 46202-5132
(317) 274-7154

www.cees.iupui.edu

Student Organizations

Environmental Awareness League

The mission of the Environmental Awareness League (EAL) is “to promote awareness of environmental issues and to exchange the latest ideas and tools in order to better the future of environmental health.” The League promotes service activities (such as river clean-ups and recycling programs), sponsors social activities (such as the hiking, river rafting, IUPUI Carnival in the Courtyard, and IUPUI Student Activities and Volunteer Fair), and offers professional development and networking opportunities (guest speakers and tours to industrial plants).

Green IUPUI

Green IUPUI explores issues related to promoting a sustainable society, both at IUPUI and globally. Activities include educational outreach at events on campus and in the City of Indianapolis, as well as opportunities to study energy efficiency, ecological sustainability, and water, earth, and air quality.

Geology Club

The Geology Club organizes a number of activities related to learning about earth sciences, including trips to the field and to museums, and informal discussions with faculty on research topics and career possibilities. The Club provides an opportunity to meet and socialize with other students with interests in earth sciences.

Bachelor of Science in Environmental Science

(Granted by Indiana University)

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows in Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills (9 cr.) See the School of Science requirements under “Undergraduate Programs” in this bulletin. The second semester of English composition may be satisfied by ENG-W132 or ENG-W231. GEOL-G205 may be used to fulfill the second writing course requirement, but the 3 credit hours cannot then also be counted as part of the core and concentration credit hours required in Area IV.

Area II Foreign Language No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.) See the School of Science requirements under “Undergraduate Programs” in this bulletin.

Area IIIB Junior/Senior Integrator (3 cr.) The Junior/Senior Integrator requirement is suspended indefinitely as a School and program-level requirement.

Area IIIC Physical and Biological Sciences (33 cr.) BIOL-K101 / BIOL-K103, CHEM-C105 / CHEM-C106, GEOL-G107, GEOL-G110 / GEOL-G120, PHYS-P201 / PHYS-P202. No grade below C- will be accepted in any of these courses.

Area IIID Mathematical Sciences (12 cr.) MATH 22100 / MATH 22200; CSCI-N207 or another course approved by the program advisor; and STAT 30100, SPEA-K300, or a course in statistics approved by the program advisor. No grade below C- will be accepted in any of these courses.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as an elective.

Area IV Major Core and Concentration Requirements (43-44 Credits)

Core Requirements Twenty-five (25) credit hours of environmental science core courses including:

- GEOL-G221 Introductory Mineralogy or GEOL-G306 Earth Materials
- PBHL-A326 Mathematical Methods in Environmental Science or GEOL-G490 Introduction to Fluid Mechanics for Earth and Environmental Sciences

- PBHL-A316 Environmental Health Science
- PHIL-P237 Environmental Ethics
- PBHL-A459 Environmental Science and Health Data Analysis or an approved field methods course
- GEOG-G303 Weather and Climate or GEOL-G430 Principles of Hydrology (GEOL-G430 is required for the Earth and Water Resources Concentration)
- BIOL-K341 Principles of Ecology and Evolution or GEOG-G307 Biogeography: Distribution of Life
- GEOG-G338 Geographic Information Science or GEOG-G336 Environmental Remote Sensing

No grade below C- will be accepted in any of these courses.

Concentration Requirements Eighteen to nineteen (18 to 19) credit hours of courses within one of three Environmental Science concentrations. Students select one of the Environmental Science Concentrations – Earth and Water Resources, Environmental Management, or Environmental Remote Sensing and Spatial Analysis.

A. Earth and Water Resources Eighteen to nineteen (18 -19) credit hours, including:

Required Courses:

- CHEM-C341 Organic Chemistry I
- GEOL-G431 Wetland Ecosystems
- GEOL-G486 Soil Biogeochemistry

Capstone Requirement (one of the following):

- GEOL-G445 Applied Analytical Techniques in Geology
- GEOL-G490 Stream Ecosystems and their Restoration
- PBHL-A460 Environmental Health Science Data Analysis
- One capstone course as approved by the Program Director and concentration advisor

Water Resources option, take the following:

- GEOL-G451 Principles of Hydrogeology
- PBHL-A410 Introduction to Environmental Toxicology

Earth Resources option, take the following:

- GEOL-G406 Introduction to Geochemistry
- BIOL-K356 Microbiology or PBHL-A410 Introduction to Environmental Toxicology

No grade below C- will be accepted in any courses in the Earth and Water Resources concentration.

B. Environmental Management Eighteen to nineteen (18-19) credit hours, including

Required Courses (4 courses):

- CHEM-C341 Organic Chemistry I
- PBHL-A423 Environmental Health Science and Technology: Managing Water and Waste
- PBHL-A451 Air Pollution and Control
- PBHL-A400 Public Health Risk Analysis, Communication and Management

Public Assessment option take the following:

- PBHL-A433 Industrial Hygiene
- PBHL-A460 Techniques in Environmental Science and Health (capstone requirement)

Policy and Planning option take the following:

- GEOG-G438 Advanced Geographic Information Science
- PBHL-A416 Environmental Health Policy (capstone requirement)

Occupational Safety and Health option take the following:

- PBHL-A410 Introduction to Environmental Toxicology
- PBHL-A433 Industrial Hygiene (capstone requirement)

No grade below C- will be accepted in any courses in the Environmental Management concentration.

C. Environmental Remote Sensing and Spatial Analysis Eighteen (18) credit hours, including:

- GEOG-G336 Environmental Remote Sensing or GEOG-G338 Geographic Information Science
- GEOG-G337 Computer Cartography and Graphics or INFO-I400 Programming for Geographic Information Systems or GEOL-G490 Hyperspectral Remote Sensing
- Three courses chosen from:
- GEOG-G436 Advanced Remote Sensing
- GEOG-G438 Advanced Geographic Information Science
- *GEOG-G442 Seminar in Remote Sensing
- GEOG-G488 Applied Spatial Statistics
- GEOL-G490 Planetary Remote Sensing
- GEOG-G439 Seminar in Geographic Information Science *(capstone requirement)*

No grade below C- will be accepted in any courses in the Environmental Management concentration.

D. Other Requirements See the School of Science requirements under “Undergraduate Programs, Baccalaureate Degree, General Requirements” in this bulletin.

- **Environmental Science Plans of Study**

  There is no single semester-by-semester plan of study for the B.S.E.S. degree because of the flexibility encouraged within the program and the three concentration options. However, a possible plan for courses is given below. Variations from this sample plan of study should be made in consultation with the academic and concentration advisors.

  Bachelor of Science Environmental Science Sample Program - Environmental Management Concentration (122 hours required)

  Freshman Year

First Semester	
GEOL-G110 Physical Geology	3
GEOL-G120 Physical Geology Laboratory	1
CHEM-C105 Principles of Chemistry I	3

MATH 22100 Calculus for Technology I	3
ENG-W131 Elementary Composition I	3
PHIL-P237 Environmental Ethics	3
SCI-I120 Windows on Science	1
Total	**17**
Second Semester	
CHEM-C106 Principles of Chemistry II	3
GEOL-G107 Environmental Geology	3
MATH 22200 Calculus for Technology II	3
COMM-R110 Fundamentals of Speech Communication	3
Second Composition Course	3
Total	**15**

Sophomore Year

Third Semester	
GEOL-G306 Earth Materials	4
BIOL-K101 Concepts of Biology I	5
CSCI-N207 Data Analysis Using Spreadsheets	3
CHEM-C341 Organic Chemistry I	3
HIST-H114 History of Western Civilization II	3
Total	**18**
Fourth Semester	
BIOL-K103 Concepts of Biology II	5
GEOG-G338 Geographic Information Science	3
GEOL-G430 Principles of Hydrology	3
STAT 30100 Elementary Statistical Methods	3
PBHL-A316 Environmental Health Science	3
Total	**17**

Junior Year

Fifth Semester	
PHYS-P201 General Physics I	5
GEOL-G431 Wetland Ecosystems	3
PBHL-A326 Mathematical Methods in Environmental Science	3
PBHL-A459 Environmental Science and Health Data Analysis	3
Comparative World Cultures-List C	3
Total	**17**
Sixth Semester	
PHYS-P202 General Physics II	5
GEOL-G451 Principles of Hydrogeology	3
GEOL-G486 Soil Biogeochemistry	3
Humanities-List H	3
Social Sciences-List S	3
Total	**17**

Senior Year

Seventh Semester	
SPEA-E455 Limnology	3
PBHL-A410 Introduction to Environmental Toxicology	3
GEOL-G445 Applied Analytical Techniques in Geology	3
Electives	3
Total	**12**
Eighth Semester	
Electives	8
CAND 99100 Candidate for Graduation	0
Total	**8**

Forensic and Investigative Sciences Program

IUPUI
Science Building, LD 326
402 N. Blackford Street
Indianapolis, IN 46202-3274
Phone: (317) 274-6882; fax: (317) 274-4701

www.forensic.iupui.edu

- **Professor** Siegel
- **Assistant Professor** Goodpaster (*Program Director*), Picard
- **Lecturer** Ammerman
- **Program Academic Advisor** Shea

Forensic science is the application of the methods of science to matters involving the public. In many cases this means the application of science in solving crimes. Forensic science is multidisciplinary; it involves chemistry, biology, physics, math, biochemistry, engineering, computer science, psychology, medicine, law, criminal justice, etc. Forensic scientists analyze evidence and testify in court. They may be called upon to attend some crime scenes, train police investigators and attorneys, and conduct research.

In the fall of 2004, IUPUI began the first forensic science degree program in Indiana. This FEPAC accredited program was developed by faculty from the School of Law, the School of Science, and the School of Public and Environmental Affairs (SPEA). Each school contributes to the Forensic and Investigative Sciences (FIS) program by offering required and elective classes, and by mentoring students in the program. Completion of this program leads to the Bachelor of Science in Forensic and Investigative Sciences. All students take a core of science classes and university-required courses. Then each student chooses one concentration:

- Biology
- Chemistry

The baccalaureate program also includes courses in law and forensic science (taught by law faculty), laboratory courses in forensic chemistry and biology, as well as an opportunity to complete either an internship at a crime laboratory or a research project with a member of faculty. Graduates of the program will be able to seek employment in crime labs, scientific industries, environmental agencies, and federal or local law enforcement.

Admission to the Major

There are specific credit, GPA, and course requirements for admission to the FIS program. These depend upon your status. Please contact the FIS Academic Advisor for more information by e -mail forsci@iupui.edu or phone 317-274-6882.

- Bachelor of Science
- Minor in Forensic and Investigative Sciences
- Graduate Program

Bachelor of Science

This degree is for students who plan to work in the criminal justice system as scientists in crime laboratories or other enforcement environments.

Degree Requirements

See the School of Science requirements under "Undergraduate Programs" in this bulletin for additional restrictions.

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills (9 cr.)

Written Communication (6 cr.)

A minimum grade of C must be obtained in both composition courses.

- ENG-W131 English Composition I
- The second semester of English composition may be satisfied only by ENG-W132 (or ENG-W150), ENG-W231, or TCM 32000.

Oral Communication (3 cr.)

A minimum grade of C must be obtained.

- COMM-R110 Fundamentals of Speech Communication

Area II Foreign Language

No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

- HIST H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present
- List H course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List S course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List C course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator (3 cr.)

FIS 41500 Forensic Science and the Law (3 cr.)

Area IIIC Physical and Biological Sciences (20 cr.)

- *Physics* Two semesters of basic physics: PHYS-P201 General Physics I (5 cr.) and PHYS-P202 General Physics II (5 cr.)
- *Chemistry* Two semesters of introductory college chemistry with a laboratory: CHEM-C105 Principles of Chemistry I (3 cr.) / CHEM-C125 Experimental Chemistry I (2 cr.) and CHEM-C106 Principles of Chemistry II (3 cr.) / CHEM-C126 Experimental Chemistry II (2 cr.)

Area IIID Mathematical Sciences (9 cr.)

- *Mathematics* MATH 23100 Calculus for the Life Sciences I (3 cr.) and MATH 23200 Calculus for the Life Sciences II (3 cr.)
- *Computer Science* Choose one course from the following: CSCI-N201, CSCI-N207, CSCI-N211, or CSCI-N301 (all are 3 cr.)

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID but may count as a general elective.

Area IV Forensic and Investigative Sciences Major Concentration

A) Required forensic science courses in addition to those required for the concentration (14 cr.) All FIS courses applicable to the major must have a minimum grade of C.

- FIS 10500 Concepts of Forensic Science I (3 cr.)
- FIS 10600 Concepts of Forensic Science II (3 cr.)
- FIS 20100 Professional Issues in Forensic Science (3 cr.)
- FIS 49000 Capstone Experience (5 cr.) This is a required course that can be completed during any Summer, Fall, or Spring semester during/after the

Junior year. Semester and method of completion will be determined on an individual basis. Please see your academic advisor for guidance.

B) Required biology courses (10 cr.)

- BIOL-K101 Concepts of Biology I (5 cr.)
- BIOL-K103 Concepts of Biology II (5 cr.)

C) Required chemistry courses beyond introductory chemistry (10 cr.)

- CHEM-C341 Organic Chemistry Lectures I (3 cr.)
- CHEM-C343 Organic Chemistry Laboratory I (2 cr.)
- CHEM-C342 Organic Chemistry Lectures II (3 cr.)
- CHEM-C344 Organic Chemistry Laboratory II (2 cr.)

D) Required criminal justice courses (3 cr.)

- SPEA-J101 The American Criminal Justice System (3 cr.)

E) Required statistics course (3 cr.)

- STAT 30100 Elementary Statistical Methods (3 cr.)

F) Concentrations

- **Biology Concentration (24 cr.)**
- BIOL-K322 Genetics and Molecular Biology (3 cr.)
- BIOL-K323 Genetics and Molecular Biology Lab (2 cr.)
- BIOL-K338 Intro Immunology (3 cr.)
- BIOL-K339 Immunology Laboratory (2 cr.)
- BIOL-K483 Biological Chemistry (3 cr.)
- BIOL-K484 Cellular Biochemistry (3 cr.)
- FIS 40200 Forensic Biology I (Fall) (4 cr.)
- FIS 40300 Forensic Biology II (Spring) (4 cr.)

- **Chemistry Concentration (19 cr.)**
- CHEM-C310 Analytical Chemistry (Spring/Summer) (3 cr.)
- CHEM-C311 Analytical Chemistry Lab (1 cr.)
- CHEM-C360 Elementary Physical Chemistry (3 cr.)
- CHEM-C410 Principles of Chemical Instrumentation (Fall) (3 cr.)
- CHEM-C411 Prin of Chemical Instrumentation Lab (Fall) (2 cr.)
- FIS 40100 Forensic Chemistry I (Fall) (4 cr.)
- FIS 40400 Forensic Chemistry II (Spring) (4 cr.)
- FIS 30600 Forensic Microscopy (3 cr.)

G) Advanced science courses, based on the concentration selected; refer to the lists below (12 cr. minimum)

- **Biology Concentration advanced science elective course list**
- ANTH-B426 Human Osteology (3 cr.)
- BIOL-K324 Cell Biology (3 cr.)
- BIOL-K325 Cell Biology Laboratory (2 cr.)
- BIOL-K356 Microbiology (3 cr.)
- BIOL-K357 Microbiology Laboratory (2 cr.)
- BIOL-N217 Human Physiology (5 cr.)
- BIOL-N261 Human Anatomy (5 cr.)
- CHEM-C310 Analytical Chemistry (3 cr.)
- CHEM-C311 Analytical Chemistry Lab (1 cr.)
- CHEM-C360 Elementary Physical Chemistry (3 cr.)
- CHEM-C410 Principles of Chemical Instrumentation (3 cr.)
- CHEM-C411 Prin of Chemical Instrumentation Lab (2 cr.)
- CHEM-C430 Inorganic Chemistry (3 cr.)
- CHEM-C435 Inorganic Chemistry Lab (1 cr.)
- CHEM-C484 Biomolecules and Catabolism (3 cr.)
- CHEM-C485 Biosynthesis and Physiology (3 cr.)
- CHEM-C486 Biological Chemistry Lab (2 cr.)
- FIS 40100 Forensic Chemistry I (4 cr.)
- FIS 40400 Forensic Chemistry II (4 cr.)
- FIS 30600 Forensic Microscopy (3 cr.)
- GEOL-G306 Earth Materials (4 cr.)

- **Chemistry Concentration advanced science elective course list**
- ANTH-B426 Human Osteology (3 cr.)
- BIOL-K322 Genetics and Molecular Biology (3 cr.)
- BIOL-K323 Genetics and Molecular Biology Lab (2 cr.)
- BIOL-K324 Cell Biology (3 cr.)
- BIOL-K325 Cell Biology Laboratory (2 cr.)
- BIOL-K338 Intro Immunology (3 cr.)
- BIOL-K339 Immunology Laboratory (2 cr.)
- BIOL-K356 Microbiology (3 cr.)
- BIOL-K357 Microbiology Laboratory (2 cr.)
- BIOL-K483 Biological Chemistry (3 cr.)
- BIOL-K484 Cellular Biochemistry (3 cr.)
- BIOL-N217 Human Physiology (5 cr.)
- BIOL-N261 Human Anatomy (5 cr.)
- CHEM-C430 Inorganic Chemistry (3 cr.)
- CHEM-C435 Inorganic Chemistry Lab (2 cr.)
- CHEM-C484 Biomolecules and Catabolism (3 cr.)
- CHEM-C485 Biosynthesis and Physiology (3 cr.)
- CHEM-C486 Biological Chemistry Lab (2 cr.)
- FIS 40200 Forensic Biology I (4 cr.)
- FIS 40300 Forensic Biology II (4 cr.)
- GEOL-G306 Earth Materials (4 cr.)

Area V Electives A minimum of 124 credit hours must be completed for graduation. The number of electives required will depend upon your situation.

Additional Policies

1) Overlapping Courses

The Forensic and Investigative Sciences Program will not grant credit for a course when considerable duplication of course content occurs with another course that has been taken for credit. In general, credit will be allowed for the higher-level course, but not for the lower-level course. The following listings are considered to be duplications (lower-level courses listed first):

- MATH 22100 / MATH 22200 and MATH 23100 / MATH 23200 and MATH 16500 / MATH 16600
- PHYS-P201 / PHYS-P202 and PHYS 15200 and PHYS 25100

For example, if a student has earned credit for MATH 16500 / MATH 16600, the student will receive no credit for MATH 22100 / MATH 22200, even if earned previously.

2) Minor earned as a result of completing degree requirements for the Forensic and Investigative Sciences major

As a result of completing a Bachelor of Science in Forensic and Investigative Sciences and depending on the concentration selected, a student may earn enough credit hours to satisfy the requirements for a minor in chemistry in addition to the major in FIS. Also, a student majoring in FIS, with the selection of additional electives, may also earn minors in other areas (e.g., biology minor or criminal justice general minor). Please consult with the academic advisor for the FIS program and the appropriate academic unit that awards the minor.

Bachelor of Science: Forensic and Investigative Sciences Biology Concentration Sample Plan of Study

Freshman Year

First Semester	
BIOL-K101 Concepts of Biology I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 23100 Calculus for the Life Sciences I	3
ENG-W131 English Composition I	3
SCI-I120 Windows on Science	1
Total	**17**
Second Semester	
BIOL-K103 Concepts of Biology II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 23200 Calculus for the Life Sciences II	3
COMM-R110 Fundamentals of Speech Communication	3
Total	**16**

Sophomore Year

Third Semester	
FIS 10500 Concepts of Forensic Science I (Fa/Su)	3
BIOL-K322 Genetics and Molecular Biology	3
BIOL-K323 Genetics and Molecular Biology Lab (Fa)	2
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
Second English Composition Course	3
Total	**16**
Fourth Semester	
FIS 10600 Concepts of Forensic Science II (Sp/Su)	3
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
HIST-H114 History of Western Civilization II or HIST-H 109 Perspectives on the World:1800 to Present	3
Advanced Science Elective	5
Total	**16**

Junior Year

Fifth Semester	
BIOL-K338 Introductory Immunology (Fa)	3
BIOL-K339 Immunology Laboratory (Fa)	2
PHYS-P201 General Physics I	5
SPEA-J101 American Criminal Justice System	3
Social Sciences Elective-List S	3
Total	**16**
Sixth Semester	
FIS 20100 Professional Issues in Forensic Science	3
PHYS-P202 General Physics II	5
STAT 30100 Elementary Statistical Methods	3
Advanced Science Elective	5
Total	**16**

Summer between Junior and Senior Year

Summer I	
FIS 49000 Capstone Experience	5
Summer II	
Continue with Capstone Experience	
Total	**5**

Senior Year

Seventh Semester	
FIS 40200 Forensic Biology I (Fa)	4
BIOL-K483 Biological Chemistry (Fa)	3

Computer Science Course	3
Comparative World Cultures Elective-List C	3
Advanced Science Elective	3
Total	**16**
Eighth Semester	
FIS 40300 Forensic Biology II (Sp)	4
FIS 41500 Forensic Science and the Law	3
BIOL-K484 Cellular Biochemistry (Sp)	3
Humanities Elective-List H	3
CAND 99100 Candidate for Graduation	0
Total	**13**

Bachelor of Science: Forensic and Investigative Sciences Chemistry Option Sample Plan of Study

Freshman Year

First Semester	
FIS 10500 Concepts of Forensic Science I (Fa/Su)	3
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 23100 Calculus for the Life Sciences	3
ENG-W131 English Composition I	3
SCI-I120 Windows on Science	1
Total	**15**
Second Semester	
FIS 10600 Concepts of Forensic Science I (Sp/Su)	3
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 23200 Calculus for the Life Sciences II	3
COMM-R110 Fundamentals of Speech Communication	3
Total	**14**

Sophomore Year

Third Semester	
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2
PHYS-P201 General Physics I	5
SPEA-J101 American Criminal Justice System	3
Second English Composition Course	3
Total	**16**
Fourth Semester	
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
PHYS-P202 General Physics II	5
STAT 30100 Elementary Statistical Methods	3
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**16**

Summer between Sophomore and Junior Year

CHEM-C310 Analytical Chemistry (Sp/Su)	3
CHEM-C311 Analytical Chemistry Lab (Sp/Su)	1
Elective or General Education Course (if needed)	
Total	**4**

Junior Year

Fifth Semester	
BIOL-K101 Concepts of Biology I	5
CHEM-C410 Principles of Chemical Instrumentation (Fa)	3
CHEM-C411 Principles of Chemical Instrumentation Laboratory (Fa)	2
Advanced Science Elective	3
Social Sciences Elective-List S	3
Total	**16**
Sixth Semester	
FIS 20100 Professional Issues in Forensic Science (Sp)	3
BIOL-K103 Concepts of Biology II	5
CHEM-C360 Elementary Physical Chemistry (Sp)	3
Advanced Science Elective	5
Total	**16**

Summer between Junior and Senior Year

FIS 49000 Capstone Experience	5
Total	**5**

Senior Year

Seventh Semester	
FIS 40100 Forensic Chemistry I (Fa)	4
FIS 30600 Forensic Microscopy	3
Computer Science course	3
Advanced Science Elective	3
Humanities-List H	3
Total	**16**
Eighth Semester	
FIS 40400 Forensic Chemistry II (Sp)	4
FIS 41500 Forensic Science and the Law	3
Advanced Science Elective	3
Comparative World Cultures-List C	3
CAND 99100 Candidate for Graduation	0
Total	**13**

Minor in Forensic and Investigative Sciences

The minor in Forensic and Investigative Sciences can be used in relevant majors where the student's primary interest is in the major but who wishes to learn the basic concepts of forensic science and how to apply them to other fields of knowledge. Prerequisites to any of the minor courses are not included but are required in order to complete the minor.

- FIS 10500 Concepts of Forensic Science I (3 cr.)
- FIS 10600 Concepts of Forensic Science II (3 cr.) or PSY-B375 Psychology and Law (3 cr.)
- FIS 20100 Professional Issues in Forensic Science (3 cr.)
- PSY-B375 Psycholoy and Law (3 cr.)
- FIS 41500 Forensic Science and the Law (3 cr.)
- SPEA-J303 Evidence (3 cr.)
- SPEA-J320 Criminal Investigation (3 cr.)

Graduate Program

Master of Science in Forensic Science

Description

The M.S. Program in Forensic Science, which awards a Purdue University degree, requires 35 credit hours of study beyond the baccalaureate level. It is designed for students seeking careers as professional forensic scientists who desire employment in the criminal justice field or a related area.

General Degree Options and Requirements

Students must apply in one of the following concentrations; forensic chemistry or biology. All students take a core of required courses which include a professional issues course, law courses and a clinical law course. Each concentration contains specific required courses taken by students in that concentration.

With the exception of students who are employed full time in an analytical or forensic science laboratory, all students must include a thesis. This program requires 20 credit hours of course work and 15 credit hours of thesis completion and defense and is available to full time and part time students. Students who are employed full time in a forensic science or related laboratory may elect the non thesis option. This program includes 35 credit hours of classes approved by the department. This may include up to six credits of internship.

Admission

The **admission requirements** are as follows:

- A Bachelor's degree from an accredited institution in chemistry, biology, forensic science, pharmacology/toxicology, or a related science
- A minimum GPA of 3.0 for all undergraduate work
- A score in the upper one-half in the GRE general exam

The program will serve full time students who meet the above requirements as well as students who are presently employed full time in a forensic science laboratory or other analytical laboratory.

A non thesis option is permitted only for those students who must enroll part time in the program because they are employed full time in a forensic science or related laboratory. These students will be permitted to complete a lab based project if they wish, including one that does not rise to the level of a thesis but, in addition, all students in this category must complete a literature based research project, write it up and report it orally to the faculty and students of the FIS program in the manner that one would defend a thesis.

How to Apply

Application to the program can be done completely online and this is the preferred way to apply although hard copies of forms will be accepted. The online application is called the "eApp Online Admissions Application."

You will be directed to create an account to begin your application. The application can be filled out in stages and saved along the way so you can return to it later. The eApp has provisions for uploading your personal statement and listing contact names for three letters of recommendation.

These people will automatically be emailed and asked to input their letters of recommendation.

The Forensic and Investigative Sciences Program accepts applications once a year for beginning matriculation in the fall semester. The deadline for applying to the program is **January 15** of the year you wish to start. Applications must be complete by **January 15** or they will not be considered. Applicants must submit the following:

1. The completed application which will also require

- Three (3) letters of recommendation. These would normally be from professors who can evaluate your ability to successfully complete graduate work in forensic science.

- A personal statement that discusses your educational and work background, interest and experience (if any) in forensic science, and research interests if you are full time. For part time students, also include your current work experience.

2. Official final transcripts from all higher education institutions that you attended.

3. Applicants must arrange to have the testing agency send their GRE scores (and TOEFL, if applicable) directly to the university. (University code is 1325)

Applicants are not normally considered on a rolling basis. They are generally considered en masse after the January 15 deadline. You will be notified within a few weeks after the decision is made.

The Curriculum

The M.S. program consists of 35 semester credit hours. It is anticipated that the program can be completed within two years by full time students. The credit hours are to be distributed as follows:

All students (full and part time) take the following courses:

1. FIS 50500 (3) - Professional and Ethical Issues in Forensic Science
2. FIS 51500 (3) - Legal Issues in Forensic Science
3. LAW-D774 (2) - Law and Forensic Science (a clinical law class)

Students in the forensic chemistry concentration (full and part time) must take the following courses:

1. FIS 50600 (3) - Forensic Microscopy
2. FIS 51100 (4) - Forensic Chemistry 1
3. FIS 51200 (4) - Forensic Chemistry 2

Students in the forensic biology concentration (full and part time) must take the following courses:

1. FIS 52100 (4) - Forensic Biology 1
2. FIS 52200 (4) - Forensic Biology 2

Full time students must take the following courses:

1. FIS 69800 (15) - Thesis Research
2. Electives (1 - 4) - approved by department

Part time students must take the follwoing courses:

1. FIS 697 (6) - Design of a Research Project
2. Electives (10 - 13) - approved by department. This may include up to 6 credits of internship. A student may also take courses in other concentrations as part of theses credits.

Fall Semester

- FIS 50500 (3)
- FIS 51100 (4)
- FIS 50600 (3)

Spring Semester

- FIS 51500 (3)
- FIS 51200 (4)
- FIS 69800 (4)

Summer Semester

- LAW-D774 (2)
- FIS 69800 (6)

Fall Semester

- FIS 69800 (5)
- Elective (1)

The Thesis

The faculty of the Forensic and Investigative Sciences Program strongly believe that research should be a major component of a Master of Science degree. For full time students, 15 of the 35 credit hours of the program are devoted to the thesis. Students are encouraged to identify a thesis topic with the help of the FIS faculty as soon as possible in the program. It is normally expected that the research and write up of the thesis will take at least one year of the program. A master's thesis project may be begun in conjunction with an internship at a crime laboratory and then finished at IUPUI. It may be possible for a student to remain at the internship host for longer than a semester and complete the research. Thesis research done in conjunction with a crime lab must be approved by the student's thesis director at IUPUI.

Financial Aid

Contrary to the situation with Ph.D. programs, there is limited financial support for master's programs. Nonetheless, we are committed to developing as many financial resources for our students as possible. Decisions concerning fellowships and assistantships will normally be at least partly based on merit. Other factors will also be considered. Some funds are usually available from the unit, School of Science, IUPUI and external grants. These will vary from year to year. The "Online Admissions Application" contains a box that should be checked if you would like to be considered for financial aid.

Graduate Student Handbook

The Graduate Student Handbook contains additional information pertaining to the M.S. program.

Interdisciplinary Studies of Bachelor of Science Degree Program

School of Science, IUPUI
Science Building, LD 222
402 N. Blackford Street
Indianapolis, IN 46202-3276
Phone: (317) 274-0625; fax: (317) 274-0628

- **Director** Kathleen A. Marrs, Associate Dean and Associate Professor
- **Program Advisor** Joseph L. Thompson, jlthomp@iupui.edu

The purpose of the Bachelor of Science (B.S.) in Interdisciplinary Studies Program is to provide an opportunity for IUPUI students to construct individual majors that are science-based, interdisciplinary, and not represented by existing major programs. Instead of a prescribed area of

study as with standard majors, the interdisciplinary studies major will accommodate a variety of plans of study, with courses drawn from many subject areas in the sciences and beyond. The Interdisciplinary Studies degree program provides an academic structure that encourages creative and motivated undergraduates to design unique science-based interdisciplinary majors. In collaboration with a faculty mentor, students will create plans of study that demonstrate coherence, rigor, rationale, and vision. The B.S. in Interdisciplinary Studies requires a capstone project or internship experience, including a strong writing component. Particular plans of study may take advantage of the IUPUI Honors Program, the IUPUI Undergraduate Research Opportunities Program, the Consortium for Urban Education to include relevant courses taught at five other Indianapolis colleges and universities, or may include specialized service learning experiences in consultation with the IUPUI Center for Public Service and Leadership.

Each individualized major student, in consultation with the program advisor, will select a faculty mentor that best fits the student's interests. Once assigned, the student will work with the faculty mentor to develop a plan of study outlining the proposed curriculum, which will be submitted to a faculty committee for approval. As progress is made on the approved curriculum, the student will be expected to maintain a journal of this progress. The journal will be reviewed periodically by the program advisor, faculty mentor, and faculty committee to ensure progress is made and to provide guidance for course enrollment.

Though not meant to be a definitive list, examples of interdisciplinary majors with an emphasis in the sciences include:

- Art Therapy
- Art Restoration and Preservation
- Geochemistry
- Chemical Science and Technology
- Music Therapy
- Neuroscience
- Physics of Music
- Scientific Writing

View the following information to learn more about Interdisciplinary Studies.

- Admissions and Curriculum
- Bachelor of Science

Admissions

All students admitted to the Interdisciplinary Studies Program must have a minimum GPA of 2.50 and meet existing admission requirements of the School of Science. A student may apply for admission to the Interdisciplinary Studies Program by enrolling in a 1-credit hour tutorial (SCI-I200) and preparing an in-depth proposal for an interdisciplinary studies major under the guidance of a faculty mentor who will function as the main program advisor for the student. The student is accepted for admission to the Interdisciplinary Studies Program when the faculty mentor and the Educational Policies Committee of the School of Science approve the student's proposal.

Before admission to the Interdisciplinary Studies Program, students must have completed a minimum of 15 credit hours of course work, but no more than 60 credit hours. The course work must include ENG-W131, a science course with lab, and an appropriate mathematics course. All science and mathematics courses on record must have minimum grades of C. Courses included in a specific interdisciplinary studies major may have prerequisites specified by the departments that offer them.

Curriculum

The curriculum for each interdisciplinary studies student will vary so as to meet the particular academic objective of the student. The interdisciplinary studies major areas of study will consist of a coherent set of courses that define a clearly recognizable focus of study for which faculty can provide oversight and ensure intellectual integrity and rigor. A faculty committee will approve all interdisciplinary study major areas, and each student in the program will work closely with a faculty mentor.

The interdisciplinary major will comprise 40 credit hours of regular courses from at least two disciplines, a 1-hour tutorial, and culminate with a 3- to 6-hour senior capstone project or internship. The tutorial will include the development of an in-depth proposal for the major and the regular submission of a journal on the progress in the major.

- A minimum of 124 credit hours distributed as follows
- General education (47 credits)
- Interdisciplinary major with courses from at least two disciplines (40 credits)
- Electives (37 credits)

- The 40 credit hours within the interdisciplinary major has the following framework:

1. SCI-I200 Tutorial in Interdisciplinary Studies (1 credit) includes the development of an in-depth proposal for the major and the submission of a journal on progress in the major
2. SCI-I494 (3-6 credits) Internship in Science-Based Fields or SCI-I495 (3-6 credits) Readings and Research in Science to address the senior capstone experience
3. 36 credit hours of courses from at least two disciplines defining the major area

Bachelor of Science Degree Requirements

For details on school specific policies, see the School of Science requirements under ''Undergraduate Programs" in this bulletin. Please note that at least 32 credit hours of course work must be at the 300 level or higher.

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI I120 Windows on Science (1 cr.), or an equivalent first-year experience course.

Area I English Composition and Communication Skills (9 cr.)

English Composition (6 cr.)

- ENG-W131 Elementary Composition I
- Second Composition Course that has ENG-W131 as a prerequisite

Speech Communication (3 cr.)
- COMM-R110 Fundamentals of Speech Communication

Area II Foreign Language

No foreign language proficiency is required for the Bachelor of Science degree. However, if knowledge of a foreign language is pertinent to the interdisciplinary major, a student may choose to pursue one.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

The information about the IIIA requirements in the School of Science part of this bulletin lists courses that may be used to satisfy the requirements below. Students should consult the program advisor before registering for these courses.

- HIST-H114 Western Civilization II
- List H course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List S course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.
- List C course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator (3 cr.)

No junior/senior integrator course is required.

Area IIIC Physical and Biological Sciences

See the School of Science requirements under "Undergraduate Programs" in this bulletin. Four courses outside the major from the physical/biological sciences, one of which must include a corresponding laboratory. Laboratory courses without a lecture component may be taken for credit, but do not count toward the four-course requirement. No grade below C- will be accepted in any of these courses. Consult the program advisor concerning the acceptability of courses.

Area IIID Mathematical Sciences (9 cr.)

- Two courses beyond algebra and trigonometry. (6 cr.)
- One course in computer science. (3 cr.)

No grade below C- will be accepted in any of these courses.

Note: Computer Science CSCI-N100 level courses and CIT 10600 do not count for credit toward any degree in the School of Science. Also, CSCI-N241 and CSCI-N299 do not count in Area IIID but may count as a general elective.

Area IV Interdisciplinary Major Concentration (40 cr.)

Minimum requirements include 40 credit hours of core interdisciplinary major courses.

All courses applicable to the major must have a minimum grade of C.

Other Requirements

1. SCI-I200 Tutorial in Interdisciplinary Studies (1 cr.) is a tutorial under the supervision of a faculty mentor to guide a student in the development of a proposal to pursue a specially focused, science-based, interdisciplinary major. The student-generated proposal must include justification for selecting the interdisciplinary major, a comprehensive plan of study that lists courses comprising the major and a timetable for completing the plan, rationale for coherence of the plan, and a description of future prospects in terms of graduate/professional study and/or career opportunities. The student will be required to consult faculty in the fields that encompass the interdisciplinary major. The proposal must be submitted for approval to the School of Science Educational Policies Committee, which has faculty representation from all departments in the school. Upon approval, the student will begin the program and maintain a journal detailing progress on the plan of study. The plan may be modified only in consultation with the faculty mentor and with approval of the Educational Policies Committee. The faculty mentor will determine the grade for the tutorial.
2. Interdisciplinary Major (36 credits)
3. The Senior Capstone Experience will be accomplished through either SCI-I494 Internship in Science-Based Fields (3-6 cr.) or SCI-I495 Readings and Research in Science (3-6 cr.). For a student choosing the internship experience, there must be a direct match to the interdisciplinary major in an industrial, business, government, or other suitable setting. The student's faculty mentor must approve the internship. A comprehensive written report of the internship experience is required. Alternatively, a student may be engaged in a research project under faculty oversight that links directly to the student's interdisciplinary major. The faculty mentor must approve the research project. The student is required to submit a detailed research report at the conclusion of the project.

Department of Mathematical Sciences

IUPUI
Science Building, LD 270
402 N. Blackford Street
Indianapolis, IN 46202-3216
Phone: (317) 274-6918; fax: (317) 274-3460
www.math.iupui.edu

- **Professors** Bleher (*Chancellor's Professor*), Boukai, Chin, Cowen (*Program Director, Actuarial Science*), A. Its (*Distinguished Professor*), Misiurewicz, Morton, Mukhin, Sarkar, Sen, Shen (*Chair*), Tarasov
- **Professors Emeriti** Bittinger (*Honorary*), Burkinshaw, Hutton, Kaminker, Kleyle, Kuczkowski, Ng, Reid, Rothman
- **Associate Professors** Geller, Guidoboni, Ji, Kitchens, Klimek, Kuznetsov, F. Li, Peng, Perez, Rubchinsky, Tam, Watt (*Associate Dean, School of Science, and Associate Chair*), Zhu

- **Associate Professors Emeriti** Luke, John G. Miller, Patterson, Rigdon
- **Assistant Professors** Arciero, Buse, Molkov, Roeder, Rusu (*IUPU Columbus*), Tan, Zheng, Zou
- **Associate Research Professor** Fokin
- **Adjunct Professors** Worth, Yiannoutsos
- **Senior Lecturers** Cross, E. Its, McBride, Meshulam, Rangazas
- **Lecturers** Counts, Dona, Farris, Frey, Hernandez, Hicks, Kitt, Melsheimer, John L. Miller, Rainey, Rashid

Mathematical sciences include the areas of pure and applied mathematics, mathematics education, actuarial science, and statistics. Mathematics involves the study of problems in areas such as algebra, geometry, analysis, and logic and of problems arising in the real world. Mathematics, actuarial science and statistics are used in the physical sciences, engineering, the social, life, and management sciences. Mathematics education involves the training of prospective secondary teachers.

- Requirements
- Degree Programs
- Graduate
- Minor

Degree Programs

The department offers the Purdue University Bachelor of Science degree in mathematics with options in pure mathematics, applied mathematics, actuarial science, and secondary school teaching.

Graduate degrees offered include the Purdue University Master of Science, with concentrations in Pure Mathematics, Applied Mathematics, Mathematics Education, Applied Statistics, and the Purdue University Doctor of Philosophy in mathematics, by arrangement with Purdue University, West Lafayette, with all requirements completed on the IUPUI campus. In addition, together with the Division of Biostatistics in the Indiana University School of Medicine, the department administers and offers an Indiana University Doctor of Philosophy in Biostatistics, with all requirements completed on the IUPUI campus.

Bachelor of Science

Students are encouraged to declare a mathematics major in their freshman year, so they can receive proper academic advising. A grade point average of 2.50 with no grades below C in mathematics courses through MATH 35100 is a minimum indication of success in this major.

Degree Requirements

The baccalaureate degree general requirements, the area requirements are listed earlier in this bulletin (see the School of Science requirements under “Undergraduate Programs”). For a Bachelor of Science degree in mathematics, the following additional requirements and restrictions apply:

First-Year Experience Course

Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills

No additional requirements beyond School-level requirements, located under the School of Science requirements “Undergraduate Programs” in this bulletin. The second semester of English composition may be satisfied by ENG-W132 (or ENG-W150), ENG-W231, or TCM 32000.

Area II Foreign Language

All degree options require 5 credit hours in a modern foreign language.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present

List H course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.

List S course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.

List C course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements “Undergraduate Programs” in this bulletin.

Area IIIB Junior/Senior Integrator

The Junior/Senior Integrator requirement is suspended indefinitely as a school-level requirement.

Area IIIC Physical and Biological Sciences

Refer to specific mathematics option major requirements for any additional Area IIIC course requirement.

Note: Certain courses, such as CHEM-C101, CHEM-C102, CHEM-C110; PHYS 10000, PHYS 20000, PHYS 21800, and PHYS 21900, may not be used to fulfill the science requirement, Area IIIC, of the School of Science.

If in doubt about a particular course, the student should consult a mathematics department advisor.

Area IIID Mathematical Sciences

See Area IV Major Requirements for required mathematics courses. Mathematics courses below MATH 16500 and those mathematics courses in which the student has received grades below C- do not count toward the degree. MATH-M118 will count as general elective.

The Area IIID computer science requirement must be in a higher-level programming course (not BASIC). A grade of C (2.0) or better is required.

Note: Computer Science CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV

Mathematics courses in which a student has received grades below C (2.0) do not count in Area IV. The Area IV requirements for the secondary area of concentration and the major for the four degree options—pure mathematics, applied mathematics, actuarial science, and secondary teaching—are described in the following sections. There is no single semester-by-semester plan of study for any of the options because flexibility is encouraged within the various programs. However, a sample program that shows one possible sequence of courses is given for each option.

Variations from the sample program should be made in consultation with the student's advisor. Because of the complexity of the requirements and because certain courses are not offered every semester, it is important that each student consult his or her assigned advisor as soon as possible in order to proceed through a proper plan of study for the chosen degree program. A minimum grade point average of 2.50 is required in all mathematics courses that count toward the major.

Area IV Secondary Area of Concentration Requirements

For each student to acquire some depth of study in a subject outside of the major area, the Department of Mathematical Sciences requires students to have a secondary area of concentration or minor outside of the department. The secondary area of concentration consists of at least 18 credit hours and includes at least three courses beyond the introductory level or a recognized minor from another department. It is subject to the approval of the student's advisor. Although a second area of concentration is usually in one department, it may be from two or more if the advisor approves.

Courses may be used for the double purpose of fulfilling the general requirements and for fulfilling the secondary area of concentration requirements of the Department of Mathematical Sciences. For students in the Pure Mathematics Option or the Applied Mathematics Option, a secondary area in one of the physical sciences or in a subject that makes substantial use of mathematics, such as computer science, engineering, or economics, is desirable. Students in the Secondary School Teaching Option satisfy the requirements for a secondary area by the courses they take to meet the professional education requirement. Students in the Actuarial Science Option satisfy the requirements for a secondary area by the required economics and business courses they take.

The requirement of 18 credit hours in a secondary area of concentration does not, by itself, constitute an official minor that would be acknowledged on the student's transcript. A minor must be offered through the department or school in which the minor is taken. Students in the Actuarial Science Option satisfy the requirements for a minor in economics by the economics courses they are required to take (Students must apply to the Economics Department to be awarded an official minor.).

Degree Requirements

Major Requirements

Pure Mathematics Option

With this option, students will be well prepared for graduate work in pure mathematics. However, students with undergraduate degrees in pure mathematics have also been successful with graduate studies in business administration, computer science, economics, educational research, engineering, law, medicine, operations research, physics, psychology, and statistics. Persons with advanced degrees in pure mathematics find careers primarily in college teaching, but careers in business, industry, or government service are also possible.

Courses taken to satisfy the Area IIIC requirements must include PHYS 15200 (or a more advanced physics course).

The Area IV major requirements are as follows:

1. Core curriculum: MATH 16500, MATH 16600, MATH 17100, MATH 26100, MATH 26600, and MATH 35100
2. MATH 45300 Beginning Abstract Algebra
3. MATH 46200 Elementary Differential Geometry
4. Two of the three: MATH 44400, MATH 42500, MATH 32101
5. Twelve (12) additional credit hours selected from MATH 27600, mathematics courses at the 300 level or above, and statistics courses numbered 35000 or higher. Courses in computer science or courses in other departments of the School of Science that have appropriate mathematical content may be selected with the approval of the advisor. Normally, no more than 6 credit hours will be approved outside of mathematics and statistics.
6. The 45 credit hours required above must include at least 6 credit hours in each of two of the course sequences listed below.
7. Minimum of two credit hours of MATH 49200 Capstone Experience

Course Sequences

Two course sequences (each course 3 credit hours) are required. There must be at least one * sequence. No overlaps are allowed.

- *Foundations of Analysis: MATH 44400 and MATH 44500
- *Biomathematics: Biomathematics course and STAT 35000 or higher
- *Complex Analysis and Differential Equations: MATH 42500 and MATH 52000
- *Abstract Algebra: MATH 45300 and MATH 45400
- *Algebra and Number Theory: MATH 45600 and MATH 45300
- *Linear Algebra: MATH 35100 and MATH 35300
- *Differential Geometry: MATH 46200 and MATH 56200
- *Topology: MATH 32101 and MATH 57100
- Probability and Statistics: Two statistical-type courses at the STAT 35000 level or higher, with advisor's approval
- Modeling: MATH 42100 and MATH 42600
- Numerical Analysis: MATH 41400 and CSCI 51500
- Scientific computing: CSCI 47500 and 47600[1]
- Theoretical computer science: CSCI 34000[1]

[1] Students are generally allowed to select only one of these two course sequences.

Pure Mathematics Option Sample Program (124 credits required)

Freshman Year

First Semester	
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3

SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Foreign Language	3
Total	**14**
Second Semester	
MATH 16600 Analytic Geometry and Calculus II	4
CSCI 23000 Computing I	4
COMM-R110 Fundamentals of Speech Communication	3
Physical or biological science	3
Foreign Language	3
Total	**17**

Sophomore Year

Third Semester	
MATH 26100 Multivariate Calculus	4
HIST-H114 or H109 History of Western Civilization II	3
Second English composition course	3
PHYS 15200 Mechanics	4
Free/Secondary Area elective	3
Total	**17**
Fourth Semester	
MATH 26600 Ordinary Differential Equations	3
MATH 35100 Elementary Linear Algebra	3
Physical or biological science	3
Humanities-List H	3
Free/Secondary Area elective	3
Total	**15**

Junior Year

Fifth Semester	
MATH 44400 Foundations of Analysis I	3
MATH/STAT sequence or elective	3
Social Science-List S	3
Free/Secondary Area electives	6
Total	**15**
Sixth Semester	
MATH 32101 Elementary Topology	3
MATH/STAT sequence or elective	3
Comparative World Cultures-List C	3
Free/Secondary Area electives	6
Total	**15**

Senior Year

Seventh Semester	
MATH 45300 Beginning Abstract Algebra	3
MATH/STAT sequence or elective	3
Free/Secondary electives	5
Physical or Biological Science	3
Total	**14**
Eighth Semester	
MATH 46200 Differential Geometry	3
MATH/STAT sequence or elective	3
MATH 49200 Capstone Experience	2
Free/Secondary Area electives	6
CAND 99100 Candidate for Graduation	0
Total	**14**

Applied Mathematics Option

Graduates with training in applied mathematics are employed in business, industry, and government. They would probably work as part of a team and would often need to communicate mathematical ideas to persons trained in other subjects. In many instances, they would need to formulate problems for solution on a computer and interpret the answers. Thus, besides a fundamental knowledge of mathematics, a knowledge of what computers can do is essential. This option is also good preparation for graduate study in applied mathematics, computer science, statistics, and engineering.

Courses taken to satisfy the Area IIIC requirements must include PHYS 15200 and PHYS 25100 (or more advanced physics courses).

The Area IV major requirements are as follows:

1. Core curriculum: MATH 16500, MATH 16600, MATH 17100, MATH 26100, MATH 26600, and MATH 35100
2. MATH 41400 Numerical Methods
3. Mathematical modeling: MATH 42600 Introduction to Applied Mathematics and MATH 42100 Linear Programming and Optimization Techniques
4. MATH 44400 Foundations of Analysis I
5. Twelve (12) additional credit hours selected from MATH 27600 and mathematics courses at the 300 level or above and statistics courses numbered 35000 or higher. Courses in computer science or courses in other departments of the School of Science that have appropriate mathematical content may be selected with the approval of the advisor. Normally, no more

than 6 credit hours outside of mathematics and statistics will be approved.

6. The 45 credit hours of courses required above must include at least 6 credit hours in each of two of the course sequences listed below. Students planning on attending graduate school in mathematics are advised to take MATH 44500.
7. Minimum of two credit hours of MATH 49200 Capstone Experience

Course Sequences

Two course sequences (each course 3 credit hours) are required. There must be at least one * sequence. No overlaps are allowed.

- *Differential Equations: MATH 52000 and MATH 52200
- *Biomathematics: Biomathematics course and STAT 35000 or higher
- Foundations of Analysis: MATH 44400 and MATH 44500
- Complex Analysis and Differential Equations: MATH 42500 and MATH 52000
- Abstract Algebra: MATH 45300 and MATH 45400
- Algebra and Number Theory: MATH 45600 and MATH 45300
- Linear Algebra: MATH 35100 and MATH 35300
- Differential Geometry: MATH 46200 and MATH 56200
- *Probability and Statistics: Two statistical-type courses at the STAT 35000 level or higher, with advisor's approval
- *Modeling: MATH 42100 and MATH 42600
- *Numerical Analysis: MATH 41400 and CSCI 51500
- *Scientific computing: CSCI 47500 and 47600[2]
- *Theoretical computer science: CSCI 34000 and 48400[2]

[2]Students are generally allowed to select only one of these two course sequences.

Applied Mathematics Option Sample Program (124 credits required)

Freshman Year

First Semester	
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Foreign Language	3
Total	**14**
Second Semester	
MATH 16600 Analytic Geometry and Calculus II	4
CSCI 23000 Computing I	4
COMM-R110 Fundamentals of Speech Communication	3
Physical or Biological Science	3
Foreign Language	3
Total	**17**

Sophomore Year

Third Semester	
MATH 26100 Multivariate Calculus	4
PHYS 15200 Mechanics	4
History H114 or H109 History of Western Civilization	3
2nd English composition course	3
Free/Secondary elective	3
Total	**17**
Fourth Semester	
MATH 26600 Ordinary Differential Equations	3
MATH 35100 Elementary Linear Algebra	3
PHYS 25100 Heat, Electricity, and Optics	5
Humanities-List H	3
Free/Secondary elective	3
Total	**17**

Junior Year

Fifth Semester	
MATH 44400 Foundations of Analysis I	3
MATH/STAT sequence or elective	3
Social Sciences-List S	3
Free/Secondary Area electives	6
Total	**15**
Sixth Semester	
MATH 42600 Introduction to Applied Mathematics and Modeling	3
MATH/STAT sequence or elective	3
Comparative World Cultures-List C	3
Free/Secondary electives	6
Total	**15**

Senior Year

Seventh Semester	
MATH 41400 Numerical Methods	3
MATH 42100 Linear Programming and Opt. Tech.	3
Physical or Biological science	3
Free/Secondary Area electives	6

Total	**15**
Eighth Semester	
MATH 49200 Capstone Experience	2
MATH/STAT sequence or electives	6
Free/Secondary Area electives	6
CAND 99100 Candidate for Graduation	0
Total	**14**

Actuarial Science Option

The Actuarial Science Option for mathematics majors will provide students with the strong background in mathematics, statistics, and economics necessary to analyze financial risks. This concentration aims to prepare students for the first three actuarial examinations administered by the professional actuarial organizations. The secondary area of concentration for students in this option is fulfilled by required courses in business and economics.

Actuarial science deals with the analysis of financial consequences of risk. Actuaries are highly trained professionals, well versed in mathematical, statistical, and economic techniques that enable them to evaluate financial risk of uncertain future events, especially those pertaining to health care, insurance, and pension plans. Actuaries answer risk-related questions by developing, implementing, and interpreting sophisticated mathematical models.

Courses taken to satisfy Area IIIC requirements must include PHYS 15200 (or a more advanced physics course).

The Area IV major requirements are as follows:

1. Core Curriculum: MATH 16500, MATH 16600, MATH 17100, MATH 26100, MATH 26600, and MATH 35100
2. ECON-S201, ECON-E202 or ECON-S202, ECON-E305, ECON-E321, ECON-E322
3. BUS-A200, BUS-F300, BUS-F305
4. MATH 37300 Mathematical Finance
5. Mathematical Modeling: MATH 42600 Introduction to Applied Mathematics or MATH 42100 Linear Programming and Optimization Techniques
6. STAT 41600 Probability and STAT 41700 Statistical Theory
7. Actuarial Models: STAT 47200 and STAT 47300
8. Two credit hour or three credit hour STAT elective at the 300 level or above (not STAT 30100, 30200, or 31100) Suggested course: STAT 37100 (Prep for Actuarial Exam 1)
9. Three credit hour MATH or STAT course selected from MATH 27600 and mathematics and statistics courses at the 300 level or above (not STAT 30100, 30200, or 31100). Suggested course: STAT 35000 Introduction to Statistics
10. Two or three credit hours of MATH 49200 Capstone Experience

Actuarial Science Option Sample Program (124 credits required)

Freshman Year

First Semester	
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Foreign Language	3
Total	**14**
Second Semester	
MATH 16600 Analytic Geometry and Calculus II	4
CSCI 23000 Computing I	4
COMM-R110 Fundamentals of Speech Communication	3
Physical or Biological science	3
Foreign Language	3
Total	**17**

Sophomore Year

Third Semester	
MATH 26100 Multivariate Calculus	4
STAT 35000 Introduction to Statistics	3
ECON-S201 Introduction to Microeconomics: Honors	3
BUS-A200 Foundations of Accounting	3
2nd English Compostion course	3
Total	**16**
Fourth Semester	
MATH 35100 Elementary Linear Algebra	3
MATH 37300 Financial Mathematics	3
ECON-E202 Intro to Macroeconomics	3
Physics 15200 Mechanics	4
Free elective	3
Total	**16**

Junior Year

Fifth Semester	
MATH 26600 Ordinary Differential Equations	3
STAT 41600 Probability	3
ECON-E305 Money and Banking	3
HIST H114 or H109 History of Western Civilization	3

BUS F300 Introduction to Finance	3
MATH 39000 Interest Theory Problem Solving	1
Total	**16**
Sixth Semester	
STAT 37100 Prep for Exam P/1	2
STAT 41700 Statistical Theory	3
Humanities-List H	3
BUS F305 Intermediate Finance	3
Physical or Biological Science	3
Free elective	2
Total	**16**

Senior Year

Seventh Semester	
STAT 47200 Actuarial Models I	3
ECON-E322 Intermed. Macroeconomic Theory	3
MATH 42100 Linear Prog. and Optim. Tech.	3
Physical or Biological science elective	3
Free elective or STAT 51200 Regression Analysis	3
Total	**15**
Eighth Semester	
STAT 47300 Actuarial Models II	3
MATH 49200 Capstone Experience	2
Humanities-List H	3
Comparative World Cultures-List C	3
Free elective	3
CAND 99100 Candidate for Graduation	0
Total	**14**

Secondary School Teaching Option

Students who wish to teach in secondary schools must meet the requirements for teacher certification in the state in which they expect to teach. Interested persons can obtain these requirements by writing to the Department of Public Instruction, Certification Office, in the capital city of any state.

To satisfy Indiana law, a student should have 40 credit hours in general education courses and a specified core of professional education courses as part of the requirement for a teaching license. Students should be sure to see an advisor to ensure that these hours are properly distributed and that the professional education requirements are met.

Courses taken to satisfy the Area IIIC requirements must include PHYS 15200 (or a more advanced physics course).

The Area IV major requirements are as follows:

1. Core curriculum: MATH 16500, MATH 16600, MATH 17100, MATH 26100, MATH 26600, and MATH 35100
2. MATH 27600 Discrete Math
3. MATH 30000 Logic and the Foundations of Algebra
4. MATH 45300 Abstract Algebra
5. MATH 46300 Intermediate Euclidean Geometry for Secondary Teachers
6. Probability and statistics: STAT 35000
7. MATH 58300 History of Elementary Mathematics
8. EDUC M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics

Secondary School Teaching Option Sample Program (124 credits required)

Freshman Year

First Semester	
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Foreign Language	3
Total	**14**
Second Semester	
MATH 16600 Analytic Geometry and Calculus II	4
MATH 27600 Discrete Mathematics	3
COMM-R110 Fundamentals of Speech Communication	3
2nd English composition course	3
Foreign Language	3
Total	**16**

Sophomore Year

Third Semester	
MATH 26100 Multivariate Calculus	4
MATH 30000 Logic and the Foundations of Algebra	3
EDUC-H341 American Culture and Education	3
PSY-B110 Introduction to Psychology	3
Physical or Biological science	3
Total	**16**
Fourth Semester	
MATH 26600 Ordinary Differential Equations	3

MATH 35100 Elementary Linear Algebra	3
HIST H114 or H109 History of Western Civilization	3
PHYS 15200 Mechanics	4
MATH 58300 History of Mathematics	3
Total	**16**

Junior Year

Fifth Semester	
CSCI 23000 Computing I	4
Block I-Diversity & Learning, Content Area Literacy, Field Exp.	10
Physical or Biological Science	3
Total	**17**
Sixth Semester	
MATH 46300 Intermediate Euclidean Geometry for Secondary Teachers	3
Block II-Middle School Methods, Special Ed., Field Exp.	6
EDUC-M457 Methods of Teaching Senior High/Junior High/Middle School Mathematics	4
Comparative World Cultures-List C	3
Total	**16**

Senior Year

Seventh Semester	
MATH 45300 Abstract Algebra	3
STAT 35000 Introduction to Statistics	3
Block III-High School Methods, Field Exp.	3
Humanities-List H	3
Physical or Biological science	3
Total	**15**
Eighth Semester	
Block IV-Student Teaching in Middle School/Junior High School Student Teaching in High School	16
CAND 99100 Candidate for Graduation	0
Total	**16**

Graduate Programs

The Department of Mathematical Sciences offers graduate training leading to the Purdue University Master of Science degree in Mathematics, with concentrations in pure mathematics, applied mathematics, math education, and applied statistics. By arrangement with Purdue University, West Lafayette, qualified students may also pursue a Ph.D. in Mathematics. Together with the Division of Biostatistics in the Indiana University School of Medicine, the department also administers and offers an Indiana University Ph.D. in Biostatistics. Requirements for both Ph.D. programs are completed entirely on the IUPUI campus. The M.S. degree requires two years of full-time study, and the Ph.D. typically requires two to three additional years of full-time study.

Admission Requirements

Students entering a graduate program in mathematics should have completed an undergraduate program containing as many courses as possible in abstract algebra, linear algebra, advanced calculus, differential equations, logic and foundations, and probability.

Students entering the graduate program in applied mathematics should have completed an undergraduate program in mathematics or in engineering or physical sciences that was strongly oriented toward mathematics.

Students entering the master's program in applied statistics must have a bachelor's degree from an accredited institution. The minimal mathematics requirement for admission to this program includes an undergraduate sequence in univariate and multivariate calculus (equivalent to MATH 16500, MATH 16600, MATH 26100) and one course in linear algebra (equivalent to MATH 35100). Prospective applicants who do not have this background must acquire it prior to admission to the program.

Students entering the graduate program in biostatistics must have a suitable bachelor's or master's degree from an accredited institution and shows promise for successfully completing all the degree requirements. In addition to satisfying general Indiana University Graduate School requirements for admission, applicants must have at least a B (3.00 GPA) in courses required as prerequisites for the program. The minimal mathematics background consists of an undergaduate course sequence in univariate and multivariate calculus (equivalent to MATH 16500, MATH 16600 and MATH 26100) and a course in linear algebra (equivalent to MATH 35100). In addition, applicants should have had a calculus-based undergraduate level course in probability or statistics. Prospective applicants who do not have this background must acquire it prior to admission to the program.

Application for Admission

Students who wish to pursue an advanced degree in the Department of Mathematical Sciences should complete an online application available from the department's web site at www.math.iupui.edu. For Ph.D. mathematics applicants, the GRE general score is required. For PhD biostatistics applicants, the GRE general test is required. Students for whom English is not their native language and who have not completed a post-secondary degree program from an English-speaking university within the past two years must submit TOEFL scores. While this application is being processed, the student may enter IUPUI as a graduate nondegree student. No more than 12 hours of credit earned under this classification may be applied toward an advanced degree. Those who do not want to pursue an advanced degree, but who desire to take graduate courses for personal improvement, may also take courses under the graduate nondegree classification.

Transfer Credit

The Department of Mathematical Sciences will accept by transfer a maximum of 12 hours of graduate credit, in excess of undergraduate degree requirements, from approved institutions. Transfer credit must be approved by the student's faculty advisor.

Assistantships and Fellowships

Financial support is available to qualified students in the form of university fellowships, school fellowships, graduate teaching assistantships, and research assistantships. Additional summer appointments may be available for students whose performance in course work and assistantship duties is satisfactory.

English Requirements

All advanced degree candidates are required to demonstrate acceptable proficiency in English composition.

Students for whom English is not their native language must take the EAP exam administered by the IUPUI English for Academic Purposes program. Students not scoring high enough will be required to take designated courses in English while pursuing their graduate studies.

Master of Science (Pure and Applied Mathematics Concentrations)

A minimum of 30 credit hours of course work is required for an M.S. degree. Course grades must be A or B with the possible exception of at most two grades of C. Neither a thesis nor a comprehensive examination is required. Several core courses are specific to an M.S. plan of study and vary according to the student's interest in (a) pure mathematics with a Ph.D. objective, (b) pure mathematics without a Ph.D. objective, (c) applied mathematics with a Ph.D. objective, or (d) applied mathematics without a Ph.D. objective. The remaining courses are selected by the student and his or her advisory committee.

Master of Science (Mathematics Education Concentration)

This non-thesis program requires a minimum of 30 credit hours of coursework and is tailored for secondary school teachers and students who are preparing to become secondary school teachers. Core requirements include a course in geometry, a course in algebra, a course in analysis, a course in modeling/differential equations, and a course in probability. (See the Department of Mathematical Sciences for a more complete description of this program.) Course grades must be A or B with the possible exception of at most two grades of C.

Master of Science (Applied Statistics Concentration)

The Master of Science degree with a concentration in Applied Statistics consists of a minimum of 30 credit hours. Course grades must be A or B with the possible exception of at most two grades of C. Candidates for this degree may choose either the thesis option or the non-thesis option. Both options require 15 credit hours in the core curriculum consisting of STAT 51200, STAT 51400, STAT 51900, STAT 52400, and STAT 52800. A combined written and oral final examination is required.

The non-thesis option consists of 15 credit hours beyond the core curriculum, at least 9 of which must be statistics (STAT) courses. The remaining courses may be taken in mathematics or in areas relevant to statistical applications, subject to approval of the academic advisor.

The thesis option requires a thesis worth 6 credit hours on a topic approved by the student's academic advisor. At least 6 of the remaining 9 credit hours must be taken in statistics or in a subject related to statistical applications that have been approved by the advisor. An oral defense of the thesis is required.

Doctor of Philosophy (Mathematics)

By arrangement with Purdue University, West Lafayette, qualified students may pursue a Ph.D. in Mathematics, with all requirements completed on the IUPUI campus. To be admitted to candidacy for the Ph.D. degree, the student must fulfilll the following require-ments and must be accepted by the graduate committee of the Department of Mathematical Sciences.

Requirements

- The student must pass a suite of four qualifying exams. They must select at least two out of four subject areas from the Core 4 with at least one being either Real Analysis (MATH 54400) or Abstract Algebra (MATH 55300). They must also pass two additional exams from either the remaining Core 4 or the Area Exams.
- The student must satisfy, by one of the five options approved by the graduate school, the foreign language requirement in German, Russian, or French.
- The student must submit to the graduate school through the department a plan of study including at least 42 credit hours of approved Purdue University graduate coursework.
- The student must pass an advanced topics examination. This examination may be taken only by students who have already passed the qualifying examinations.

A candidate will be recommended to the faculty to receive the Ph.D. degree after a dissertation, submitted in final form, has been accepted by the advisory committee and successfully defended before an open colloquium or seminar.

The department has set time limits for completion of the Ph.D. degree.

Doctor of Philosophy (Biostatistics)

Together with the Department of Biostatistics and the Department of Public Health in the Indiana University School of Medicine, the Department of Mathematical Sciences offers graduating training leading to a Ph.D. in Biostatistics from Indiana University, with all requirements completed on the IUPUI campus. To be admitted to candidacy for the Ph.D. degree, the student must fulfill the following requirements.

Requirements

- The student must pass an initial qualifying examination on the five core courses: STAT 51900, STAT 52500, STAT 52800, STAT 53600, and BIOS-S546.
- The student must complete at least 45 credit hours of formal coursework, consisting of 33 credit hours of

required courses and additional 12 credit hours in elective statistics/biostatistics courses of which six credit hours must be at the 600 level and above. An additional 42 credit hours are required and will consist of coursework in a minor area (minimum of 12 credits), further elective courses, independent studies, and directed Ph.D. dissertation research.
- The student must pass a preliminary oral examination, which consists of an oral presentation on an advanced research topic.

A candidate will be recommended to the faculty to receive the Ph.D. degree after a dissertation, submitted in final form, has been accepted by the advisory committee and successfully defended before an open colloquium or seminar.

The department has set time limits for the completion of the Ph.D. degree.

Minor in Mathematical Sciiences

An undergraduate minor in mathematics is useful in many fields. A scientist or engineer may need knowledge of differential equations and linear algebra, while someone in business or a social science may need a background in probability or statistics.

Requirements

1. The calculus sequence MATH 16500, MATH 16600, MATH 17100, and MATH 26100 (15 cr.)
2. Two additional courses selected from mathematics courses numbered MATH 26600 or higher or from statistics courses numbered STAT 35000 or higher
3. Nine (9) credit hours of the minor must be completed at IUPUI.
4. The grade in each course submitted for the minor must be C (2.0) or higher.

Correspondence courses may not be used to fulfill requirements for the minor.

Department of Physics

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- **Professors** Kemple, Ou, Rao, Vemuri
- **Professors Emeriti** Kaplan, Meiere, Novak, Vasavada
- **Associate Professor Emeritus** Kleinhans, Seubert
- **Associate Professors** Decca, Gavrin (*Chair*), Wassall
- **Assistant Professors** Cheng, Joglekar, Luo, Petrache, Zhu
- **Lecturers** Rhoads, Ross, Woodahl
- **Departmental Academic Advisor** Park

Physics is the study of matter and energy, from the smallest scale, as in the study of elementary particles, to the largest, as in the study of the formation and evolution of stars and galaxies. In this sense, physics is the science that underlies all of the other sciences. In principle, as well as in practice, physics is involved in virtually all scientific and technical endeavors (e.g., biophysics, geophysics, health physics, etc.).

Physicists tend to view themselves primarily as solvers of problems, especially problems that can be expressed in mathematical terms. Physics students are trained to solve complex problems by learning to analyze complex relations in mathematical terms, often with the help of today's fast computers. Because of this broadly based and flexible problem-solving background, physics graduates find employment in a variety of fields, many of which are not directly associated with physics.

The Department of Physics offers a program leading to a Bachelor of Science degree from Purdue University. In addition, the department offers courses in physics and astronomy for nonmajors. The department also offers graduate courses that lead to a Purdue Master of Science degree. Qualified students may be authorized to pursue the Ph.D. degree in physics at IUPUI in areas where a program has been arranged with Purdue, West Lafayette.

Members of the department conduct research in several disciplines of physics and participate in joint projects with a number of other research groups, such as the Indianapolis Center for Advanced Research and the IU School of Medicine. Student participation in these projects is welcomed and encouraged.

Students majoring in physics consolidate their undergraduate studies by putting what they have learned to use in a capstone experience in one of the department's research laboratories. Each student joins a faculty member in a project that provides experience in a professional setting. The student must obtain the approval of a faculty member and register for PHYS 49000.

Guide to Service Courses

Each student should consult an advisor in the department in which a degree is sought to determine which service course is appropriate. A general guide to the schools served by these courses is as follows:

- AST-A100 / AST-A105: General science courses for students in all majors.
- AST-A130: Focused short courses for students in all majors.
- PHYS 14000: Focused short courses for students in all majors.
- PHYS 10000: For students in allied health, business, and liberal arts (a traditional survey course).
- PHYS 20000: For students in education, SPEA, and liberal arts (a nontraditional course).
- PHYS 21800 / PHYS 21900: A noncalculus sequence for technology students.
- PHYS-P201 / PHYS-P202: A noncalculus sequence for preprofessional students.
- PHYS 15200 / PHYS 25100 / PHYS 34200: For students in science and engineering requiring a calculus-based sequence.

- Bachelor of Science
- Bachelor of Science-Biophysics Option
- Plan of Study
- Graduate Program
- Minor

Bachelor of Science

Degree Requirements

First-Year Experience Course Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills

Minimum requirements for the School of Science are given in this bulletin (see the School of Science requirements under "Undergraduate Programs"). The second semester of English composition may be satisfied only with ENG-W132 (or ENG-W150), ENG-W231, ENG-W250, ENG-W290, ENG-W331, ENG-W350, TCM 22000, or TCM 32000.

Area II Foreign Language

No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)

HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present

List H course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

List S course: Choose one course (3cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

List C course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator

The School of Science has indefinitely suspended the Junior/Senior Integrator requirement. The Department of Physics has chosen to allow physics majors to satisfy the three credit hours with a course decided upon in consultation with their physics advisor. This course might be outside physics, but can be satisfied with a physics course. For additional information, please consult your academic advisor.

Area IIIC Physical and Biological Sciences

Minimum requirements for the School of Science are given in this bulletin (see the School of Science requirements under "Undergraduate Programs").

Courses must include CHEM-C105 / CHEM-C125 and CHEM-C106 / CHEM-C126 with laboratory or their approved equivalent.

Area IIID Mathematical Sciences

Minimum requirements for the School of Science are given in this bulletin (see the School of Science requirements under "Undergraduate Programs").

Twenty-four (24) credit hours of courses in mathematics are required, which must include MATH 16500, MATH 16600, MATH 17100, MATH 26100 and MATH 26600.

The computer science requirement of the School of Science may be satisfied with CSCI 23000, CSCI-N305, CSCI-N331, or any higher-level CSCI course.

Note: Computer Science CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Physics Concentration

The Department of Physics offers four options for students pursuing the Bachelor of Science degree: a traditional physics program; a biophysics option; a program designed for students planning a career in physics teaching; an accelerated program with a B.S. in physics and a B.S. in electrical engineering; and an accelerated program known as the BPMME program because students earn both a bachelor's in physics and a master's in mechanical engineering.

Students pursuing the traditional program must complete PHYS 15200, PHYS 25100, PHYS 30000, PHYS 31000, PHYS 33000, PHYS 34200, PHYS 35300, PHYS 40000, PHYS 40100, PHYS 41600, PHYS 44200, and PHYS 49000. These students must complete 6 hours of mathematics above the level of MATH 26600 in courses approved by the Department of Physics.

Students pursuing the biophysics option must complete: Introductory course sequence PHYS-P201 or PHYS 15200, PHYS-P202 or PHYS 25100; two of the following three: PHYS PHYS 30000, PHYS 31000, PHYS 33000; Complete PHYS 34200, 35300, PHYS 44200, and PHYS 49000 (Biophysics Capstone). In addition, a minimum of 15 credit hours of biology and 23 credit hours of chemistry is required.

Students pursuing the teaching option must complete: PHYS 15200, PHYS 25100, PHYS 30000, PHYS 31000, PHYS 33000, PHYS 34200, PHYS 35300, and PHYS 49000. The Department of Physics may substitute other science courses for the 400-level courses and recommend education courses in order to meet teacher certification requirements. These students must complete 6 hours of mathematics above the level of MATH 26600 in courses approved by the Department of Physics.

Students pursuing the program in physics and mechanical engineering must complete: PHYS 15200,PHYS 25100,PHYS 31000,PHYS 33000,PHYS 34200,PHYS 35300, and PHYS 41600. These students must complete 3 hours of mathematics above the level of MATH 26600 in courses approved by the Department of Physics. Students in this program must satisfy additional requirements specified by the Department of Mechanical Engineering.

Unless approved as part of the major, note that all courses taken outside the Schools of Science and Liberal Arts must receive approval from the student's major department and the School of Science Academic Dean's Office. Consult with your major department or the School of Science Academic Dean's Office for additional course restrictions.

No more than 6 credit hours of studio, clinical, athletic, or performing arts courses will be approved. See the departmental advisor for details.

Biophysics Option

For students who desire an interdisciplinary knowledge of physics and biology pursuant to a career in medicine or biophysics. The program meets typical medical school entrance requirements.

Degree Requirements

First-Year Experience Course
Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Area I English Composition and Communication Skills
Minimum requirements for the School of Science are given in this bulletin (see the School of Science requirements under "Undergraduate Programs"). The second semester of English composition may be satisfied only with ENG-W132 (or ENG-W150), ENG-W231, ENG-W250, ENG-W290, ENG-W331, ENG-W350, TCM 22000, or TCM 32000.

Area II Foreign Language
No foreign language proficiency is required for a Bachelor of Science degree.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures (12 cr.)
HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present

List H course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

List S course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

List C course: Choose one course (3 cr.) from this list. The list of course choices is located under the School of Science requirements "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator
The School of Science has indefinitely suspended the Junior/Senior Integrator requirement. The Department of Physics has chosen to allow physics majors to satisfy the three credit hours with a course decided upon in consultation with their physics advisor. This course might be outside physics, but can be satisfied with a physics course. For additional information, please consult your academic advisor.

Area IIIC Physical and Biological Sciences
See requirements listed below under Area IV Physics (Biophysics) Concentration Requirements.

Area IIID Mathematical Sciences
Eighteen (18) credit hours of courses in mathematics are required, which must include MATH 16500, MATH 16600, MATH 17100, MATH 26100, and MATH 26600.

The computer science requirement of the School of Science may be satisfied with CSCI 23000, CSCI-N305, CSCI-N331, or any higher-level CSCI course.

Note: Computer Science CSCI-N241 and CSCI-N299 do not count in Area IIID, but may count as a general elective.

Area IV Physics (Biophysics) Concentration Requirements

Physics: A minimum of 26 hours of physics is required.

- PHYS-P201 or PHYS 15200 and PHYS-P202 or PHYS 25100 (Introductory Physics).
- Two of the following three courses: PHYS 30000 Intro to Elementary Mathematical Physics, PHYS 31000 Intermediate Mechanics, PHYS 33000 Intermediate Electricity and Magnetism.
- PHYS 34200 Modern Physics and PHYS 35300 Electronics Laboratory, PHYS 44200 Quantum Mechanics, and PHYS 49000 Physics (Biophysics) Capstone experience (3 cr.)

Biology: A minimum of 15 credit hours of biology is required.

- General Biology: BIOL-K101 and BIOL-K103.
- Five additional hours of biology drawn from BIOL-K324 / BIOL-K325 Cell Biology and Lab, or BIOL-K356 / BIOL-K357 Microbiology and Lab, or BIOL-K483 Biological Chemistry and BIOL-K484 Cellular Biochemistry.

Chemistry: A minimum of 23 credit hours of chemistry is required.

- General Chemistry: CHEM-C105 / CHEM-C125 and CHEM-C106 / CHEM-C126.
- Organic Chemistry: CHEM-C341 / CHEM-C343 and CHEM-C342 / CHEM-C344.
- Physical Chemistry: CHEM-C360 or CHEM-C361.

Unless approved as part of the major, note that all courses taken outside the Schools of Science and Liberal Arts must receive approval from the student's major department and the School of Science Academic Dean's Office. Consult with your major department or the School of Science Academic Dean's Office for additional course restrictions.

No more than 6 credit hours of clinical, athletic, or performing arts courses will be approved. See the departmental advisor for details.

Plans of Study

Bachelor of Science Sample Program (124 cr. required)

The Department of Physics recommends the following sample program leading to the degree of Bachelor of Science.

Freshman Year

First Semester	
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Total	**16**
Second Semester	
PHYS 15200 Mechanics	4
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2

MATH 16600 Analytic Geometry and Calculus II	4
Second Composition Course	3
Total	**16**

Sophomore Year

Third Semester	
PHYS 25100 Heat Electricity and Optics	5
MATH 26100 Multivariate Calculus	4
CSCI course	3-4
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**15-16**
Fourth Semester	
PHYS 30000 Mathematical Physics	3
PHYS 34200 Modern Physics	3
MATH 26600 Ordinary Differential Equations	3
COMM-R110 Fundamentals of Speech Communication	3
One course from List H, S, or C	3
Total	**15**

Junior Year

Fifth Semester	
PHYS 31000 Intermediate Mechanics	4
MATH Course	3
One course from remaining two lists H, S, or C	3
One course from the remaining List H, S, or C	3
Elective	3
Total	**16**
Sixth Semester	
PHYS 33000 Intermediate Electricity and Magnetism	3
PHYS 35300 Electronics Laboratory	2
MATH Course	3
Physical or Biological Science Elective	3
Junior/Senior Integrator course	3
Elective	3
Total	**17**

Senior Year

Seventh Semester	
PHYS 40000 Physical Optics	3
PHYS 40100 Physical Optics Laboratory	2
PHYS 44200 Quantum Mechanics	3
Physical or Biological Science Elective	3
Elective	3
Total	**14**
Eighth Semester	
PHYS 41600 Thermal Physics	3
PHYS 49000 Capstone Experience	1-3
Electives	8-10
CAND 99100 Candidate for Graduation	0
Total	**12-16**

Biophysics Option Sample Program (minimum 124 cr. required)

Freshman Year

First Semester	
PHYS-P201 General Physics I	5
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
SCI-I120 Windows on Science	1
Total	**15**
Second Semester	
PHYS-P202 General Physics II	5
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 16600 Analytic Geometry and Calculus II	4
MATH 17100 Multidimensional Mathematics	3
Total	**17**

Sophomore Year

Third Semester	
BIOL-K101 Concepts of Biology I	5
CHEM-C341 Organic Chemistry I	3
CHEM-C343 Organic Chemistry Laboratory I	2

MATH 26100 Multivariate Calculus	4
ENG-W131 Elementary Composition I	3
Total	**17**
Fourth Semester	
PHYS 30000 Mathematical Physics	3
BOIL-K103 Concepts of Biology II	5
CHEM-C342 Organic Chemistry II	3
CHEM-C344 Organic Chemistry Laboratory II	2
MATH 26600 Ordinary Differential Equations	3
Total	**16**

Junior Year

Fifth Semester	
PHYS 31000 Intermediate Mechanics	4
BIOL-K324 Cell Biology	3
BIOL-K325 Cell Biology Laboratory	2
CSCI Course	3-4
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**15-16**
Sixth Semester	
PHYS 34200 Modern Physics	3
PHYS 35300 Electronics Laboratory	2
CHEM-C360 Physical Chemistry	3
Second composition course	3
One course from List H, S, or C	3
Elective	2
Total	**16**

Senior Year

Seventh Semester	
PHYS 44200 Quantum Mechanics	3
PHYS 49000 Capstone Experience	3
One course from remaining two Lists H, S, or C	3
Junior/Senior Integrator course	3
Elective	3
Total	**15**
Eighth Semester	
COMM-R110 Fundamentals of Speech Communication	3
One course from remaining List H, S, or C	3
Electives	8
CAND 99100 Candidate for Graduation	0
Total	**14**

Bachelor of Science in Physics and Electrical Engineering Sample Program (139 cr. required)

The Department of Physics recommends the following sample program for students pursuing the program.

Freshman Year

First Semester	
SCI-I120 Windows on Science or ENGR 19500 Introduction to the Engineering Profession	1
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
ENG-W131 Elementary Composition I	3
Total	**16**
Second Semester	
PHYS 15200 Mechanics	4
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 16600 Analytic Geometry and Calculus II	4
One course from List H, S, or C	3
Total	**16**

Summer 1 Term	
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**3**
Summer 2 Term	
One course from remaining two lists H, S, or C	3
Total	**3**

Sophomore Year

Third Semester	
PHYS 25100 Heat Electricity and Optics	5
MATH 26100 Multivariate Calculus	4
CSCI 23000 Computing I	4
ECE 20100 Linear circuit analysis I	3
ECE 207 Electronic Measurement Techniques	1
ENGR 297 Computer Tools for Engineering	1
Total	**18**
Fourth Semester	
PHYS 34200 Modern Physics	3
MATH 26600 Ordinary Differential Equations	3
ECE 20200 Circuit Analysis II	3
ECE 20800 Electronic Design and Devices lab	1
ECE 27000 Digital Logic with lab	4
ECE 25500 Introduction to Electronic Analysis and Design	3
Total	**17**

Junior Year

Fifth Semester	
PHYS 31000 Intermediate Mechanics	4
MATH 35100 Elementary Linear Algebra or MATH 51100 Linear Algebra with Applications	3
ECE 30100 Signals and Systems	3
ECE 36200 Microprocessor Systems and Interfacing	4
One course from the remaining List H, S, or C	3
Total	**15**
Sixth Semester	
PHYS 33000 Intermediate Electricity and Magnetism	3
PHYS 35300 Electronics Laboratory	2
ECE 30200 Probabilistic Methods in Electrical Engineering	3
ECE 38200 Feedback Systems Analysis	3
TCM 32000 Written Communication in Science and Industry	3
General Education Elective	3
Total	**16**

Senior Year

Seventh Semester	
PHYS 40000 Physical Optics	3
PHYS 40100 Physical Optics Laboratory	2
PHYS 44200 Quantum Mechanics	3
ECE 40000 Senior Seminar	1
ECE 44000 Introduction to Comm. Systems Analysis	4
ECE Elective	3
Total	**15**
Eighth Semester	
PHYS 41600 Thermal Physics	3
ECE 40100 Ethics	1
ECE 49200 Senior Design	3
ECE Elective	3
COMM-R110 Fundamentals of Speech Communication	3
CAND 99100 Candidate for Graduation	0
Total	**14**

Bachelor of Science and Master of Science (BPMME) Sample Program (142 cr. required)

The Department of Physics recommends the following sample program for students pursuing the BPMME program.

Freshman Year

First Semester	
CHEM-C105 Principles of Chemistry I	3
CHEM-C125 Experimental Chemistry I	2
MATH 16500 Analytic Geometry and Calculus I	4
MATH 17100 Multidimensional Mathematics	3
SCI-I120 Windows on Science	1
ENG-W131 Elementary Composition I	3
Total	**16**
Second Semester	
PHYS 15200 Mechanics	4
CHEM-C106 Principles of Chemistry II	3
CHEM-C126 Experimental Chemistry II	2
MATH 16600 Analytic Geometry and Calculus II	4
Second composition course	3

Total	**16**

Summer Term	
Two courses from Lists H, S, or C	6
Total	**6**

Sophomore Year

Third Semester	
PHYS 25100 Heat Electricity and Optics	5
MATH 26100 Multivariate Calculus	4
CSCI Course	4
HIST-H114 History of Western Civilization II or HIST-H109 Perspectives on the World: 1800 to Present	3
Total	**16**
Fourth Semester	
PHYS 33000 Intermediate Electricity and Magnetism	3
PHYS 34200 Modern Physics	3
PHYS 35300 Electronics Laboratory	2
MATH 26600 Ordinary Differential Equations	3
COMM R110 Fundamentals of Speech Communication	3
Elective	3
Total	**17**

Summer Term	
One course from the Lists H, S, or C	3
Total	**3**

Junior Year

Fifth Semester	
PHYS 31000 Intermediate Mechanics	4
ME 27200 Mechanics of Materials	4
ME 33000 Modeling and Analysis of Dynamic Systems	3
Physical or biological science elective	5
Total	**16**
Sixth Semester	
PHYS 41600 Thermal Physics	3
ME 46200 Engineering Design	4
MATH Course	3
Physical or Biological Science Elective	3
Junior/Senior Integrator Course	3
Total	**16**

Senior Year

Seventh Semester	
ME 500-level ME primary area course	3
Elective: 400 or 500 level Engineering or Physics	3
MATH 53700 Applied Mathematics for Sci. & Eng I	3
Total	**9**
Eighth Semester	
ME 500-level ME primary area course	3
Elective: 400 or 500 level Engineering or Physics	3
MATH 53800 Applied Mathematics for Sci. & Eng II	3
Total	**9**

Fifth Year

Ninth Semester	
PHYS 55000 Introduction to Quantum Mechanics	3
ME 500-level ME primary area course	3
ME 500-level ME primary area course	3
Total	**9**
Tenth Semester	
ME 69800 (thesis option) or ME 500-level ME primary/related area course	3
ME 69800 (thesis option) or ME 500-level ME primary/related area course	3
Science Elective: Graduate PHYS or MATH course	3
CAND 99100 Candidate for Graduation (with B.S. in Physics)	0
CAND 99100 Candidate for Graduation (with an M.S. in ME)	0
Total	**9**

Science Electives (5th and 6th semesters) may be replaced by engineering courses with departmental approval.

Consult the Department of Mechanical Engineering Master's Program Handbook (2010-2012) for ME primary and related courses.

Graduate Programs

Graduate Program

The Department of Physics offers graduate programs leading to Purdue University Master of Science and Doctor of Philosophy degrees. For master's degree students, both thesis and nonthesis options are available.

Admission Requirements

Students who seek enrollment in the physics graduate program should have a baccalaureate degree from an accredited institution and have a background in the usual undergraduate courses in physics, mathematics, and other sciences. An average grade point average of 3.0 (B) or higher in physics courses is expected. Graduates from related fields of study in pure and applied science or engineering may be accepted on a probationary basis until they have completed any necessary undergraduate courses in physics. The Graduate Record Examination (GRE) is normally expected of all applicants. The GRE physics test is recommended, but not required.

Transfer Credit

The Department of Physics will normally accept, from approved institutions, a maximum of 6 transfer hours of graduate credit that are in excess of undergraduate degree requirements.

Application for Admission

Application materials and information can be obtained online at www.physics.iupui.edu or by writing to the chairperson of the graduate committee, IUPUI Department of Physics, Science Building, LD 154, 402 N. Blackford Street, Indianapolis, IN 46202-3273; phone (317) 274-6900. While the application is being processed, it is possible to enter IUPUI as a temporary graduate student. Generally, only 12 hours of credit earned under this classification may be counted toward an advanced degree.

Financial Assistance

Most physics graduate students receive financial support. Types of support available include teaching and research assistantships, fellowships, and tuition remission.

Master of Science

The general requirements include admission to regular graduate status, completion of the English requirement, a passing score on the Physics Qualifying Examination, satisfactory completion of an approved plan of study, and 30 hours of graduate credit as outlined below.

The English requirement for candidates whose native language is English is satisfied by having no undergraduate grades below B in English composition or by scoring 600 or higher on the Verbal Aptitude Section of the Graduate Record Examination. Students who do not satisfy the English requirement by either of the above methods may take a written examination administered by the Department of English to demonstrate their proficiency. Students whose native language is not English must pass the TOEFL examination with a grade of 550 or higher and take a diagnostic test when they arrive at IUPUI. The score on this test will determine what English courses are required.

The Physics Qualifying Examination is administered throughout the Purdue graduate system and must be taken, at the latest, after completing the introductory graduate courses. Two attempts are permitted to obtain a passing grade.

The student's plan of study is worked out in cooperation with the student's graduate advisor and committee. It must be submitted and accepted by the graduate school no later than the semester before the one in which the student plans to graduate. The English requirement must be satisfied before the plan of study may be filed.

The master's degree requires the satisfactory completion of 30 credit hours of course work at the 500 and 600 level. Twenty-four (24) credit hours must be in physics and biophysics, including one laboratory course. In the thesis option, 6 of the physics credit hours will be earned by enrolling in PHYS 69800 Research M.S. Thesis. This option requires a written thesis. In the nonthesis option, 6 of the physics credit hours will typically be earned through enrollment in PHYS 59000 Reading and Research. This option requires a written report. Six (6) credit hours must be in mathematics, which may be replaced in part by PHYS 60000 Methods of Theoretical Physics. The grade requirements are A or B in 500-level courses; A, B, or C in 600-level courses; A, B, or C in mathematics courses; and a minimum grade point average of 2.8.

Doctor of Philosophy

Qualified students may be authorized to pursue the Ph.D. degree at IUPUI in areas where a program has been arranged with Purdue, West Lafayette. Students are usually expected to complete an M.S. degree before pursuing the Ph.D. degree. Interested students should contact the Department of Physics for further details.

Research Interests and Facilities

The department's major research strengths and facilities are in the area of biological physics and magnetic resonance, in experimental and theoretical laser physics and quantum optics, and in experimental materials physics. The physics faculty directs use of four magnetic resonance spectrometers in two locations. In addition, the school has a high-performance absorption spectrometer equipped to examine cryogenic samples, as well as other instrumentation for biophysical research. Current experimental research includes EPR and NMR investigations of cells, enzymes, proteins, and model membranes. Theoretical work involves calculations and computer simulations of magnetic resonance lineshapes, studies of the biophysics of photosynthesis, and theoretical condensed matter physics. The optics labs are equipped with argon ion, titanium sapphire, diode, and helium-neon lasers, in addition to state-of-the-art equipment, including digital oscilloscopes and spectrum analyzers, which allow students and faculty to probe fundamental issues in laser noise and the quantum nature of light. The materials lab includes an advanced magnetron sputter deposition system, and systems for the measurement of magnetic and electronic properties of thin film materials. All students have access to the IUPUI computing facilities, which include dedicated Unix machines, as well as the minicomputers in the department. Several ongoing projects involve collaborations with the IU School of Medicine, Methodist

Hospital of Indiana, and other departments in the School of Science.

Minor in Physics

The Department of Physics offers an undergraduate minor in physics with the following requirements:

- The introductory physics sequence: PHYS 15200 and PHYS 25100.
- Modern Physics: PHYS 34200.
- Six (6) more credit hours chosen from PHYS 30000, PHYS 31000, PHYS 33000, PHYS 40000, PHYS 41600, or PHYS 44200.
- The grade for each course submitted for the minor must be a C (2.0) or higher.

Correspondence courses may not be used to fulfill requirements for the minor.

Department of Psychology

IUPUI
Science Building, LD 124
402 N. Blackford Street
Indianapolis, IN 46202-3275
Phone: (317) 274-6947; fax: (317) 274-6756
www.psych.iupui.edu

- **Professors** Goodlett, Johnson (*Associate Vice Chancellor for Undergraduate Education, Dean of University College and Professor of Psychology*), McGrew
- **Chancellor's Professor Emeritus** Bond
- **Professors Emeriti** Appleby, Davis, Hanford, Kremer, Murphy, Rajecki, Tzeng
- **Associate Professors** Ashburn-Nardo, Boehm, Czachowski, Devine, Felsten (*IUPU Columbus*), Grahame, Neal-Beliveau, Rand, Salyers, J. Stewart, Williams (Interim Chair)
- **Associate Professors Emeriti** Fleener, Fortier, Goldberg, Lauer, Svanum, Ware
- **Assistant Professors** Cyders, Hirsh, Lapish, Mosher, Poposki
- **Senior Lecturer** Contino
- **Lecturers** Compton (*IUPU Columbus*), Herold, Kroupa, R. Stewart
- **Director of Clinical Training** Guare
- **Adjunct Professors** Alexy, Austin, Badia-Elder, Bell, Campbell, Carpentier, Colquitt, Engleman, Futrell, Hansen, Kareken, Lysaker, McKinzie, Morzorati, Rodd, Shain, Swiezy, Tarr, Unverzagt, Witken, F. Zhou, Zimet
- **International Associate** Roman

Psychology is the study of behavior and mental processes. Psychologists apply the scientific method to a range of questions that are as varied as how eyes perceive light and form, how children develop a sense of morality, and under what conditions people help in emergencies. As an applied profession, psychologists use research results to solve personal and social problems. Because the subject matter of psychology is broad, psychologists have become specialized. Specialization allows each psychologist to apply the general principles of science and behavior to a given area of interest. These include motivation and learning, child and adult development, social behavior of humans and animals, personality, thought processes, consumer behavior, and many more. Many psychologists, who function as research professionals, have academic positions in colleges and universities where they teach and conduct research. Psychologists who function as applied professionals specialize in areas that include clinical, counseling, health care, rehabilitation, human factors, and industrial psychology.

The Department of Psychology offers undergraduate programs leading to the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees. Four recurring themes are emphasized throughout the curriculum. First, psychology is a science, and its purpose is to describe, explain, predict, and change behavior. Second, behavior is influenced by person variables (internal factors), environment variables (external factors), and their interaction. Third, psychology has evolved in a socio-historical context and its major theoretical perspectives reflect this phenomenon, and fourth, cultural contexts influence how psychological concepts are understood and applied by individuals.

The Department of Psychology offers graduate study in industrial/organizational psychology (Master of Science (M.S.) degree), clinical (M.S. and Doctor of Philosophy (Ph.D.) degrees) and psycholobiology of addictions (Ph.D. degree).

- Undergraduate Programs
- Undergraduate Honors Programs
- Graduate Programs
- Plan of Study
- Minor

Undergraduate Degree Programs

Bachelor of Arts and Bachelor of Science

Students are encouraged to consult with an academic advisor for determination of whether to pursue B.A. or a B.S. degree.

Degree Requirements

The School of Science Requirements for the Bachelor of Arts and Bachelor of Science degrees are listed in this bulletin (see Area and General Requirements under "Undergraduate Programs").

First-Year Experience Course

Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Transfer students with over 18 credit hours are not required to take SCI-I120, but are strongly urged to take PSY-B303 *Career Planning for Psychology Majors* (1 cr.) in their first semester on campus.

Area Requirements

Area I English Composition and Communication Skills

See the School of Science requirements under “Undergraduate Programs” in this bulletin.

All students are required to complete three courses, totaling 9 credit hours:

- ENG-W131 English Composition I
- Second semester of English composition (ENG-W132, ENG-W150, or ENG-W231*)

- COMM-R110 Fundamentals of Speech Communication

*ENG-W231 is recommended for psychology majors.

Area II Foreign Languange

See the School of Science Area Requirements under "Undergraduate Programs" for details

Bachelor of Arts students must have first-year proficiency in a foreign language: first-year sequence (three courses (3cr., 3cr., and 4cr.) or two 5-cr. courses); or exam placement into a second-or third-year course.

Bachelor of Science students are not required to have first-year foreign language proficiency.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures

See the School of Science requirements under “Undergraduate Programs” in this bulletin for details.

All students are required to complete four courses, totaling 12 credit hours.

HIST-H114 Western Civilization II HIST-H109 Perspectives on the World: 1800-Present

List H course: Choose one course from this list. The list of course choices is located under the School of Science Area requirements under "Undergraduate Programs" in this bulletin.

List S course: Choose one course from this list. The list of course choices is located under the School of Science Area requirements "Undergraduate Programs" in this bulletin. The S course cannot be a psychology course.

List C course: Choose one course from this list. The list of course choices is located under the School of Science Area requirements under "Undergraduate Programs" in this bulletin.

Area IIIB Junior/Senior Integrator

The Junior/Senior Integrator requirement is suspended indefinitely as a school-level requirement. No junior/senior integrator course is required for psychology majors.

Area IIIC Physical and Biological Sciences

See the School of Science requirements under “Undergraduate Programs” in this bulletin for details.

Bachelor of Arts students are required to complete at least four science lectures courses (minimum of 12 credit hours), and at least one of the courses must have a laboratory component.

Bachelor of Science students are required to complete at least four science lectures courses (minimum of 12 credit hours), and at least one of the courses must have a laboratory componenet. Two of the required four courses must be biology and/or chemistry courses.

Students should consult with an academic advisor to determine which courses are most appropriate to take based on their academic and career goals.

NOTE: There are science courses that do not count in Area IIIC, as well as overlapping courses with credit not being allowed for both of two overlapping courses / course sequences. A partial list can be found in the School of Science Area or General Requirements. If you have a question about whether a course is applicable or if it overlaps with a course that you have already taken, please consult with an academic advisor or check with the School of Science Dean's Office prior to registering to confirm.

Area IIID Mathematical Sciences

See the School of Science requirements under “Undergraduate Programs” in this bulletin for details.

Bachelor of Arts students must have at least one 3-cr. course in mathematics and one 3-cr. course in computer science. MATH-M118 Finite Mathematics and CSCI-N207 Data Analysis Using Spreadsheets are recommended to fulfill the IIID Mathematical Sciences Requirement.

Bachelor of Science students must have at least two 3-cr. courses beyond algebra and trigonometry, (total of 6 credit hours). In addition, one 3-cr. computer science course is required. MATH-M118 Finite Mathematics, MATH-M119 Brief Survey of Calculus, and CSCI-N207 Data Analysis Using Spreadsheets are recommended to fulfill the IIID Mathematical Sciences requirement. However, some pre-professional programs require specific mathematics courses, so students should consult with an academic advisor.

Note: There are math and computer science courses that do not count for any credit toward a degree in the School of Science or do not count in Area IIID. A partial list can be found in the School of Science Area and General Requirements. If you have a question about whether a course counts toward your degree or fulfills the Area IIID requirement, please consult with an academic advisor or check with the School of Science Dean's Office prior to registering to confirm.

Area IV Major Requirements

See the following section, “Major in Psychology (B.A. or B.S.).”

Major in Psychology (B.A. or B.S.)

The Department of Psychology at IUPUI has a program for majors that requires a minimum of 40 credit hours of selected course work.

Introductory Sequence (Three courses; 7 credit hours)

- PSY-B110 Introduction to Psychology
- PSY-B203 Ethics and Diversity in Psychology
- PSY-B303 Career Planning for Psychology Majors

Research Methods Sequence (Two courses; 6 credit hours)

- PSY-B305 Statistics
- PSY-B311 Research Methods in Psychology

Psychology Foundation Courses (Four courses, 12 credit hours)

- PSY-B310 Life Span Development
- PSY-B320 Behavioral Neuroscience
- PSY-B340 Cognition
- PSY-B370 Social Psychology

Psychology Content Courses (Four courses; 12 credit hours)

Select four of the following courses:

- PSY-B201 Foundations of Neuroscience

- PSY-B307 Tests and Measurement
- PSY-B322 Introduction to Clinical Psychology
- PSY-B334 Perception
- PSY-B344 Learning
- PSY-B346 Theories of Personality
- PSY-B356 Motivation
- PSY-B358 Introduction to Industrial/Organizational Psychology
- PSY-B360 Child and Adolescent Psychology
- PSY-B365 Health Psychology
- PSY-B366 Concepts and Applications in Organizational Psychology
- PSY-B368 Concepts and Applications in Personnel Psychology
- PSY-B375 Psychology and Law
- PSY-B376 The Psychology of Women
- PSY-B380 Abnormal Psychology
- PSY-B386 Introduction to Counseling
- PSY-B394 Drugs and Behavior
- PSY-B396 Alcoholism and Drug Abuse
- PSY-B398 Brain Mechanisms of Behavior

Capstone (One course; 3 credit hours)

Select one of the following courses:

- PSY-B433 Capstone Laboratory in Psychology
- PSY-B454 Capstone Seminar in Psychology
- PSY-B462 Capstone Practicum in Industrial/Organizational Psychology*
- PSY-B482 Capstone Practicum in Clinical Psychology*
- PSY-B499 Capstone Honors Research**

*Capstone Practicum courses require an application the semester prior to taking the course. Ask your advisor for details.

**PSY-B499 requires an application due in April for the following academic year and a two-semester commitment that begins in the fall semester. Ask your advisor for details.

Note: Students should discuss capstone options with an advisor to determine which is most appropriate for you based on your career and academic goals.

Elective Courses

Depending on your program, there will be approximately 40 credit hours of electives. These elective courses can be used to complete minor, certificate, or double major requirements. Psychology offers a number of courses that fulfill the RISE initiative. Students should talk to an advisor to determine which elective courses fit best with their academic and career goals.

Undergraduate Honors

IUPUI's Honors College provides high ability students the opportunity to enroll in small, dynamic classes and to collaborate with faculty in independent study and research projects. Psychology majors admitted to the IUPUI Honors College will be eligible to participate in all psychology honors courses and to graduate with honors in psychology. Usually honors credit is based on individual student-faculty agreement to enhance normal course requirements called H-Options, which can be added to existing courses in psychology. Honors students can also enroll in graduate-level psychology courses if they receive the consent of the instructors in these courses. Students who are not in the IUPUI Honors College, but who meet the minimum GPA criterion will be able to participate in honors courses, but will not receive honors credit. For currently enrolled students who have completed at least 12 credit hours, the GPA criterion for admission to the honors program is 3.3. For new students, the criteria for admission are re-centered SAT scores of 1200 or graduation in the top 10 percent of their high school class.

To graduate with Honors in Psychology, the student must earn at least 24 hours of honors credit, six of which must be in psychology and six of which must be outside of psychology (the remaining 12 can be either in or outside psychology). Three to six hours of this credit must be PSY-B499 Honors Research, which should culminate in an honors thesis. Only grades of A or B will count for honors credit. To graduate with honors, the student must have an overall GPA of at least 3.3 and a GPA of at least 3.3 in all honors coursework, and a GPA of 3.5 in psychology classes. For additional information, go to http://honorscollege.iupui.edu/ or contact Dr. Bethany Neal-Beliveau (LD 126L, 274-6751, bnealbe@iupui.edu), the Psychology Department's Honors Program advisor.

PSY-B499 Capstone Honors Research in Psychology

Departmental Honors culminates in an independent honors thesis project that is mentored by a faculty advisor. This is a yearlong research experience that includes two components:

- Students will conduct their own research project under the guidance of a faculty member in psychology.
- Students will attend capstone honors research seminar meetings every other Friday (beginning in the fall and ending in the spring semester). Seminar meetings will focus on a diverse array of topics related to research in psychology.

Capstone Honors Research (PSY-B499) fulfills the capstone requirement within the psychology major. Students do not have to be in the Honors program to take PSY-B499. Additional information about Capstone Honors Research is available in the Psychology Advising Office (LD 123) or by contacting Dr. Jane Williams (LD 126N), 274-2966, jrwillim@iupui.edu.

Psi Chi: The International Honor Society in Psychology

To become a member of Psi Chi, an undergraduate psychology major must have earned at least 9 credit hours of psychology classes and possess an overall GPA of 3.0 and a GPA of 3.5 in psychology classes. Interested students should submit an application to the Psi Chi faculty advisor. There is a one-time, lifetime membership fee.

Graduate Programs

The department offers Purdue University Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degree programs. At the M.S. level, programs are offered in industrial/organizational psychology and clinical psychology. At the Ph.D. level, programs are offered in clinical psychology and psychobiology of addictions.

M.S. Programs

Graduate training at the M.S. level is designed to provide students with theory and practice that will enable them to apply psychological techniques and findings in a subsequent job setting. Depending on the program, the M.S. degree may be completed on a full- or part-time basis and normally takes two or three years to finish. Depending on the case, a minimum of 36 credit hours is required, including departmental core, area core, and elective courses.

Industrial/Organizational Psychology

This emphasis is designed to prepare individuals for positions in industry or for entry into an industrial/ organizational doctoral Program. Students are familiarized with the scientist-practitioner model, which emphasizes both research and the application of problem-solving skills to organizational problems. Students in the Program are taught analytic methods for diagnosing work-related problems, developing solutions, and evaluating the effectiveness of those solutions. While the primary focus of the curriculum is on the traditional personnel psychology areas of selection, training, compensation, and performance evaluation, students also learn about topics such as decision-making, motivation, leadership, and organizational effectiveness.

Clinical Psychology

This Program is designed to prepare students in the science of clinical psychology. The Program is intended for individuals who plan to enter or continue careers or education in the behavioral sciences, health, or rehabilitation fields upon completion of the M.S. degree. The Program's focus upon core skills and methods would be particularly suitable for those students who plan to pursue the Ph.D. degree following completion of the M.S., or for students who have an interest in jobs in health care settings that involve research design and collection and analysis of data. A core set of courses introduces the methods and basic skills of clinical psychology, including courses in counseling and psychological assessment. The curriculum is flexible and designed to be individually tailored by selection of elective courses and practicum experiences. Graduation requires the completion of a minimum of 36 hours of graduate course work, including the required core, electives, and at least two practicum placements. The Program does not require a thesis, although students who have research interests are encouraged to pursue a faculty mentor relationship and a thesis option.

Ph.D. Programs

Clinical Psychology

Using a scientist-practitioner model, the Program is designed to integrate the assessment and intervention strategies of empirically-based clinical psychology with rehabilitation: community psychology's emphasis on optimizing the adaptation of persons with psychiatric conditions and health psychology's emphasis on understanding factors impacting the prevention, development, treatment and maintenance of health and mental health conditions. As researchers, we study behaviors, experiences, and attitudes of persons with disabilities and illness, develop and assess theoretical models that attempt to understand how behavior, health, and illness interact, and develop and evaluate treatment approaches and their effectiveness. As practitioners, we assess individuals and their environments, plan and implement interventions, and monitor the success of their work. The Program emphasizes the acquisition of the methods, theories, and knowledge of behavioral science along with the practitioner skills of clinical psychology. As a Program, we offer specialization training in two areas within clinical psychology: psychiatric services and health psychology. Within both areas there is a strong emphasis on research. The range of populations subsumed is broad and includes such populations as persons with traumatic injuries, sever and persistent mental illness, chronic heart disease, cancer, ad addictions.

The Program subscribes to a scientist-practitioner model of clinical training, with an emphasis on clinical science. As such, individuals seeking strong research training, in conjunction with empirically-based practicum experiences, would be the most desirable students for the Program.

Graduates of the Program will be qualified to assume positions as academicians, evaluators, researchers, trainers, planners, consultants, and direct-service providers. The Program emphasizes rigorous academic training, which is combined with practical application in a wide variety of clinical centers in Indianapolis and elsewhere. Full-time study and a minimum of 90 credit hours (post-baccalaureate) are required, and it is expected that it will take five years to complete the Program. The Program includes a diverse training in psychology, including a psychology core, statistics and measurement, clinical psychology, internships and practica, and an empirical thesis and doctoral dissertation. Clinical specialty courses in Health Psychology and Psychiatric Rehabilitation are offered. A course in ethics is also required.

Psychobiology of Addictions

This Program is designed to promote a comprehensive understanding of the neurobiological bases of behavior, with an emphasis on the behavioral and neurobiological aspects of drugs of abuse and addictive behaviors. General goals of the Program are to develop knowledge and expertise in the neurobiological mechanisms of behavior, develop skills in applying methods of behavioral neuroscience research to the problems of alcohol and drug abuse and addiction, and train competence in communication and teaching of knowledge and research skills. Students will obtain broad training in the combined disciplines of the neurosciences (e.g., behavioral and developmental neuroscience, psychopharmacology, neurobiology) and the behavioral sciences (e.g., experimental psychology, cognitive psychology, learning, experimental design and analysis, and animal models of drug abuse and addiction). The psychobiology of addictions program is an IUPUI program that is administered through the Department of Psychological Sciences at Purdue, West Lafayette. Students take courses at IUPUI, but must meet all Purdue requirements and have a Purdue faculty member on their Ph.D. preliminary and final examination committees. A minimum of 85 credit hours (post-baccalaureate) are required, plus approval of the plan of study by the student's advisory committee. The Program intends to train students seeking careers in teaching and/or research in academic environments, medical institutions, pharmaceutical firms, and governmental agencies.

Financial Support

Financial support for eligible graduate students at both the M.S. and Ph.D. levels is available through teaching and

research assistantships, tuition stipends, and fellowships. Full assistantships require a minimum of 20 hours of work per week and include at least partial tuition remission in addition to salary.

Admission Requirements

Industrial/Organizational Psychology

Undergraduate training in psychology, mathematics, and the sciences is highly desirable, though not required. Applicants should have had at least one undergraduate course in statistics, and one in tests and measurements is also advantageous. To be considered for admission without probation, applicants must obtain (a) a baccalaureate degree from a college or university of recognized standing, (b) a GPA of 3.0 or higher on a 4.0 scale, (c) competitve GRE scores, and (d) three favorable letters of recommendation. The student who does not meet the above standards, but shows potential for graduate studies, could be recommended for conditional admission.

Clinical Psychology

Undergraduate training in psychology, mathematics, and the physical sciences is highly desirable, though not required.

Except in unusual circumstances, students admitted to the Program are expected to complete at least 15 credit hours in psychology. Although there are no specific undergraduate course prerequisites for Program entry, students without coursework in the following areas will likely be at a disadvantage when taking some of the required courses: (1) tests and measurement, (2) statistics, (3) human physiology or physiological psychology, and (4) abnormal psychology. Students without preparation in these areas may be asked by their instructors to complete some remedial activity prior to enrolling in the graduate course (e.g., reading an undergraduate text or taking an undergraduate course).

Students may apply directly to the Ph.D. Program or to the terminal M.S. Program (or both simultaneously). For an applicant to be considered for admission to the M.S. Program, the applicant must obtain (a) a baccalaureate degree from a college or university of recognized standing, (b) a GPA of 3.0 or higher on a 4.0 scale, (c) competitive GRE scores and (d) three favorable letters of recommendation.

The Ph.D. Program seeks talented and motivated persons who have an interest in clinical health psychology and psychiatric rehabilitation and who have the potential to make creative contributions as clinical psychologists. Admission to the Ph.D. Program is competitive and only under unusual circumstances will students be considered for admission if they fail to meet the following minimum standards: (a) an undergraduate and graduate grade point average of 3.2 or higher on a 4.0 scale, (b) competitive GRE scores, (c) three favorable letters of recommendation, and (d) a personal statement expressing an interest in the field of clinical psychology. Prior clinical and research experience is recommended, but not required for admission. Applicants are also required to take the GRE Advanced Test in Psychology.

Psychobiology of Addictions

This Ph.D. Program is designed for individuals interested in academic or research careers studying the psychobiology of addictive behaviors and drugs of abuse. Successful applicants typically have (a) an undergraduate and graduate grade point average of 3.2 or higher on a 4.0 scale, (b) competitive GRE scores, (c) three favorable letters of recommendation, and (d) a personal statement expressing an interest in the psychobiology of addictions. Students with undergraduate degrees in psychology or the life sciences (e.g., biology, chemistry, neuroscience) are encouraged to apply.

Admission Information

Students are admitted only for fall enrollment, and the deadline for receipt of application materials is specific to each graduate program:

- December 1 - Clinical (Ph.D.)
- January 1 - Psychobiology of Addictions (Ph.D.)
- February 1 - Industrial/Organizational Psychology (M.S.)
- March 15 - Clinical (M.S.)

Students interested in information about admission to graduate programs in psychology should email directly to the graduate program coordinator at gradpsy@iupui.edu, phone (317) 274-6945, or visit the Psychology Department webpage at http://psych.iupui.edu.

Transfer Credit

A maximum of 12 credit hours can be transferred into the M.S. program, and a maximum of 36 credit hours can be transferred into the Ph.D. program. Transfer hours will be accepted only if they are appropriate and judged acceptable by the student's plan-of-study committee.

Temporary Student Status

A student may enroll in some graduate courses without formal admission into a Psychology graduate program; however, they must be admitted by the IUPUI Graduate Office into the Graduate Non-Degree Program. No more than 12 hours of credit may be applied to an advanced degree program if an individual is later admitted as a regular graduate student. However, if an application to a regular degree program is approved during the session in which a person is enrolled for the 12th credit hour as a non-degree registrant, then all credits taken before and during that term will be eligible for inclusion in a plan of study for a degree program. For inclusion, the courses must be appropriate to the degree program and acceptable to the department and the graduate school. No course in which a grade of less than B (e.g., B-) has been received will be permitted in a plan of study if the course was taken while the student was enrolled as a non-degree registrant. Non-degree registrants may be required to secure consent from each of the departments in which they would like to register for courses

Research Facilities

The Department of Psychology has extensive laboratory and computer facilities to support faculty and student research. More than 8,000 square feet of laboratory space in the School of Science complex is devoted to psychological research in the areas of clinical psychology, industrial/organizational psychology, life span development, and cognition. Separate animal quarters and modern laboratories are also available to support research in psychobiology. Computer support includes computer clusters and networks within the department, as well as access to a variety of software packages. Internship and practicum sites are available at the Indiana University Medical Center and

with numerous other organizations in metropolitan Indianapolis.

Research Interests of Faculty

Major research interests of faculty include social psychology, biofeedback, industrial/organizational psychology, measurement theory and development, program planning and evaluation, clinical psychology, health psychology, psychiatric rehabilitation, behavioral and psychopharmacology, developmental psychobiology, behavioral genetics, cognitive developmental psychology, animal cognition, and student/faculty performance. A current and more detailed listing of faculty research interests is available from the department.

Plans of Study

Although there is no single semester-by-semester plan of study for either the B.A. or the B.S. degree, one possible sequence of courses for each of these degrees is given below. Variations from these examples should be made, based on the student's academic history and career plans, through consultation with an academic advisor. For career and graduate school information related to psychology, please refer to relevant sections of the psychology department's website www.psych.iupui.edu. To graduate in four years, a student generally must take at least four semesters of 15 credits and four semesters of 16 credits. Students with heavy outside commitments (e.g., work and/or family) may want to decrease their course load each semester. By taking additional courses each summer, it may still be possible to graduate in four years.

Bachelor of Arts Sample Program (124 cr. required)

Freshman Year

First Semester	
SCI-I120 Windows on Science	1
PSY-B110 Introduction to Psychology	3
ENG-W131 Elementary Composition I	3
Comparative World Cultures course (C list)	3
Foreign Language I*	3-5
Total	**13-15**
Second Semester	
PSY-B203 Ethics and Diversity in Psychology	3
ENG-W231 Professional Writing	3
MATH-M118 Finite Mathematics**	3
CSCI-N207 Data Analysis Using Spreadsheets	3
Foreign Language II*	3-5
Total	**15-17**

Sophomore Year

Third Semester	
PSY-B303 Career Planning for Psychology Majors	1
PSY-B305 Statistics	3
Psychology Foundations course	3
COMM-R110 Fundamentals of Speech	3
Physical or Biological Science course	3-5
Foreign Language III* or Elective course	3-4
Total	**16-19**
Fourth Semester	
PSY-B311 Research Methods in Psychology	3
PSY Foundations course	3
HIST-H114 History of Western Civilization or HIST-H109 Perspectives on the World: 1800 to Present	3
Physical or Biological Science course	3-5
Elective course	3
Total	**15-17**

Junior Year

Fifth Semester	
Psychology Foundations course	3
Psychology Content course	3
Humanities course (H list)	3
Physical or Biological Science course	3-5
Elective course	3
Total	**15-17**
Sixth Semester	
Psychology Foundations course	3
Psychology Content course	3
Social Science course (S list)	3
Physical or Biological Science course	3-5
Elective course	3
Total	**15-17**

Senior Year

Seventh Semester	
Psychology Content course	3
Psychology Capstone course	3
Elective courses	9
Total	**15**
Eighth Semester	
Psychology Content course	3
Elective courses	12-15

CAND 99100 Candidate for Graduation	0
Total	**15-18**

* For students needing courses to establish first-year proficiency in a modern foreign language. Otherwise, other courses may be taken to fulfill area requirements or electives.

** Students who do not test successfully into MATH-M118 must complete one or more lower-level math classes to develop the skills necessary to perform well in MATH-M118. Credits earned for these remedial math classes do not count as part of the required 124 credit hours to graduate.

Bachelor of Science Sample Program (124 cr. required)

Freshman Year

First Semester	
SCI-I120 Windows on Science	1
PSY-B110 Introduction to Psychology	3
ENG-W131 Elementary Composition I	3
MATH-M119 Brief Survey of Calculus*	3
Physical or Biological Science course	3-5
Total	**13-15**
Second Semester	
PSY-B203 Ethics and Diversity in Psychology	3
ENG-W231 Professional Writing Skills	3
Humanities course (H list)	3
MATH-M118 Finite Mathematics*	3
Physical or Biological Science course	3-5
Total	**15-17**

Sophomore Year

Third Semester	
PSY-B305 Statistics	3
Psychology Foundations course	3
HIST-H114 History of Western Civilization or HIST-H109 Perspectives on the World: 1800 to Present	3
CSCI-N207 Data Analysis Using Spreadsheets	3
Elective course	3
Total	**15-17**
Fourth Semester	
PSY-B303 Career Planning for Psychology Majors	1
PSY-B311 Research Methods in Psychology	3
Psychology Foundations course	3
COMM-R110 Fundamentals of Speech	3
Comparative World Cultures course (C list)	3
Elective course	3
Total	**16**

Junior Year

Fifth Semester	
Psychology Foundations course	3
Psychology Content course	3
Social Science course (List S)	3
Physical or Biological Science	3-5
Elective course	3
Total	**15-17**
Sixth Semester	
Psychology Foundations course	3
Psychology Content course	3
Physical or Biological Science	3-5
Elective courses	6
Total	**15-17**

Senior Year

Seventh Semester	
Psychology Content course	3
Elective courses	12-15
Total	**15-18**
Eighth Semester	
Psychology Content course	3
Psychology Capstone course	3
Elective courses	9
CAND 99100 Candidate for Graduation	0
Total	**15**

* Students who do not test successfully into MATH-M118/M119 must complete one or more lower-level math courses to develop the skills necessary to perform well in M118/M119. Credits earned for the remedial math courses do not count as part of the required 124 credit hours to graduate.

Minor in Psychology

The Department of Psychology offers an undergraduate minor program in psychology that requires a minimum of 18 credit hours of selected course work. Interested students should obtain information from the Psychology Advising Office (LD123). Course requirements are as follows:

Introductory Psychology (One course; 3 credit hours)

- PSY-B110 Introduction to Psychology

Psychology Foundation Courses (Two courses; 6 credit hours)

Select two courses from the following:

- PSY-B310 Life Span Development
- PSY-B320 Behavioral Neuroscience
- PSY-B340 Cognition
- PSY-B370 Social Psychology

Psychology Content Courses (Three courses; 9 credit hours)

Select three additional 300-level psychology courses. Students may also take PSY-B203 Ethics and Diversity in Psychology and/or PSY-B201 Foundations of Neuroscience as content courses.

- No grade lower than C- is acceptable for any course in the minor.
- A minimum grade point average of 2.0 in minor courses is required.
- A minimum of 6 credit hours of the minor must be taken at IUPUI.

Departments & Programs

- Biology
- Biotechnology
- Chemistry and Chemical Biology
- Computer and Information Science
- Earth Sciences
- Environmental Science
- Forensic and Investigative Sciences
- Interdisciplinary Studies
- Mathematical Sciences
- Physics
- Psychology
- Special Programs

Departments & Centers

- Teaching Certification
- Pre-Professional Programs
- Honors Program
- Undergraduate Research

Teaching Certification

Becoming a Licensed Teacher

Top quality science and mathematics teachers are in high demand, and the IU School of Education at IUPUI is recognized as a leader in urban education. Students who want to become teachers of middle school and/or high school science or mathematics must take specific programs of study aligned to the standards for teaching these subject areas. Teachers must fully understand the content they teach, the realities of schools, and methods for successfully teaching every child. This requires earning a major or a degree in the School of Science and completing a teacher preparation program in the School of Education.

Mathematics and science majors who want to become teachers need to seek advising from the School of Science as soon as possible so that they take the right courses as they complete their majors. Mathematics majors often find they can complete both their major in mathematics and the *Learning to Teach/Teaching to Learn* (*LTTL*) program as part of their bachelor's degree. Science majors typically complete their bachelor's degree in science and then enter the *Transition to Teaching* (*T2T*) program as post baccalaureate students, earning the first half of their master's degree in this 12-month teacher education program. The *Transition to Teaching* program is also an option for mathematics graduates or returning students.

Admission to either the undergraduate (LTTL) or the graduate (T2T) teacher education program is competitive. Students must complete a formal application and have most of the required courses in the major, passing PRAXIS test scores, a clear criminal history check, and at least a 2.5 overall GPA. Specific information about admission to each program is available on the School of Education Web site. education.iupui.edu

Both the *Learning to Teach/Teaching to Learn* program and the *Transition to Teaching* program enable students to earn Rules 2002 Indiana Teacher Licenses. The LTTL program consists of 43 credit hours of undergraduate study, sequenced across four semesters including a final semester of student teaching. The T2T program is 18 credit hours (plus program fees) of graduate study done while practice teaching in schools everyday for one school year.

Note: Information about teacher education and licensing may change for many reasons, including legislative mandates and state policies. Students need to check for current information on the School of Education Web site education.iupui.edu and meet with School of Education advisors regularly.

Pre-Professional Programs

While some professional programs (dental, pharmacy, veterinary) may not require an undergraduate degree for strong applicants, many do require an undergraduate degree. The preprofessional student is urged to elect a degree program rather than fulfilling the minimum requirements for entry into professional programs. This provides the necessary background if a degree is required, and serves as a backup plan if the student does not matriculate to a professional program.

Students may choose from a variety of majors while completing preprofessional requirements. Students are encouraged to consult with their major advisor, as well as the School of Science health professions advisor, if enrolled in a School of Science degree program.

Although there are many professional programs from which to choose and we encourage students to apply to multiple programs, our preprofessional advising is aligned with the programs with which we are most closely affiliated –IU in Bloomington, the IUPUI campus in Indianapolis and Purdue University in West Lafayette.

Post-baccalaureate students holding non-science degrees may choose to take prerequisite courses through the School of Science for entry into professional programs. These students should consult with the health professions advisor

for help with the admission process and course selection. For additional information, see the School of Science Bulletin, Graduate Programs, Graduate Nondegree Study section.

Most professional programs require not only specific prerequisite courses, a strong GPA, and a profession-specific or general entrance test, but also experience including shadowing in the field, volunteering and leadership activities.

Pre-Medical Program

Students planning to apply to medical school must choose a degree program in addition to taking courses that fulfill the admission requirements for their chosen medical school. While many opt to complete their degrees with science majors, other fields of specialization are acceptable. Freshmen should declare their chosen major and seek advising for their degree requirements from the advisor in their major department. IUPUI also offers health professions advising in the School of Science and the School of Liberal Arts. Premedical students should consult the health professions advisor in their school once they have completed the 10 credit hours of biology and 10 credit hours of inorganic chemistry required for medical school in order to plan the additional courses needed for medical school, timing for the MCAT test and the admission process to medical school.

Prerequisites for IU School of Medicine

The premedical student should complete the bachelor's degree. The Medical College Admission Test (MCAT) is required.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 Organic Chemistry II	3 cr.
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.

Pre-Dental, Pre-Veterinary, Pre-Optometry Programs

Admission to professional schools is highly competitive. The preprofessional student is therefore urged to elect a degree program rather than fulfilling the minimum requirements of these schools. Students who choose predental, preveterinary medicine, and preoptometry are usually placed in the Department of Biology where preprofessional advising is available. Predental students are also encouraged to meet with the health professions advisor in the School of Science to plan for the testing and admission process required by dental schools. Refer to the Department of Biology section of this bulletin for the required courses for Indiana University School of Optometry and Purdue University School of Veterinary Medicine.

Graduate students holding non-science degrees who are electing courses in the School of Science to prepare for medical or dental school are also invited to use the health professions advising service for help with the admission process.

Pre-Dentistry Prerequisites for IU Dental School

Minimum requirements include 90 credit hours of coursework. Bachelor's degree strongly recommended. The Dental Admission Test (DAT) is required. Applicants should also show evidence of manual dexterity.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K483 Biological Chemistry	3 cr.
or CHEM-C483 Biomolecules and Catabolism	
BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 Organic Chemistry II	3 cr.
PHYS-P201 General Physics II	5 cr.
PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	
ENG-W131 English Composition I	3 cr.

Pre-Veterinary Science Prerequisites for Purdue School of Veterinary Medicine

Bachelor's degree is not required. The Graduate Record Exam (GRE) is required for admission.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K322 / BIOL-K323 Genetics and Molecular Biology/Lab	3 cr./2 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	4 cr. to 5 cr.

(or MICR-J210 Microbiology and Immunology)	
BIOL-K483 Biological Chemistry	3 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 / CHEM-C344 Organic Chemistry II/Lab	3 cr./2 cr.
MATH 23100 Calculus for the Life Sciences I	3 cr. to 4 cr.
(or MATH 22100 or MATH 16500)	
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
(or STAT-N501 or SPEA-K300)	
ANSC 22300 Animal Nutrition	3 cr.
(may be taken at Purdue WL or online)	
ENG-W131 English Composition I	3 cr.
COMM-R110 Fundamentals of Speech Communication	3 cr.
Arts and Humanities electives	9 cr.

Pre-Optometry Prerequisites for IU School of Optometry

Minimum of 90 credit hours of coursework. Bachelor's degree strongly recommended. The Optometry Aptitude Test (OAT) is required.

BIOL-K101 Concepts of Biology I	5 cr.
BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	3 cr./2 cr.
Advanced Biology: BIOL-K322 Genetics and Molecular Biology	3 cr. to 5 cr.
or BIOL-K324 Cell Biology	
or BIOL-N217 Human Physiology	
or BIOL-N261 Human Anatomy	
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
ENG-W131 English Composition I	3 cr.
ENG-W132 English Composition II	3 cr.
or ENG-W231 Professional Writing Skills	
MATH 23100 Calculus for the Life Sciences I	3 cr. to 4 cr.
or MATH 22100 or MATH 16500 or MATH-M119	
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270	
If the student does NOT have a bachelor's degree, additional courses are required:	
Arts and Humanities	6 cr.
Foreign language	6 cr.
(students having completed 2 or more years in high school with C or better are exempt)	
Social and Historical Studies	6 cr.
Additional credit hours to reach 90 credit hours	

Pre-Pharmacy Program

The prepharmacy program at IUPUI consists of approximately 70-90 credit hours of course work required to apply to pharmacy school. Students declaring prepharmacy upon admission to IUPUI are assigned to the Department of Biology, where prepharmacy advising is available. After completion of the required courses for admission, students apply to the pharmacy school of their choice. Refer to the Department of Biology section of this bulletin for required courses to apply to the pharmacy program at the Purdue School of Pharmacy and Pharmacal Sciences.

Pre-Pharmacy Prerequisites for Purdue School of Pharmacy and Pharmacal Sciences

A bachelors' degree is not required. The Pharmacy College Admission Test (PCAT) is not required for admission to Purdue's program. Those entering the professional program beginning Fall 2010 will have additional course requirements to fulfill. Interested students should contact Purdue University School of Pharmacy and Pharmacal Sciences for more information.

BIOL-K101 Concepts of Biology I	5 cr.

BIOL-K103 Concepts of Biology II	5 cr.
BIOL-K356 / BIOL-K357 Microbiology/Lab	3 cr./2 cr.
BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
CHEM-C341 / CHEM-C343 Organic Chemistry I/Lab	3 cr./2 cr.
CHEM-C342 / CHEM-C344 Organic Chemistry II/Lab	3 cr./2 cr.
ECON-E101 Survey of Economic Issues and Problems	3 cr.
MATH 23100 / MATH 23200 Calculus for the Life Sciences I and II	3 cr./3 cr.
or MATH 22100 / MATH 22200 or MATH 16500 / MATH 16600	
PHYS-P201 General Physics I	5 cr.
ENG-W131 English Composition I	3 cr.
ENG-W132 English Composition II	3 cr.

Additional categories of electives are required for graduation from the pharmacy program at Purdue University. Since they are not required for admission to the program, they may be completed concurrently with prerequisite course work or after admission to the pharmacy program. Students must select a minimum of one course each from Humanities and Behavioral Sciences, Business and Administration, and Science and Technology groups. Please see the health professions advisor for options.

Pre-Occupational Therapy Program

Students may take any undergraduate program and include a set of core courses needed as prerequisites for a graduate degree in occupational therapy at the Indiana University School of Health and Rehabilitation Sciences. Undergraduate degree programs in biology or psychology in the School of Science may be of interest to the pre-occupational therapy student. Advising for the undergraduate degree and planning the requirements for application/admission to a graduate degree program in occupational therapy is available in those departments. An academic advisor in the IUPUI School of Health and Rehabilitation Sciences is also available for consultation.

Pre-Occupational Therapy Prerequisites for IU School of Health and Rehabilitation Sciences-IUPUI Campus

Applicants must have completed a bachelor's degree. No entrance exam is required.

BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
PSY-B310 Life Span Development	3 cr.
PSY-B380 Abnormal Psychology	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270	
CLAS-C209 Medical Terminology	2 cr.

Note: Biology and statistics courses must be taken no more than seven years before admission.
The program requires a minimum of 12 hours of observation in three or more sites.

The pre-occupational therapy student should consult with an academic advisor for updates of pre-occupational therapy criteria.

Pre-Physical Therapy Program

Students may take any undergraduate program and include a set of core courses needed as prerequisites for a graduate degree in physical therapy at the Indiana University School of Health and Rehabilitation Sciences. Undergraduate degree programs in biology, chemistry, or psychology in the School of Science may be of interest to the pre-physical therapy student. Advising for the undergraduate degree and planning the requirements for application/admission to a graduate degree program in physical therapy is available in those departments. An academic advisor in the IUPUI School of Health and Rehabilitation Sciences is also available for consultation.

Pre-Physical Therapy Prerequisites for IU School of Health and Rehabilitation Sciences-IUPUI Campus

Applicants must have completed a bachelor's degree. The Graduate Record Exam (GRE) is required for admission.

BIOL-N217 Human Physiology	5 cr.
BIOL-N261 Human Anatomy	5 cr.
CHEM-C105 / CHEM-C125 Principles of Chemistry I/Lab	3 cr./2 cr.
CHEM-C106 / CHEM-C126 Principles of Chemistry II/Lab	3 cr./2 cr.
PHYS-P201 General Physics I	5 cr.
PHYS-P202 General Physics II	5 cr.
PSY-B104 Psychology as a Social Science	3 cr.
or PSY-B105 Psychology as a Biological Science	
PSY-B310 Life Span Development	3 cr.
STAT 30100 Elementary Statistical Methods I	3 cr.
or STAT-N501 or PSY-B305 or ECON-E270 or SOC-R359 or SPEA-K300	

Two 3-credit hour courses in the humanities, social sciences area.	6 cr.

The pre-physical therapy student should consult with an academic advisor for updates of pre-physical therapy requirements.

Undergraduate Research Program

IUPUI has established an Undergraduate Research Opportunities Program (UROP) to encourage and recognize undergraduates who participate in research projects with faculty in the school.

Undergraduate research students may receive the transcript notation on their academic transcript concurrent with the awarding of the degree by fulfilling a set of requirements listed below. Such a transcript notation provides obvious evidence of a student's participation in independent laboratory and scholarly and research other creative work. The notation will certify and spotlight research proficiency or successful completion of some other creative activity.

UROP has established a program of requirements that must be fulfilled to qualify for transcript notation. The requirements are:

1. Students must register for and complete five credits of formal research in their departments or units. Students whose departments have no independent research credit may use the Honors Course HON-H399. The definition of research credit will be left up to the student's department or unit, but should conform to the general definition of research and consist substantially of an independent project by the student.
2. Students must prepare a substantial written product from the research. This could include a senior thesis or journal publication. Other appropriate activities to the discipline may be substituted for this, for example, an art exhibit or other performance. Substitutions must receive prior approval from the UROP Director.
3. Students must attend an outside professional meeting in a discipline at the state, regional, or national level. Attendance at other professional events will be considered as appropriate to the discipline. The student's faculty mentor will certify attendance. Students will be encouraged to present their work at a professional meeting or other event.
4. Students must participate in at least one annual UROP symposium. Students must present at least one oral paper to receive transcript notation. If appropriate to research and creative activity in the discipline, other types of presentations may be acceptable at the discretion of the UROP Director and with the recommendation the student's faculty mentor.
5. Students must prepare a Research Portfolio, which may be in an electronic form. The Research Portfolio is prepared with the student's faculty mentor and must be submitted four weeks prior to the student's anticipated graduation date. Information about preparing a research portfolio can be found at http://crl.iupui.edu/resources/.

Further information about undergraduate research opportunities and transcript notation may be found at http://crl.iupui.edu/resources/.

Honors Program

The IUPUI Honors Program is open to students in both the Purdue and Indiana University degree programs. Students with an overall grade point average (GPA) of 3.0 after their first full semester of work, entering freshmen with a minimum combined math and verbal (critical reading) SAT score of 1200, or ACT of 26, and those who have graduated in the top 10 percent of their high school class, are automatically invited to participate in the Honors Program. Students with a GPA of less than 3.0 may be permitted to take honors courses. They should, however, discuss the matter with their academic advisor and the honors advisor before doing so.

In general, students may take no more than 6 credit hours of honors work each semester. Students may earn honors credit by taking special Honors Program courses (HON H300, HON H399, HON H400), by taking specially designated sections of multisection courses, by doing special overseas or internship work, or by contracting for honors credit using an H-Option contract in conjunction with regular classes.

H-Option contracts are the most popular and frequent way that students earn honors credit. An H-Option requires that a student work out with the instructor of a course a specific contract for a paper, field project, oral presentation, etc., early in the semester. The contract is not merely an extension of the regular class work, but an opportunity not provided by regular assignments. All the necessary signatures of approval, including that of the director of the Honors Program, must be submitted to the Honors Program office before consent to begin the project will be given.

Students completing honors work or an honors degree will, upon request, receive an honors course record listing all honors work, to be included with official university grade transcripts.

For additional information, contact the IUPUI Honors Program, University College, UC 3140, 815 W. Michigan Street, Indianapolis, IN 46202-5164; phone (317) 274-2660; www.honors.iupui.edu.

To obtain an honors degree in computer science, mathematics, or physics, a student must have a cumulative grade point average of 3.3 and a minimum of 24 credit hours, with a 3.5 average in honors work. 6 hours of honors credit must be outside the student's major field. A senior thesis track is also available. To obtain an honors degree in biology, chemistry, geology, or psychology, a student should follow the requirements described below.

Biology

Students with a GPA of 3.3 and 12 hours of credit, or newly entering freshmen with a minimum combined math and verbal (critical reading) SAT score of 1200 or who are graduating in the top 10 percent of their high school class, qualify for the Biology Honors Program. Students wishing to participate in the Biology Honors Program must first receive approval from the Department of Biology. Students may choose from two tracks. In Track 1 (honors with thesis), students must complete 21 credit hours of honors work including 6 credit hours outside of biology and 15 credit hours in biology. These biology hours are to include 4 credit hours of BIOL K101/BIOL K103 honors sections of lab/recitation, 6 credit hours in honors sections of BIOL K493, and 5 credit hours in H-Option biology courses and/or 500-600-level biology courses. In Track 2 (honors without thesis), students

must complete 24 credit hours of honors work. These hours are to include 6 credit hours outside of biology, 4 credit hours of BIOL K101/BIOL K103 honors sections of lab/recitation, and 14 credit hours in H-Option biology courses and/or 500-600-level biology courses.

Chemistry

Students with a minimum GPA of 3.0 may be admitted into the Chemistry Honors Program with approval of the Honors Program and the Department of Chemistry and Chemical Biology. After entering the program, maintenance of a GPA of 3.3 in all courses and of 3.5 in honors courses is necessary. The curriculum committee of the chemistry department will approve any honors Bachelor of Science degrees awarded in chemistry. In addition to meeting general honors requirements, students who intend to graduate with honors in chemistry must complete 24 honors credit hours, consisting of 1 credit hour in the CHEM C301 or CHEM C302 Chemistry Seminar, 6 credit hours in CHEM C409 Chemical Research, 5 credit hours of H-Options in undergraduate courses and/or graduate chemistry courses, and 12 credit hours of honors credit in courses outside of chemistry.

Geology

For the Bachelor of Science degree, honors students must complete 24 credit hours of honors work, 18 credit hours in geology and 6 credit hours in other approved honors courses. For the Bachelor of Arts degree, the requirements are 15 credit hours in geology and 9 credit hours outside geology in other approved honors courses. The following upper-division geology courses are approved for H-Option contracts: GEOL G205 Reporting Skills in Geoscience, GEOL G209 History of the Earth, GEOL G221 Introductory Minerology, GEOL G222 Introductory Petrology, GEOL G304 Principles of Paleontology, GEOL G323 Structural Geology, GEOL G334 Principles of Sedimentation and Stratigraphy, GEOL G403 Optical Mineralogy and Petrography, GEOL G404 Geobiology, plus GEOL G410 Undergraduate Research in Geology (1 cr.), GEOL G406 Introduction to Geochemistry, GEOL G413 Introduction to Geophysics, GEOL G415 Principles of Geomorphology, GEOL G416 Economic Geology, GEOL G430 Principles of Hydrology, and GEOL G499 Honors Research in Geology. The student must complete 3 credit hours in GEOL G499 Honors Research in Geology to satisfy the requirements for the honors component. The overall grade point average must be 3.3 with a 3.5 in all honors work.

Psychology

To graduate with honors, the student must earn at least 24 hours of honors credit, 6 credit hours of which must be in psychology and 6 credit hours of which must be outside of psychology (the remaining 12 credit hours can be either). At least 3 hours of this credit must be for PSY B499 Honors Research, which culminates in an honors thesis. Only grades of A or B will count for honors credit. To graduate with honors, the student must have an overall GPA of 3.3 with at least a 3.5 in honors and psychology courses.

Academic Policies & Procedures

- Academic Regulations
- Academic Standing

Academic Regulations

See the Office of the Registrar's website for general information about grades. The following policies are specific to the School of Science.

Pass/Fail Option During the four years of their undergraduate program, all undergraduates in good standing (with an overall GPA of 2.00 or higher) may enroll in up to eight elective courses to be taken with a grade of P or F. The Pass/Fail option is open for a maximum of two courses per year, including summer sessions. For this option, the year is defined as August 15 to August 15. The Pass/Fail option form is available in School of Science departmental offices and in the School of Science, LD 222.

The course selected for Pass/Fail grading must be an elective. It may not be used to satisfy any of the school area requirements, nor may it be counted as a part of the student's major. If the course is at the 300-level or higher, with a grade of P, the course may apply to the 32 credit hour School of Science residency requirement. After the form is submitted to the Office of the Registrar, a grade of P cannot be subsequently changed to a grade of A, B, C, or D.

For additional information, visit the Office of the Registrar's website: http://registrar.iupui.edu/passfail.html

Withdrawal Students may officially withdraw from classes without penalty during the first half of a semester or session if they secure the approval of their advisor; a grade of W (Withdrawal) is recorded on the final grade report. Students may withdraw from classes during the third quarter of a semester or session if they secure the approval of their advisor and the instructor of the course; the instructor may assign a grade of W or F. The grade so assigned is recorded on the final grade report. A student may withdraw from classes during the last quarter of a semester or session only under extraordinary circumstances. In such cases, the student must secure the approval of their advisor, the instructor of the course, and the dean of their school; the instructor may assign a grade of W or F. A written justification from a doctor, member of the clergy, advisor, etc., must be presented indicating that the student could not have withdrawn earlier. The grade so assigned is recorded on the final grade report. The necessary form for withdrawal from a course is available in School of Science departmental offices and in the School of Science, LD 222. To maintain integrity as to how students are accountable in this area, the policy for School of Science students is considered to be the policy for all students served by the School, regardless of academic unit or school.

Students who alter their schedules, whether by personal incentive or by departmental directive, must follow correct withdrawal procedures. Students who do not follow these procedures risk jeopardizing their record by incurring a failing grade in a course not properly dropped, or they risk not receiving credit for work done in a course that has not been properly added.

Grade Replacement Policy The Grade Replacement Policy is available only to undergraduate students. It may be exercised for a maximum of 15 credit hours, no more than two times for a given course, with each attempted replacement counting toward the 15 credit hour limit. Any grade may be replaced with the last grade earned for the course, as long as the most recent grade is equal to or higher

than the grade being replaced. The replaced grade will then be excluded from the cumulative grade point average. However, the course listing and the replaced grade will remain on the student's academic record with an "X" notation indicating that the grade is excluded from the cumulative grade point average.

The policy became effective beginning with the Fall 1996 semester, and any courses being used to replace an earlier grade must have been taken in the Fall of 1996 or later. Grades previously granted FX will be honored and will count toward the 15 credit hour limit. Once invoked, a student may not subsequently request reversal of the grade replacement granted for a given course. Also, this policy is not available for graduate students or students seeking any second undergraduate degree. A science major interested in the Grade Replacement Policy should contact the School of Science, LD 222. For more information about the policy, visit http://registrar.iupui.edu/replace.html.

Degree Grade Point Average

The School of Science computes a school grade point average, which is the basis for recommending the awarding of a degree. This grade point average is computed at the completion of the degree program. Only the most recent grade in repeated courses counts in computing the school grade point average for the purpose of graduation. Remedial courses and courses that overlap are also excluded. Other course exclusions may apply.

Special Credit

Special credit by examination, by credentials, and/or by experience may be awarded in order to help qualified students earn their degrees more quickly. Each instructional department determines which of its courses are available for special credit and establishes procedures to determine student eligibility, administer evaluations for special credit, and grade students. The evaluations are as comprehensive as those given in the course. Credit earned by examination will be assigned an A (highest passing grade) or S (passing grade). Credit earned by credentials and/or experience will be assigned an S. An S (passing) grade is considered to be equivalent to performance at a minimum grade level of C.

Responsibility for initiating a request for special credit in a specific course normally rests with the student. To find out if special credit is warranted, the student should consider meeting first with the department chair, advisor, or course instructor.

For additional information, refer to the front part of this bulletin under "Special Credit" or go to the following website: http://registrar.iupui.edu/specred.html

Auditing Courses

University policy permits the auditing of courses, but audited courses may not be retaken later for academic credit. Written permission from the instructor to audit a class must be obtained before the student attempts to register. See the Office of the Registrar's website for general information about auditing courses.

Review of Final Grade in a Course

A student has the right to request and receive a review of the student's final grade in a course. However, the request for such a review must be made in a timely manner; that is, within one year of the completion of the course.

Petition for Grade Change

Faculty Petition A faculty member may request a change of grade for a student. This request can be honored only after approval of the department chair and the School of Science Executive Director for Academic and Student Affairs.

Student Petition In certain cases, a student may request a change of grade. Students should contact the School of Science, LD 222, for information about procedures and time limits for applicable cases.

Science Scholars List and Dean's Honor List

The School of Science recognizes exceptional academic performance in baccalaureate and associate degree programs before graduation from the university by periodically publishing the Science Scholars List and the Dean's Honor List.

Science Scholars List eligibility includes:

- Full-time enrolled student (between 12 or more credit hours) who has completed at least 26 credit hours of course work at IUPUI and who has a semester and IU cumulative grade point average (GPA) of 3.75 or higher.
- Part-time enrolled student (between 5 and 11 credit hours) who has completed at least 26 credit hours of course work at IUPUI and who has a semester and IU cumulative grade point average (GPA) of 3.75 or higher.

Dean's Honor List eligibility includes:

- Full-time enrolled student (12 or more credit hours) who has a semester grade point average (GPA) of 3.50 or higher.
- Part-time enrolled student (between 5 and 11 credit hours) who has completed at least 26 credit hours of course work at IUPUI and who has a semester and IU cumulative grade point average (GPA) of 3.50 or higher.

Courses assigned a deferred grade (R) will count toward the 12 credit hour minimum required of full-time students. Courses taken on a Pass/Fail basis will not count toward the 12 credit hour minimum. Students who received an Incomplete (I) will not be placed on the Science Scholars List or the Dean's Honor List. No Science Scholars List or Dean's Honor List is published for the summer sessions.

Candidates for Baccalaureate Degrees

Students are considered to be candidates in good standing for baccalaureate degrees awarded by the School of Science when they have been admitted as regular students by the Undergraduate Admissions Center, when their last semester's grade point average is not less than a 2.00, and when their cumulative grade point average is not below this same level (2.00).

Double Major

A double major is awarded to students who complete the requirements for two Purdue Bachelor of Science degree programs or two Purdue Bachelor of Arts degree programs in the School of Science. Students who plan to double major must have their programs approved by both major departments and the academic dean or director. A form to declare a double major can be obtained from the School of Science, LD 222. A student declaring a double major must satisfy the departmental requirements for the second major as stated in the School of Science bulletin in effect when the second major is approved.

Double Degree

A student may be awarded two degrees by completing bachelor's degree programs from two different schools at IUPUI or by simultaneously completing two baccalaureate major programs from the School of Science, one leading to a Purdue Bachelor of Arts degree and the other leading to a Purdue Bachelor of Science degree, or one leading to a Purdue degree and the other leading to an Indiana University degree. A student who plans to pursue a double degree must receive approval from the two major departments and the academic deans of the schools awarding the degrees. A form to petition for a double degree can be obtained from the School of Science, LD 222. A student who declares a double degree, and who is accepted by a department in the School of Science for the additional degree program, must satisfy the requirements for that program as stated in the School of Science bulletin in effect when the additional degree program is approved.

Change of Major within the School of Science

A student who desires to change majors within the School of Science should petition the School of Science, LD 222. If the petition is approved, the student may be placed under the bulletin in effect during the time of admission into the new major.

Second Baccalaureate Degree

Normally the holder of a bachelor's degree who wishes to pursue a further educational goal is encouraged to consider a graduate degree program. However, a student interested in pursuing a second degree should apply through the IUPUI Undergraduate Admissions Center, Campus Center Room 255, 420 University Boulevard, Indianapolis, IN 46202. Further information and application forms may be obtained at this address, by calling (317) 274-4591, or online at www.enroll.iupui.edu.

In order to be admitted to the degree program, the applicant must meet admission requirements of the School of Science and of the department. If admitted, the candidate will be placed under the bulletin in effect during the time of admission into the second-degree program.

Degrees Awarded with Distinction

IUPUI recognizes outstanding performance in course work by awarding bachelor's degrees with distinction. Purdue degrees are awarded with distinction and highest distinction. Indiana University degrees are awarded with distinction, high distinction, and highest distinction.

To award graduation with distinction for baccalaureate degrees, there must be at least 20 students in the respective pool of Spring semester candidates.

To be eligible for graduation with distinction, candidates must complete all the requirements of their degree programs. Additionally, the following conditions apply:

- A candidate for a baccalaureate degree with distinction must have a minimum of 65 credit hours of course work from Purdue University or Indiana University applicable to the graduation index (degree grade point average) on record.
- The minimum graduation index for distinction (Purdue and IU degrees) shall be no less than the 90th percentile of the graduation indexes of all the graduates in the school for the spring semester, provided that the index is at least 3.30;
- Of those who qualify for distinction under these rules for the Spring semester, the six-tenths of the baccalaureate graduates having the highest graduation indexes shall be designated as graduating with high distinction (IU degrees only);
- Of those who qualify for distinction under these rules for the Spring semester, the three-tenths of the baccalaureate graduates having the highest graduation indexes shall be designated as graduating with highest distinction (Purdue and IU degrees);
- The minimum graduation indexes determined for the Spring semester for graduation with distinction, high distinction, and highest distinction shall be applied for graduation with those respective levels of distinction for the subsequent Summer sessions and Fall semester.

Academic Standing

Academic Warning

A student whose IU semester grade point average (GPA) falls below a 2.00, but whose IU cumulative GPA is a 2.00 or higher will be placed on academic warning. Students on academic warning will be required to meet with their academic advisor before being able to register for classes. A student will be advised of academic warning status by letter from the Associate Dean for Academic Affairs.

Academic Probation

A student whose IU cumulative grade point average (GPA) falls below a 2.00 will be placed on probation. The student may continue studies provided the student achieves an IU GPA of at least 2.00 for each semester while on probation. Once the IU cumulative GPA is at least 2.00, the student will be removed from probationary status. A student will be advised of probationary status by letter from the Associate Dean for Academic Affairs.

Dismissal

A student on probation who has completed a minimum of 12 IUPUI grade point average (GPA) hours is subject to dismissal if the student fails to attain an IU semester GPA of at least 2.00 in any two consecutive IUPUI semesters (Fall and Spring), including the semester that the student was first placed on probation and when the student's IU cumulative GPA is below a 2.00.

A student can also be dismissed from the university when, in the opinion of the Associate Dean for Academic Affairs of the School of Science, the student has ceased making progress in the degree program.

Readmission

A student dismissed for the first time must remain out of school at least one regular (Fall or Spring) semester. During the semester out of school, the student may petition the School of Science for readmission. A student dismissed for the second time must remain out of school at least two regular semesters (Fall and Spring), but may petition for readmission during the second semester out of school. Readmission after a second dismissal is extremely rare.

In order to allow sufficient time for considering a petition for readmission, a student eligible to submit a petition should do so before June 15 for the Fall semester, October 15 for the Spring semester, or March 15 for either Summer session.

A student readmitted will be so informed by letter from the Associate Dean for Academic Affairs. The letter will

indicate any conditions and restrictions affecting readmission and continuance in the degree program.

Awards & Scholarships

School of Science

- **D. J. Angus Scientech Educational Foundation Scholarship** is awarded to an undergraduate science major from Marion County, or one of the contiguous counties, who has demonstrated financial need, a minimum grade point average of 2.80, and shows future promise.
- **Frank G. and Ernestine M. Lambertus Scholarship** is awarded to a student who has demonstrated progress and significant improvement in his/her academic program, and who is a working student or who otherwise demonstrates financial need. Preference will be given to a student who is from central Indiana and to a student who demonstrates civic engagement.
- **John D. Barnwell Memorial Scholarship** is awarded to a student in the School of Science who has effectively integrated the sciences and the arts into his or her undergraduate career.
- **Indianapolis Project SEED Scholarship** is awarded to an IUPUI undergraduate student who is pursuing his/her first degree in science, engineering, technology or one of the health sciences and who has successfully participated in the American Chemical Society Indiana Chapter Project SEED summer research program. Preference will be shown to a School of Science major. It is renewable based on academic performance.
- **Robert W. Tuveson Memorial Scholarship** is awarded to a student majoring in the biological sciences. Consideration is given to financial need, academic performance, and future promise.
- **David E. White Alumni Scholarshi**p is awarded to a School of Science major who plans to graduate within one year of receiving the scholarship and who has demonstrated how his/her personal life experiences have affected his/her educational career.
- **School of Science Dean's Scholarships and Health and Life Sciences Scholarships** recognize School of Science and health and life science majors attending IUPUI who excel academically and show promise of success in their future careers.
- **Women in Science Scholarships** are awarded to School of Science majors selected to live in the Women in Science residential learning community. Selection is based on academic achievement and educational and career goals.

Department of Biology

- **Award for Outstanding Academic Achievement** is awarded to the student with the best overall academic record in the Department of Biology.
- **Biology Research Awards** are awarded to undergraduate and graduate students making the most outstanding contributions in scientific research.
- **Elizabeth Steele Creveling Memorial Scholarship** is awarded to the outstanding continuing graduate student pursuing a thesis program in the Department of Biology.
- **Richard O. McCracken Memorial Scholarship** is awarded to the outstanding sophomore or junior biology major.
- **Ronald E. Kirk Memorial Award** is awarded to the outstanding freshman biology student.
- **The Tah Tah Self Achievement Award** is awarded to a biology major who plans to pursue a medical career. Preference is shown to African American females.

Department of Chemistry and Chemical Biology

- **American Institute of Chemists Student Research and Recognition Award** is awarded to an outstanding senior student majoring in chemistry.
- **Wilmer K. Fife Memorial Scholarship** is awarded to a chemistry major who is a single parent and demonstrates financial need. The scholarship is renewable and covers tuition and fees.
- **Chemical Rubber Company Outstanding Freshman Award** is awarded to the outstanding student in general chemistry.
- **Frank J. Welcher Award** is awarded to the graduating senior with greatest professional promise.
- **Loren T. Jones Award** is awarded to the graduating senior with the highest academic achievement in a Bachelor of Science degree program.
- **Loren T. Jones Memorial Scholarship** is awarded as summer support to an outstanding chemistry major.
- **Outstanding Undergraduate Analytical Chemistry Award** sponsored by the American Chemical Society.
- **Patricia A. Boaz Award** is awarded to the graduating senior with highest academic achievement in a Bachelor of Arts degree program.
- **Scott Alan Kent Memorial Scholarshi**p is awarded to a promising sophomore or junior chemistry major.
- **Rich-Keller Elementary Chemistry Scholarship** is awarded each semester to students who excel in CHEM-C101 and CHEM-C121 with a minimum 3.00 grade point average for each course. Preference will be shown to students who demonstrate financial need.

Department of Computer and Information Science

- **Gersting Graduate Student Award** is awarded to an outstanding graduating graduate student in computer and information science.
- **Gersting Undergraduate Student Award** is awarded to an outstanding graduating senior in computer and information science.

Department of Earth Sciences

- **Academic Achievement Award** is awarded to the graduating senior with highest academic achievement.
- **Arthur Mirsky Geology Graduate Scholarship** is awarded to an outstanding master's degree student.
- **Geology Alumni Scholarship** is awarded to a senior geology major.
- **Indiana Geology and Gem Society Scholarship** is awarded to a sophomore or junior geology major.
- **Leadership and Service Award** is awarded to the graduating senior with outstanding leadership and service to the department.

Environmental Science Program

- **Carl H. Johnson Achievement Scholarship** memorializes Susan Cornacchione's father. Inspired by Matt and Susan Cornacchione's daughter, it supports students working in interdisciplinary fields of

applied environmental problems. Preference will be shown to a student who is pursuing a degree in earth or environmental sciences or is succeeding in spite of learning challenges.
- **The Center for Earth and Environmental Science (CEES) Engaged Scholar Award** supports students working in interdisciplinary fields of applied environmental problems.

Forensic and Investigative Sciences Program

- **Academic Achievement Award** is given for outstanding achievement, including high grade point average and challenging course enrollment.
- **Student Leadership Award** is awarded to a student with outstanding leadership and service to the program.

Department of Mathematical Sciences

- **Anna K. Suter Outstanding Undergraduate Student Achievement Award** is awarded to the outstanding senior mathematics major.
- **Anna K. Suter Scholarship** is awarded to full-time undergraduate mathematics majors. It is renewable based on academic performance.
- **Best Academic Performance by a Graduate Student Award** is awarded for exceptional scholastic performance by a beginning graduate student (before Master's degree is earned or pre-qualifying exams) and an advanced graduate student (post-qualifying exam).
- **The Igor Kuznetsov Outstanding Teaching Award** by a Graduate Student is awarded for outstanding performance in classroom teaching by a graduate student.
- **Outstanding Undergraduate Award** is awarded to an outstanding junior or senior (or both) based on achievements in advanced mathematics.
- **Yuri Abramovich Memorial Scholarship** is awarded to an undergraduate or graduate student who is enrolled in the School of Science and who has a keen interest in the study of mathematics, who demonstrates academic excellence especially in mathematics courses beyond the sophomore level, and who shows promise for a career in mathematics.

Department of Physics

- **D. J. Angus-Scientech Award** is awarded by the Physics Department to the most improved sophomore or junior student in the physical sciences and engineering.
- **The Forrest Meiere Prize for Outstanding Physics Major** is awarded to the undergraduate major with the best academic record.
- **Outstanding Graduate Student Award** is based upon achievements in research and academics.
- **The University Physics Award** is awarded to the best student in the PHYS 15200/PHYS 25100-course sequence.

Department of Psychology

- **Robert I. Long Award** recognizes contributions, leadership, and service to other psychology students, the department, or the School of Science.
- **Robert G. Neel Undergraduate Academic Achievement Award** recognizes outstanding academic performance, as exemplified through the GPA for course work completed at IUPUI.
- **Undergraduate Research Award** recognizes student contributions to psychological science, particularly with regard to the development and testing of research ideas, the carrying out of research, and the dissemination of scholarly products based on research.
- **Bingham Psi Chi Scholarship** recognizes outstanding academic performance and leadership activities in the service of Psi Chi and the Psychology Club. The award was endowed by Deidre Bingham, a 2003 graduate of the Department of Psychology, and an active student leader.
- **John F. Kremer Undergraduate Mentor Award** recognizes the peer mentor who best exemplifies the characteristics associated with this success: dedication, relentless persistence, creativity, enthusiasm, flexibility, and the ability to connect with all students. Throughout his career, John Kremer believed that peer mentors could have a powerful effect on student success in Introductory Psychology.
- **Outstanding Student Teaching Award** recognizes outstanding graduate student teaching assistance for their superior ability to import knowledge of chosen topics to students and to stimulate their desire to master such topics. The award recognizes that teaching extends beyond the classroom and includes activities such as mentoring and motivating students either formally or informally.
- **Paul J. McKinley Award** recognizes an outstanding doctoral student in the Psychobiology of Addictions program.
- **Industrial/Organizational Graduate Psychology Award** recognizes an outstanding master's student in I/O Psychology.
- **Clinical Psychology Award for Research Excellence** recognizes a graduate student with outstanding performance in research -- going above and beyond the research requirements of the graduate degree. Indicators of research excellence may include presentations of research, particularly at regional or national conferences, publications, grant applications, and thesis or dissertation projects that are especially innovative or exemplary in theory, design, or execution.
- **Clinical Psychology Award for Citizenship** recognizes a graduate student with outstanding performance in citizenship service to the department. Citizenship can be exemplified in two key domains: Personal Support and Organizational Support. Personal support includes helping other students, faculty, and staff, being cooperative, treating others with courtesy, and providing encouragement. Organization support is evidenced by positively representing the psychology department, supporting our mission and objectives, following rules and procedures, and suggesting improvements.
- **Outstanding Practicum Supervisor Award** recognizes exemplary supervision and training provided to graduate students in clinical psychology who are engaged in clinical practica.

Other Recognition

In addition, many science honor students compete successfully for scholarships awarded by IUPUI. Freshmen with a high level of achievement are eligible for election to the IUPUI chapters of Alpha Lambda Delta and Phi Eta Sigma honorary societies. Psychology majors may be elected to the Psi Chi Honorary, which recognizes outstanding students in that discipline.

Distinguished Faculty and Staff Awards

The School of Science proudly salutes faculty and staff who have distinguished themselves in the areas of teaching, research, service, and academic advising. The following full-time faculty and staff have been chosen by their colleagues and students to receive awards in recognition of their outstanding contributions to the academic mission of the School of Science and the university.

W. David Laverell	1975
L. Kent Morrison	1976
Gordon H. Fricke	1977
Erwin Boschmann	1978
Frederick W. Kleinhans	1978
Terry L. Hall	1979
Robert D. Hall	1980
John F. Kremer	1980
Patricia A. Boaz	1981
Martin J. O'Donnell	1981
Forrest T. Meiere	1982
Peter W. Rabideau	1982
Frederick C. Thatcher	1982
Erwin Boschmann	1983
Robert D. Hall	1983
David J. Malik	1983
Martin J. O'Donnell	1983
Stanley Aeschleman	1984
Elaine V. Alton	1984
Patricia A. Boaz	1984
Marvin D. Kemple	1984
John F. Kremer	1984
B. D. Nageswara Rao	1984
Richard Bodonyi	1985
Frederick W. Kleinhans	1985
Arthur Mirsky	1985
Richard G. Pflanzer	1985
D. W. Rajecki	1985
J. Roger Ware	1985
Shirley A. Bayer	1986
Joan B. Lauer	1986
J. Roger Ware	1986
C. D. Aliprantis	1987
Owen Burkinshaw	1987
Judith L. Gersting	1987
John F. Kremer (two awards)	1987
Richard R. Patterson	1987
J. Roger Ware	1987
Pascal de Caprariis	1988
Theodore W. Cutshall	1988
Robert D. Hall	1988
Charles Schauf	1988
C. D. Aliprantis	1989
Rosalie Bandy*	1989
John M. Gersting	1989
Florence L. Juillerat	1989
Raima M. Larter	1989
Florence L. Juillerat	1990
Kenneth B. Lipkowitz	1990
David J. Malik	1990
Arthur Mirsky	1990
Gregor M. Novak	1990
Richard J. Wyma	1990
Rosalie Bandy*	1991
Gary R. Bond	1991
Richard O. McCracken	1991
Forrest T. Meiere	1991
Gregor M. Novak	1991
Gordon H. Fricke	1992
Florence L. Juillerat (two awards)	1992
Jerome A. Kaminker	1992
Kenneth B. Lipkowitz	1992
Kathryn J. Wilson	1992
Paul L. Dubin	1993
Gordon H. Fricke	1993
Florence L. Juillerat	1993
John F. Kremer	1993
David J. Malik	1993
B. D. Nageswara Rao	1993
Florence L. Rogers*	1993
Stephen R. Wassall	1993
Robert G. Bringle	1994
Laura J. Jenski	1994
James M. Murphy	1994
Kim S. Nguyen*	1994
Andrew P. Barth	1995
Robert G. Bringle	1995
Scott E. Evenbeck	1995
Florence L. Juillerat	1995
Laura J. Jenski	1995
Marvin D. Kemple	1995
Charmaine Kremer*	1995
Robert W. Keck	1995
John F. Kremer	1995
Raima M. Larter	1995
Martin J. O'Donnell	1995
Clifford E. Dykstra	1996
Robert L. Gluekauf	1996
Joseph E. Kuczkowski	1996
Martin J. O'Donnell	1996
Lenore P. Tedesco	1996
John T. Hazer	1997

Harry L. June	1997
Mathew J. Palakal	1997
Daniel H. Robertson	1997
Jeffrey X. Watt	1997
Marshall C. Yovits	1997
Victor M. H. Borden	1998
Robert G. Bringle (two awards)	1998
Andrew D. Gavrin	1998
Andrew J. Harris	1998
Harry L. June	1998
Joan B. Lauer	1998
Gregor M. Novak	1998
Frank A. Schultz	1998
Wilmer K. Fife	1999
Kathy E. Johnson	1999
Joseph E. Kuczkowski	1999
Eric C. Long	1999
Joseph L. Thompson* (two awards)	1999
Jeffrey X. Watt	1999
Gary R. Bond	2000
Angel B. Campbell*	2000
Marie C. Chastain*	2000
Andrew D. Gavrin	2000
Charles R. Goodlett	2000
James M. Murphy	2000
Catherine (Kitty) A. Perkins*	2000
Rajeev R. Raje	2000
Sharon Z. Rangazas	2000
James W. Seubert	2000
J. Roger Ware	2000
John J. (Jack) Breen	2001
Robert G. Bringle	2001
Clifford E. Dykstra	2001
Andrew D. Gavrin	2001
Pat Gould*	2001
Bob E. Hall*	2001
Alexander R. Its	2001
Kathleen Marrs	2001
Mark D. Shermis	2001
William H. Stillwell	2001
Joseph L. Thompson*	2001
Robert W. Yost	2001
Drew C. Appleby	2002
Pavel M. Bleher	2002
Michelle R. Boshears*	2002
Robert G. Bringle	2002
Judy E. Carlson	2002
Philip S. Fastenau	2002
Robert D. Hall	2002
David J. Malik	2002
Arthur Mirsky	2002
Robert D. Rigdon	2002
Stanley Sunderwirth	2002
Jeffrey X. Watt	2002
Drew C. Appleby (three awards)	2003
Dawn G. Bauman*	2003
Robert G. Bringle	2003
Clifford E. Dykstra	2003
Connie L. Ely*	2003
Alexander R. Its (three awards)	2003
Elizabeth N. Its	2003
Suzanne K. Merrell*	2003
Michal Misiurewicz	2003
David Nurok	2003
Lenore P. Tedesco	2003
Joseph L. Thompson*	2003
Sidneye T. Trowbridge	2003
J. Roger Ware	2003
Jeffrey X. Watt	2003
Martin Bard	2004
Dring N. Crowell	2004
Sharon L. Fricke	2004
Bart Ng	2004
Robert D. Rigdon	2004
Robert W. Yost	2004
Keith S. Anliker	2005
Bethany S. Neal-Beliveau	2005
Pavel M. Bleher	2005
Robert G. Bringle	2005
Zhe-Yu (Jeff) Ou	2005
Joan P. Rainey*	2005
Lenore P. Tedesco	2005
Jay A. Siegel	2005
Gautam Vemuri	2005
Cynthia C. Williams*	2005
Michelle R. Boshears*	2006
Michal Misiurewicz	2006
Bart S. Ng	2006
Martin J. O'Donnell	2006
Scoot M. Orr	2006
Sidneye T. Trowbridge	2006
Drew C. Appleby (two awards)	2007
Erwin Boschmann	2007
Debbie D. Dailey*	2007
Gabriel M. Filippelli	2007
David J. Malik (two awards)	2007
Judy E. McBride	2007
Marie L. Nguyen*	2007
Martin J. O'Donnell	2007
Scott M. Orr*	2007
Chris W. Thomas	2007
Joseph L. Thompson*	2007
Drew C. Appleby	2008
Gary R. Bond	2008
Sapna K. Deo	2008

John C. Guare	2008
Kathleen A. Marrs	2008
Kara Salazar*	2008
Kristin A. Shea*	2008
Stephen R. Wassall	2008
Andrea M. Brian*	2009
Ricardo S. Decca	2009
John F. Kremer	2009
Brenda S. Meredith*	2009
John B. Ross	2009
Jane R. Williams	2009
Leslie Ashburn-Nardo	2010
Lisa C. Contino	2010
Patricia (Patti) A. Holt*	2010
Michelle (Mikki) A. Jeschke*	2010
Nancy A. Kitt	2010
Anna L. Malkova	2010
Bethany S. Neal-Beliveau	2010
Marilyn K. Baker*	2011
Christopher T. Dona	2011
John C. Guare	2011
Lin Li	2011
Joshua D. Morrison*	2011
Stephen K. Randall	2011
John C. Watson	2011

*Professional staff member.

Student Services, Organizations, Scholarships and Awards

Career Development Services

The Office of Career Development Services (CDS) provides comprehensive career services for all School of Science undergraduate students, graduate students, and alumni. This includes individual appointments, walk-in advising, workshops, and classroom presentations. Our staff can help with each step of the career development process including career exploration, developing professional experience through internships, job shadowing and volunteering, and preparing for graduate school and the world of work. We help students learn to identify and articulate their unique skills and strengths, particularly through creating effective résumés, cover letters, graduate school essays and when preparing for interviewing and networking. Since most students seek higher education in order obtain good career prospects or to advance to graduate or professional school, Career Development Services should be a component of your academic and professional planning.

The Office of Career Development Services is located in the lower level of Taylor Hall, B006D.

Extracurricular Activities

A wide variety of activities are available to School of Science students, both activities sponsored by the School of Science and those open to all students. Students seeking involvement in campus-wide activities, such as the IUPUI Undergraduate Student Government, should contact the Office of Student Involvement, Campus Center third floor, call (317) 274-3931, email osi@iupui.edu, or visit http://life.iupui.edu/osi/

Clubs and Organizations in the School of Science

The following activities are of particular interest to students in the School of Science:

Science Undergraduate Student Council and Science Graduate Student Council

These councils, composed of student representatives from each department in the School of Science, advise the dean and the school on matters of concern to students. Each council decides how to allocate the student activity fee to support school projects, departmental and program clubs, and other initiatives.

Departmental and Program Student Organizations

Most departments and programs within the School of Science sponsor clubs and other activities for majors and interested students. Contact the specific department or program for additional information.

Faculty Emeriti

- Appleby, Drew C., Professor Emeritus of Psychology (1999): B.A., 1969, Simpson College; M.S., 1971, Ph.D., 1972, Iowa State University. Specialty: Teaching and Learning.
- Bittinger, Marvin, Honorary Emeritus Professor of Mathematical Sciences (1968); B.A., 1963, Manchester College; M.S., 1965, The Ohio State University; Ph.D., 1968, Purdue University. Specialty: Mathematics Education.
- Boaz, Patricia A., Associate Professor Emerita of Chemistry (1967); B.S., 1944, Vassar College; Ph.D., 1951, State University of Iowa. Specialties: General Chemistry, Physical Chemistry, Geochemistry.
- Bond, Gary R., Chancellor's Professor Emeritus of Psychology (1983); B.S., 1966, Michigan State University; M.A., 1972, Ph.D., 1975, University of Chicago. Specialties: Psychiatric Rehabilitation, Program Evaluation.
- Boschmann, Erwin, Associate Vice President for Distributed Education and Professor Emeritus of Chemistry (1968); B.A., 1963, Bethel College (Kansas); M.S., 1965, Ph.D., 1968, University of Colorado. Specialties: General Chemistry, Inorganic Chemistry, Bioinorganic Chemistry.
- Burkinshaw, Owen, Professor Emeritus of Mathematical Sciences, (1972); B.S., 1966, M.S., 1968, Ohio University; Ph.D., 1972, Purdue University. Specialty: Functional Analysis.
- Cutshall, Theodore W., Associate Professor Emeritus of Chemistry (1961); B.S.Ch.E., 1949, Purdue University; M.S., 1959, Ph.D., 1964, Northwestern University. Specialty: Organic Chemistry.
- Davis, Robert M., Professor Emeritus of Psychology (1976); B.S., 1958, Salisbury State University; M.Ed., 1962, Pennsylvania State University; Ed.D., 1968, University of Maryland. Specialties: Rehabilitation Psychology, Family Therapy.

- Dubin, Paul L., Professor Emeritus of Chemistry (1981); B.S., 1962, City University of New York; Ph.D., 1970, Rutgers University. Specialties: Analytical Chemistry, Polymer Chemistry.
- Fife, Wilmer K., Professor Emeritus of Chemistry (1971); B.S., 1955, Case Institute of Technology; Ph.D., 1960, The Ohio State University. Specialties: General Chemistry, Organic Chemistry, Biochemistry.
- Fleener, Don E., Associate Professor Emeritus of Psychology (1966); B.S. (Ed), 1949, Indiana Central College; Ph.D., 1967, Indiana University. Specialties: Behavioral Medicine, Clinical Psychology, Developmental Psychology.
- Fortier, Robert H., Associate Professor Emeritus of Psychology (1966); B.S., 1947, Ph.D., 1952, Western Reserve University. Specialties: Child Psychology, Personality.
- Fricke, Gordon H., Associate Dean Emeritus for External Development, School of Science, and Associate Professor Emeritus of Chemistry (1972); B.A., 1964, Goshen College; M.S., 1966, State University of New York at Binghamton; Ph.D., 1970, Clarkson College of Technology. Specialties: General Chemistry, Analytical Chemistry.
- Gersting Jr., John M., Professor Emeritus of Computer Science (2011); B.S., 1962, Purdue University; M.S., 1964, Ph.D., 1969, Arizona State University. Specialties: Databases, Computer Science Education.
- Gersting, Judith L., Professor Emeritus and Chair of Computer Science (2011); B.S., 1962, Stetson University; M.S., 1964, Ph.D., 1969, Arizona State University.
- Goldberg, Carlos I., Associate Professor Emeritus of Psychology, (1969); B.S., 1961, Brooklyn College; M.A., 1964, Ph.D., 1969, City University of New York. Specialties: Social Psychology, Panic Disorder, Agoraphobia, Obsessive-Compulsive Disorder.
- Hanford, Peter V., Professor Emeritus of Psychology, (1960); B.S., 1952, M.S., 1953, Ph.D., 1958, Pennsylvania State University. Specialties: Experimental Analysis of Behavior, Motivation.
- Juillerat, Florence, Associate Professor Emerita of Biology (1966); B.S., 1962, M.S., 1967, Ph.D., 1974, Purdue University. Specialties: Cell Biology, Biology for Teachers, Biology for Nonmajors.
- Kaminker, Jerome A., Professor Emeritus of Mathematical Sciences (1973); B.A., 1963, University of California, Berkeley; M.A., 1965, Ph.D., 1968, University of California, Los Angeles. Specialties: Operator Algebras, K-Theory.
- Kaplan, Jerome I., Professor Emeritus of Physics (1974); B.S., 1950, University of Michigan; Ph.D., 1954, University of California, Berkeley. Specialities: Condensed Matter, Solar Energy, Biological Physics.
- Keck, Robert William, Professor Emeritus of Biology (1972); B.A., 1962, M.S., 1964, University of Iowa; Ph.D., 1968, The Ohio State University. Specialty: Plant Physiology.
- Kleinhans, Frederick W., Associate Professor Emeritus of Physics and Adjunct Professor of Earth Sciences (1972); B.S., 1965, University of Michigan; Ph.D., 1971, The Ohio State University. Specialties: Biological Physics, Computational Physics.
- Kleyle, Robert M., Professor Emeritus of Mathematical Sciences (1973); B.A., 1960, Duquesne University; M.S., 1962, University of Pittsburgh; Ph.D., 1968, Harvard University. Specialty: Statistics.
- Kremer, John F., Professor Emeritus of Psychology (1975); B.A., 1966, St. Meinrad College; M.S., 1969, University of Notre Dame; M.S., 1974, Ph.D., 1975, Loyola University. Specialties: Clinical Psychology, Evaluating Teaching, Teaching Introductory Psychology.
- Kuczkowski, Joseph E., Associate Dean Emeritus for Academic Programs and Student Development, School of Science, and Professor Emeritus of Mathematical Sciences (1966); B.S., 1961, Canisius College; M.S., 1963, Ph.D., 1968, Purdue University. Specialties: Semigroup Theory, Mathematics Education, College Student Development.
- Lauer, Joan B., Associate Professor Emerita of Psychology (1973); A.B., 1964, Ph.D., 1973, Indiana University. Specialties: Clinical Psychology, Physiological Psychology, Learning.
- Luke, John, Associate Professor Emeritus of Mathematical Sciences and Associate Professor of Computer and Information Science (1975); B.S., 1962, M.S., 1963, Massachusetts Institute of Technology; Ph.D., 1966, California Institute of Technology. Specialty: Applied Mathematics.
- Meiere, Forrest T., Professor Emeritus of Physics (1969); B.S. (Physics) and B.S. (Mathematics), 1959, Carnegie-Mellon University; Ph.D., 1964, Massachusetts Institute of Technology. Specialties: High Energy Physics, Biological Physics.
- Miller, John Grier, Associate Professor Emeritus of Mathematical Sciences (1978, IUPU Columbus); S.B., 1963, S.M., 1964, University of Chicago; Ph.D., 1967, Rice University. Specialty: Geometric and Algebraic Topology.
- Mirsky, Arthur, Professor Emeritus of Geology (1967); B.A., 1950, University of California, Los Angeles; M.S., 1955, University of Arizona; Ph.D., 1960, The Ohio State University. Specialties: Urban Geology, Environmental Geology, Geowriting, Evolution of the Earth.
- Murphy, James M., Professor Emeritus of Psychology, Associate Dean for Research and Graduate Education, School of Science (1989); B.A., 1971, Edinboro University of Pennsylvania; M.A., 1974, Ph.D., 1978, Bowling Green State University. Specialities: Psychopharmacology and the Neurobiology of Behavior, Alcoholism and Drugs of Abuse.
- Ng, Bart, Professor Emeritus of Mathematics (2011); B.S., 1968, St. Joseph College; M.S., 1970, Ph.D., 1973, University of Chicago. Specialty: Applied Mathematics.
- Novak, Gregor M., Professor Emeritus of Physics (1964); M.S., 1964, University of Chicago; Ph.D., 1975, Indiana University. Specialties: Physics Education, Mathematical Physics.
- Nurok, David, Associate Professor Emeritus of Chemistry (1978); B.Sc., 1959, Ph.D., 1966, University of Cape Town, South Africa. Specialties: Analytical Chemistry, Chromatography.

- Ockerse, Ralph, Professor of Biology (1976); B.A., 1956, State Teachers College, Netherlands; B.S., 1962, Baldwin Wallace College; Ph.D., 1966, Yale University. Specialties: Plant Physiology, Cellular Biochemistry.
- Olson, Andrew M., Associate Professor Emeritus of Computer and Information Science (1984); B.S., 1959, University of Wyoming; M.S., 1961, University of Wisconsin; D.Sc., 1969, Washington University. Specialties: Computational Mathematics, Advanced Computing Environments, Software Engineering.
- Patterson, Richard R., Associate Professor Emeritus of Mathematical Sciences and Associate Professor of Computer and Information Science (1974); B.A., 1961, DePauw University; Ph.D., 1966, University of California, Berkeley. Specialty: Geometric Modeling.
- Pflanzer, Richard Gary, Associate Professor Emeritus of Biology, School of Science, and Associate Professor of Physiology and Biophysics, School of Medicine (1969); A.B., 1964, Ph.D., 1969, Indiana University. Specialty: Medical Physiology.
- Rajecki, D. W., Professor Emeritus of Psychology (1980); B.A., 1968, Kent State University; Ph.D., 1972, University of Michigan. Specialty: Attitudes and Public Opinion.
- Reid, William H., Professor Emeritus of Mathematical Sciences (1989); B.S., 1949, M.S., 1951, University of California, Berkeley; Ph.D., 1955, Sc.D., 1968, Cambridge University, U.K. Specialty: Applied Mathematics.
- Rigdon, Robert, Associate Professor Emeritus of Mathematical Sciences (1975); A.B., 1965, Princeton University; Ph.D., 1970, University of California, Berkeley. Specialty: Algebraic Topology.
- Rothman, Neal J., Professor Emeritus of Mathematical Sciences (1982); B.S., 1951, University of Delaware; M.S., 1954, Tulane University; Ph.D., 1958, Louisiana State University. Specialties: Functional Analysis, Harmonic Analysis.
- Rytting, Marvin, Associate Professor Emeritus of Psychology (1975, IUPU Columbus); B.S., 1971, Brigham Young University; M.S., 1973, Ph.D., 1975, Purdue University. Specialties: Personality Theory, Social Psychology, Human Sexuality.
- Seubert, James W., Associate Professor Emeritus of Physics (1968); A.B., 1958, Washington University; M.S., 1964, Ph.D., 1968, Indiana University. Specialty: Nuclear Physics.
- Stillwell, William H., Professor Emeritus of Biology (1978); B.S., 1967, State University of New York at Albany; M.S., 1973, Ph.D., 1974, Pennsylvania State University. Specialties: Biochemistry, Membranes, Origin of Life.
- Stocum, David L., Dean Emeritus of the School of Science and Professor of Biology (1989); B.A., 1961, Susquehanna University; Ph.D., 1968, University of Pennsylvania. Specialties: Developmental Biology, Regenerative Biology.
- Sunderwirth, Stanley G., Professor Emeritus of Chemistry (1988, IUPU Columbus); B.A., 1951, Tarkio College; Ph.D., 1955, The Ohio State University. Specialties: General Chemistry, Organic Chemistry.
- Svanum, Soren, Associate Professor Emeritus of Psychology (1976); A.B., 1971, San Francisco State University; M.A., 1973, Ph.D., 1976, University of Montana. Specialties: Clinical Psychology, Alcoholism, Health Care Psychology.
- Tzeng, Oliver C. S., Professor Emeritus of Psychology (1976); B.Ed., 1966, National Taiwan Normal University, Republic of China; M.S., 1969, University of Wisconsin-Stout; Ph.D., 1972, University of Illinois. Specialties: Quantitative Psychology, Cross-Cultural Social Psychology, Personality.
- Vasavada, Kashap V., Professor Emeritus of Physics (1970); B.S., 1958, University of Baroda, India; M.S., 1960, University of Delhi, India; Ph.D., 1964, University of Maryland. Specialties: High Energy Physics, Biological Physics.
- Ware, Joseph Roger, Associate Professor Emeritus of Psychology (1972); B.S., 1957, M.S., 1961, University of Louisville; Ph.D., 1972, University of Kentucky. Specialties: Personality Theory, Humanistic Psychology, Group Dynamics, Psychological Type.
- Welcher, Frank J., Professor Emeritus of Chemistry (1935); A.B., 1929, M.A., 1930, Ph.D., 1932, Indiana University. Specialties: Analytical Chemistry and General Chemistry.
- Wyma, Richard J., Associate Professor Emeritus of Chemistry (1969); A.B., 1958, Hope College; M.S., 1960, Ph.D., 1964, University of Michigan. Specialties: General Chemistry, Physical Chemistry.
- Yovits, Marshall C., Dean Emeritus, School of Science, and Professor Emeritus of Computer and Information Science (1980); B.S., 1944, M.S., 1948, Union College; M.S., 1950, Ph.D., 1951, Yale University. Specialties: Information Systems, Decision Making.

Resident and Adjunct

- Acheson, Lingma L., Lecturer in Computer and Information Science (2007); M.S., 2004, Purdue University. Specialties: Databases, Web Development.
- Al Hasan, Mohammad, Assistant Professor in Computer and Information Science (2010); B.Sc., 1998, Bangladesh University of Engineering and Technology; M.S., 2002, University of Minnesota; Ph.D., 2009, Rensselaer Polytechnic Institute. Specialty: Data Mining.
- Alexy, William D., Adjunct Assistant Professor of Psychology (1992); B.A., 1971, Concord College; M.A., 1972, Radford University; Ph.D., 1981, State University of New York at Buffalo. Specialty: Rehabilitation Counseling.
- Ammerman, Gina M., Lecturer in Forensic and Investigative Sciences (2006); B.S., 2004, Ball State University; M.S., 2006, Purdue University. Specialities: Analytical Chemistry, Forensic Chemistry.
- Anderson, Gregory G., Assistant Professor of Biology (2009); B.S., 1998, Brigham Young University; Ph.D., 2004, Washington University in St. Louis. Specialty: Microbiology.
- Anliker, Keith S., Senior Lecturer in Chemistry and Chemical Biology (2002); B.A., 1982, University of Northern Iowa; M.S., 1985, Purdue University. Specialty: Chemical Education.
- Arciero, Julia, Assistant Professor in Mathematical Sciences (2011); B.S., 2003, University of Michigan;

M.S., 2005, Ph.D., 2008, University of Arizona. Specialty: Mathematical Biology/Physiology.

- Ashburn-Nardo, Leslie, Associate Professor of Psychology (2003); B.A., 1994, Wake Forest University; M.A., 1997, University of North Carolina at Wilmington; Ph.D., 2003, University of Kentucky. Specialty: Social Psychology.
- Atkinson, Simon J., Chair and Professor of Biology (2010); B.Sc., 1986, King's College London; Ph.D., 1990, University of Cambridge. Specialties: Cell Biology, Kidney Disease, Microscopy.
- Austin, Joan K., Adjunct Professor of Psychology (1997); B.S.N., 1976, Texas Woman's University; M.S.N., 1978, D.N.S., 1981, Indiana University. Specialty: Psychiatric/Mental Health Nursing.
- Babbar-Sebens, Meghna, Assistant Professor of Earth Sciences (2008); B.Eng., 2000, Indian Institute of Technology; M.S., 2002, Ph.D., 2006, University of Illinois at Urbana-Champaign. Specialties: Water Resources Systems Analysis, Water Quality, Hydrology, Environmental Sustainability.
- Badia-Elder, Nancy E., Adjunct Assistant Scientist in Psychology (1995); B.A., 1990, Fort Hays State University; M.S., 1992, Ph.D., 1995, Kansas State University. Specialty: Behavioral Neuroscience.
- Bard, Martin, Professor of Biology (1975); B.S., 1965, City College of New York; Ph.D., 1971, University of California, Berkeley. Specialty: Molecular Genetics.
- Barman, Charles R., Adjunct Associate Professor of Biology (1994); B.S., 1968, University of Wisconsin-Oshkosh; M.S.T., 1972, University of Wisconsin-Superior; Ed.D., 1974, University of Northern Colorado. Specialty: Teacher Education.
- Barth, Andrew P., Professor of Earth Sciences (1989); B.S., 1981, M.S., 1985, California State University, Los Angeles; Ph.D., 1989, University of Southern California. Specialties: Petrology, Geochemistry.
- Belecky-Adams, Teri L., Associate Professor of Biology (2001); B.S., 1985, University of Wyoming; Ph.D., 1994, University of Cincinnati College of Medicine. Specialties: Developmental Biology, Retinal Regeneration.
- Bell, Rick L., Adjunct Assistant Professor of Psychology (2007); B.A., 1994, Minot State University; M.A., 1996, Ph.D., 1998, University of New Orleans. Specialty: Applied Biopsychology.
- Blacklock, Brenda J., Research Professor in Chemistry and Chemical Biology (2005); B.S., 1989, University of Waterloo; Ph.D., 1994, University of Alberta. Specialty: Biochemistry.
- Blazer-Yost, Bonnie J., Professor of Biology (1993); B.S., 1973, Lebanon Valley College; Ph.D., 1984, University of Pennsylvania. Specialty: Physiology.
- Bleher, Paul M., Chancellor's Professor of Mathematical Sciences (1994); M.S., 1970, Moscow State University, U.S.S.R.; Ph.D., 1974, Institute of Applied Mathematics of the Russian Academy of Sciences, U.S.S.R. Specialties: Probability Theory, Mathematical Physics, Statistical Physics.
- Boehm II, Stephen L., Associate Professor of Psychology (2009); B.A., 1994, M.A., 1996, University of Northern Colorado; Ph.D., 2002, Oregon Health and Science University. Specialty: Behavioral Neuroscience.
- Boukai, Benzion, Co-Director of Biostatistics Ph.D. Program (2008) and Professor of Mathematical Sciences (1990); B.A., 1983, M.A., 1985, University of Haifa, Israel; Ph.D., 1988, State University of New York at Binghamton. Specialties: Statistical Theory, Applied Statistics, Applied Probability.
- Boyd, Donald, Research Professor of Chemistry and Chemical Biology (1986); B.S., 1963, Pennsylvania State University; Ph.D., 1968, Harvard University. Specialty: Organic Chemistry.
- Brothers, Timothy S., Adjunct Associate Professor of Earth Sciences (1984); B.A., 1978, University of California, Davis; M.A., 1981, Ph.D., 1985, University of California, Los Angeles. Specialties: Biogeography, Human Impacts on Vegetation.
- Buse, Olguta, Assistant Professor of Mathematical Sciences (2005); B.S., 1996, University of Bucharest; Ph.D., 2002, SUNY at Stony Brook. Specialty: Symplectic Geometry, Algebraic Topology.
- Carpentier, Melissa Y., Adjunct Assistant Professor of Psychology (2009); B.A., 2001, Our Lady of the Lake University, San Antonio, Texas, M.S., 2003, Ph.D., 2007, Oklahoma State University. Specialty: Health Psychology.
- Chandrasekhar, Srinivasan, Adjunct Assistant Professor of Biology (1987); B.Sc., 1970, M.S., 1973, University of Madras, India; M.Sc., 1977, Ph.D., 1981, State University of New York at Albany. Specialty: Developmental Biology.
- Chang, Hua-Chen, Assistant Professor of Biology (2009); B.S., 1991, National Chung Hsing University; M.S., 1996, Ph.D., 2000, Purdue University. Specialty: Immunology.
- Chen, Yue (Jake), Associate Professor of Computer and Information Science and Informatics (2004); B.S., 1995, Peking University, China; M.S., 1997, Ph.D., 2001, University of Minnesota-Twin Cities. Specialties: Bioinformatics, Data Warehousing, Data Mining.
- Cheng, Ruihua, Assistant Professor of Physics (2005); B.Sc., 1993, Northern Jiaotong University; M.Sc., 1996, Northern Jiaotong University; M.Sc., 2000, University of Nebraska-Lincoln; Ph.D., 2002, University of Nebraska-Lincoln. Specialties: Condensed Matter, Magnetic Nano Structures.
- Chernoff, Ellen A. G., Associate Professor of Biology (1986); B.A., 1973, Ph.D., 1978, University of Chicago. Specialties: Developmental Biology, Regenerative Biology.
- Chin, Raymond C. Y., Professor of Mathematical Sciences (1990); B.A.E., 1962, M.A.E., 1964, Rensselaer Polytechnic Institute; Ph.D., 1970, Case Western Reserve University. Specialties: Parallel Solution of Partial Differential Equations, Asymptotic-Numerical Methods.
- Chintalacharuvu, Subba, Adjunct Professor in Biology (2002); B.Sc., 1990, Osmania University; Ph.D., 1996, Case Western Reserve University; Eli Lilly & Company Senior Biologist. Specialties: Glyobiology, Immunology.
- Chism, Grady W., III, Adjunct Professor of Biology (2004); Ph.D., 1973, University of Massachusetts. Specialties: Food Science, Biology Teaching.

- Clack, James W., Associate Professor of Biology (1990, IUPU Columbus); B.A., 1974, Indiana University; Ph.D., 1982, Purdue University. Specialties: Neurobiology, Visual Physiology.
- Clark, Patricia, Lecturer in Biology (2003); B.A., 1983, Franklin College; M.A., 1986, Ph.D., 2000, Indiana University. Specialties: Ecology and Ethology, Biology Education.
- Cohen, Michael R., Adjunct Professor of Earth Sciences (1968); B.S., 1960, City University of New York; M.A., 1963, Columbia University; M.S.T., 1964, Ph.D., 1968, Cornell University. Specialties: Science and Environmental Education.
- Colquitt, Alan L., Adjunct Associate Professor of Psychology (2009); B.A., 1982, Indiana University; Ph.D., 1986, Wayne State University. Speciality: Industrial/Organizational Psychology.
- Compton, Kathy, Lecturer in Psychology (2001, IUPU Columbus); B.A., 1993, Purdue University; M.S.W., 1996, Indiana University. Specialties: Clinical, Families and Children.
- Contino, Lisa, Senior Lecturer in Psychology (2002); B.A., 1972, Indiana University; M.S., 1975, Ph.D., 2000, Indiana University-Purdue University Indianapolis. Specialties: Clinical Rehabilitation Psychology (child and adolescent), Teaching of Psychology.
- Cowen, Carl C., Professor of Mathematical Sciences and Program Director, Actuarial Sciences (2004); A.B., 1967, M.A., 1971, Indiana University; Ph.D., 1976, University of California, Berkeley. Specialties: Linear Algebra, Operator Theory.
- Cross, William, Senior Lecturer in Mathematical Sciences (2007); B.S., 1990, California Institute of Technology; M.S., 1991, University of Chicago; Ph.D., 1995, University of Michigan. Specialty: Actuarial Science.
- Cyders, Melissa A., Assistant Professor of Psychology (2009); B.A., 2003, The Ohio University; M.S., 2005, Ph.D., 2006, University of Kentucky. Specialty: Clinical Psychology.
- Czachowski, Cristine, Associate Professor of Psychology (2007); B.S., 1989, Rutgers University; M.A., 1994, Ph.D., 1998, University of California, Santa Barbara.
- Dai, Guoli, Assistant Professor of Biology (2009); D.V.M., 1984, M.S., 1987, Changchun Veterinary University; Ph.D., 1990, Jilin University. Specialty: Regenerative Biology.
- Decca, Ricardo S., Associate Professor of Physics (2000); M.S., 1988, Universidad Nacional de Cordoba and Instituto Balseiro, Universidad Nacional de Cuyo, Argentina; Ph.D., 1994, Instituto Balseiro, Universidad Nacional de Cuyo, Argentina. Specialties: Condensed Matter, Near-Field Scanning Optical Microscopy (NSOM).
- Denton, Ryan E., Academic Specialist in Chemistry and Chemical Biology (2009); B.A., 2003, Anderson University; Ph.D., 2009, Purdue University. Specialties: Organic Chemistry and Chemical Education.
- Devine, Dennis J., Associate Professor of Psychology (1996); B.S., 1990, University of Illinois, Urbana-Champaign; M.A., 1993, Ph.D., 1996, Michigan State University. Specialties: Psychology and Law, Group Decision Making, Team Selection and Training.
- Dona, Christopher T., Lecturer in Mathematical Sciences (2007); B.A., 1998, University of Wisconsin-Milwaukee; B.S., 2001, University of Wisconsin-Oshkosh; M.S., 2006, Purdue University at Indianapolis. Specialties: Mathematics Instruction, Curriculum Development.
- Dria, Karl J., Research Scientist in Chemistry and Chemical Biology (2005); B.S., 1997, Ashland University; M.S., 2000, Ph.D., 2004, The Ohio State University. Specialty: Analytical Chemistry
- Druschel, Greg K., Associate Professor of Earth Sciences (2011); B.S., B.A., 1995, Muskingum College; M.S., 1998, Washington State University; Ph.D., 2002, University of Wisconsin. Specialties: Geochemistry, Geomicrobiology, Mineralogy.
- Dundar, Murat, Assistant Professor of Computer and Information Science; B.Sc., 1997, Bogazici University, Turkey; M.S., 1999, Ph.D., 2003, Purdue University. Specialties: Machine Learning, Pattern Recognition.
- Durresi, Arjan., Associate Professor of Computer and Information Science (2007); B.S., 1986, M.S., 1990, Ph.D., 1993, Polytechnic University of Tirana, Albania. Specialties: Network Architectures, Wireless Networks, Security.
- Engleman, Eric A., Adjunct Assistant Professor of Psychology (2006); B.S., 1984, Indiana University; M.A., 1987, Indiana University Indianapolis; Ph.D., 1992, Indiana University Medical Center. Specialty: Medical Neurobiology.
- Fang, Shiaofen, Chair and Professor of Computer and Information Science (1996); B.S., 1983, M.S., 1986, Zhejiang University, China; Ph.D., 1992, University of Utah. Specialties: Computer Graphics and Visualization.
- Farris, G. Duane, Lecturer in Mathematical Sciences (2005); B.S., 1970, Ball State University; M.S., 1974, Butler University. Specialty: Math Curriculum.
- Felsten, Gary, Associate Professor of Psychology (1993, IUPU Columbus); B.A., 1974, Cornell University; M.S., 1977, Ph.D., 1979, Purdue University. Specialty: Health Psychology.
- Filippelli, Gabriel M., Director of the Environmental Science Program and Professor of Earth Sciences (1994); B.S., 1986, University of California, Davis; Ph.D., 1994, University of California, Santa Cruz. Specialties: Sedimentary Geochemistry, Paleoceanography, Paleoclimatology.
- Fisher, Timothy G., Adjunct Assistant Professor of Earth Sciences (1996); B.Sc., 1987, University of Alberta; M.Sc., 1989, Queen's University; Ph.D., 1993, University of Calgary. Specialties: Glacial Geology, Glacial Sedimentology.
- Fokin, Vladimir, Associate Research Professor of Mathematical Sciences (2002); B.S., 1995, M.S., 1995, Novosibirsk State University, Russia; M.S., 2002, Ph.D., 2005, Purdue University. Specialty: Mathematical Biology.
- Frey, Patrick A., Lecturer in Mathematical Sciences (2006); B.S., 1992, Purdue University; M.S., 2000, Purdue University at Indianapolis. Specialties: Mathematics Education, Content Area Development of Peer Tutors.

- Futrell, David Adjunct Associate Professor (2009); B.S., 1986, Murray State University; Ph.D., 1992, University of Tennessee, Knoxville. Specialty: industrial/Organizational Psychology.
- Gavrin, Andrew D., Chair and Associate Professor of Physics (1995); B.S., 1983, Massachusetts Institute of Technology; M.A., 1986, Ph.D., 1992, The Johns Hopkins University. Specialty: Materials Physics.
- Ge, Haibo, Assistant Professor of Chemistry and Chemical Biology (2009); M.S., 2001, Ph.D., 2006, University of Kansas. Specialty: Organic Chemistry.
- Geller, William, Associate Professor of Mathematical Sciences (1994); A.B., 1982, Harvard University; Ph.D., 1989, University of California, Berkeley. Specialty: Dynamical Systems.
- Ghosh, Swapan K., Adjunct Associate Professor of Earth Sciences (1988); M.S., 1973, University of Wisconsin, Milwaukee; Ph.D., 1975, Syracuse University. Specialties: Geochemistry, Sedimentology, Environmental Chemistry.
- Gilhooly III, William P., Assistant Professor of Earth Sciences (2011); B.A., 1993, M.S., 1996, Ph.D., 2006, University of Virginia. Specialties: Stable Isotope Geochemistry, Biogeochemistry, Geomicrobiology.
- Goodlett, Charles R., Professor of Psychology (1993); B.S., 1977, University of Kentucky; M.A., 1981, Ph.D., 1983, State University of New York at Binghamton. Specialty: Biopsychology.
- Goodpaster, John V., Director of the Forensic and Investigative Sciences Program and Assistant Professor of Chemistry and Chemical Biology (2007); B.A., 1995, Gustavus Adolphus College; M.S., 2000, Ph.D., 2000, Michigan State University. Specialties: Explosives, Canine Detection, Trace Evidence, Chemometrics.
- Grahame, Nicholas J., Associate Professor of Psychology (2005); B.A., 1987, Vassar College; Ph.D., 1992, Binghamton University. Specialty: Behavioral Genetics.
- Guare, John C., Director of Clinical Training in Psychology (2002); B.A., 1977, M.A., 1982, State University of New York College at Brockport; Ph.D., 1991, University of Pittsburgh. Specialty: Health Psychology.
- Guidoboni, Giovanna, Associate Professor of Mathematical Sciences (2010); Laurea, 2000, Ph.D., 2004, University of Ferrara. Speciality: Applied Mathematics.
- Haitjema, Hendrick M., Adjunct Associate Professor of Earth Sciences (part-time), School of Science, and Associate Professor of Public and Environmental Affairs, School of Public and Environmental Affairs (1989); M.S., 1976, Delft University of Technology, Netherlands; Ph.D., 1982, University of Minnesota. Specialties: Groundwater Mechanics, Groundwater Flow Modeling, Soil Mechanics.
- Hansen, Michele J., Adjunct Associate Professor of Psychology (2009); B.A., 1993, Michigan State University; M.A., 1998, Ph.D., 2001, Loyola University. Specialties: Program Evaluation, Outcomes Assessment.
- Harris, Andrew J., Senior Lecturer in Computer and Information Science (1995); B.S., 1990, M.S., 2003, Indiana University-Purdue University Indianapolis. Specialties: General Computing, Multimedia and Game Programming.
- Heiman, Mark L., Adjunct Assistant Professor of Biology (1996); B.A., 1974, University of New Orleans; Ph.D., 1978, Louisiana State University Medical School. Specialties: Physiology, Neuroendocrinology.
- Hernandez, Henry A., Lecturer in Mathematical Sciences (2002); B.A., 1994, Indiana University; M.S., 1998, IUPUI. Specialty: Mathematics Instruction.
- Herold, Deborah S., Lecturer in Psychology, (2006); B.A., 2001, Indiana University; M.A., 2003, Ph.D., 2006, Emory University. Specialty: Cognitive Development.
- Hicks, Clay A., Lecturer in Mathematical Sciences (2002); B.S., 1995, Northwestern University; M.S., 1999, Purdue University (IPFW). Specialty: Mathematics Education and Statistics.
- Hill, James, H., Assistant Professor of Computer and Information Science (2009); B.S., 2004, Morehouse College; M.S., 2006, Ph.D., 2009, Vanderbilt University. Specialties: Agile Software Engineering, Quality of Service.
- Hirsh, Adam T., Assistant Professor of Psychology (2010); B.A., 2001, University of Central Florida; M.S., 2004, Ph.D., 2008, University of Florida. Specialty: Health Psychology.
- Its, Alexander R., Distinguished Professor of Mathematical Sciences (1993); M.S., 1974, Ph.D., 1977, Leningrad State University, U.S.S.R. Specialties: Integrable Systems, Mathematical Physics.
- Its, Elizabeth N., Senior Lecturer in Mathematical Sciences (1997); B.S., 1973, M.S., 1975, Ph.D., 1980, Leningrad State University, U.S.S.R. Specialties: Mathematical Geophysics, Applied Mathematics.
- Jacinthe, Pierre-Andre, Associate Professor of Earth Sciences (2004); B.S., 1985, State University of Haiti; M.S., 1991, Ball State University; Ph.D., 1995, Ohio State University. Specialty: Geochemistry.
- Ji, Ronghui, Associate Professor of Mathematical Sciences (1986); B.S., 1982, University of Science and Technology of China, China; Ph.D., 1986, State University of New York at Stony Brook. Specialties: Operator Algebras, K-Theory.
- Joglekar, Yogesh N., Assistant Professor of Physics (2005); M.Sc., 1996, Indian Institute of Technology; Ph.D., 2001, Indiana University. Specialties: Condensed Matter, Noise Spectroscopy.
- Johnson, Kathy E., Associate Vice Chancellor for Undergraduate Education, Dean of University College, and Professor of Psychology (1993); B.S., 1987, M.S., 1989, University of Massachusetts-Amherst; Ph.D., 1992, Emory University. Specialty: Cognitive/Developmental Psychology.
- Kareken, David A., Adjunct Assistant Professor of Psychology (1998); B.A., 1986, Miami University; Ph.D., 1992, Hahnemann University. Specialty: Clinical Neuropsychology.
- Kemple, Marvin D., Professor of Physics (1977); B.S., 1964, Purdue University; M.S., 1965, Ph.D., 1971, University of Illinois. Specialties: Magnetic Resonance, Biological Physics.
- Kitchens, Bruce, Associate Professor of Mathematical Sciences (2004); B.A., 1976, B.S., 1976, Emory and

Henry College; M.Sc., 1980, Ph.D., 1981, University of North Carolina at Chapel Hill. Specialties: Dynamical Systems, Ergodic Theory.

- Kitt, Nancy A., Lecturer in Mathematical Sciences (2005); B.S., 1977, Ball State University; M.A., 1981, Ball State University. Specialty: Mathematics Education.
- Klimek, Slawomir, Associate Professor of Mathematical Sciences (1991); M.Sc., 1983, Ph.D., 1988, Warsaw University, Poland. Specialties: Mathematical Physics, Noncommutative Geometry.
- Kneen, Malea, Research Professor in Chemistry and Chemical Biology (2009); B.Sc.(Agr.), 1982, Ph.D., 1991, University of Melbourne, Australia.
- Krishnan, Gary, Adjunct Assistant Professor of Biology (1999); B.Sc., 1987, M.Sc., 1989, University of Bombay, India; Ph.D., 1994, Texas A & M University. Specialty: Developmental Biology.
- Kroupa, Shenan L., Lecturer in Psychology (2000); B.A., 1993, University of Wisconsin-Madison; M.S., 1996, Ph.D., 1999, Purdue University. Specialties: Developmental Psychology, Social Psychology.
- Kuznetsov, Alexey S., Associate Professor of Mathematical Sciences (2005); B.S., 1994, M.S., 1996, Ph.D., Nizhny Novgorod State University. Specialties: Mathematical Biology, Applied Dynamical Systems.
- Lapish, Christopher C., Assistant Professor of Psychology (2011); B.S., 1999, Clemson University; Ph.D., 2006, Medical University of South Carolina. Specialty: Neural Basis of Cognition.
- Lees, Norman Douglas, Associate Dean for Planning and Finance and Professor of Biology (1973); A.B., 1967, Providence College; Ph.D., 1973, Northwestern University. Specialties: Microbiology, Molecular Biology.
- Li, Fang, Associate Professor of Mathematical Sciences (2004); B.S., 1995, M.S., 1998, Beijing Normal University; Ph.D., 2004, Michigan State University. Specialties: Statistics, Linear and Nonlinear Models.
- Li, Jiliang, Assistant Professor of Biology (2006); M.D., 1990, Beijing Medical University; Ph.D., 2000, Kagawa Medical University. Specialty: Cell Biology/Bioengineering.
- Li, Lei, Assistant Professor in Chemistry and Chemical Biology (2009); B.S., 1996, M.S., 1999, Ph.D., 2005, The Johns Hopkins University. Specialties: Biochemistry, Enzymology.
- Li, Lin, Associate Professor of Earth Sciences (2004); B.S., 1986, Jilin University; M.S., 2001, Ph.D., 2002, Brown University. Specialty: Remote Sensing.
- Liang, Yao, Associate Professor of Computer and Information Science (2007); Ph.D., 1997, Clemson University. Specialties: Adaptive Network Control/Resource Allocation, Wireless Networks, Network QoS.
- Licht, Kathy J., Associate Professor of Earth Sciences (2000); B.S., 1992, St. Norbert College; M.S., 1995, Ph.D., 1999, University of Colorado. Specialty: Glacial Geology.
- Long, Eric C., Professor of Chemistry and Chemical Biology (1991); B.S., 1984, Albright College; Ph.D., 1989, University of Virginia. Specialties: Biological Chemistry, Peptide and Metallopeptide-DNA Interactions.
- Luo, Le, Assistant Professor of Physics (2011); B.S., 1999, Sun Yat-sen University, China; M.S., 2002 Peking University, China; M.A., 2005, Ph.D., 2008, Duke University. Specialties: Experimental and Theoretical Optics, Quantum Optics.
- Lysaker, Paul H., Adjunct Professor of Psychology (2007); B.A., 1982, Kenyon College; M.A., 1986, Ph.D., 1991, Kent State University. Specialty: Clinical Psychology.
- Mahoui, Malika, Adjunct Assistant Professor of Computer and Information Science; B.S., 1990, University of Algiers, Algeria; M.S., 1991, Ph.D., 1995 University of Montpellier, France. Specialties: Data Management and Integration, Bioinformatics.
- Malik, David J., Chancellor's Professor of Chemistry and Chemical Biology (1980); B.S., 1968, M.S., 1969, California State University; Ph.D., 1976, University of California, San Diego. Specialties: Theoretical Physical Chemistry, Chemical Physics.
- Malkova, Anna, Associate Professor of Biology (2003); M.S., 1986, Ph.D., 1993, St. Petersburg State University. Specialty: Molecular Genetics.
- Mandernack, Kevin W., Chair and Professor of Earth Sciences (2010); B.S., 1983, University of Wisconsin; Ph.D., 1992, Scripps Institution of Oceanography. Specialties: Geomicrobiology, Stable Isotope Biogeochemistry.
- Marrs, James A., Associate Professor of Biology (2008); B.S., 1984, University of Illinois at Urbana-Champaign; Ph.D., 1991, University of Illinois at Chicago. Specialty: Cell and Developmental Biology.
- Marrs, Kathleen A., Associate Dean for Academic Affairs, School of Science, and Associate Professor of Biology (1998); B.A., 1984, Illinois Wesleyan University; Ph.D., 1990, University of Illinois-Chicago. Specialties: Science Teaching, Plant Molecular Biology.
- Martin, Pamela A., Associate Professor of Earth Sciences (2011); B.A., 1989, University of Chicago; Ph.D., 2000, University of California, Santa Barbara. Specialties: Paleoceanography, Paleoclimatology, Sustainability Science.
- McBride, Judy E., Senior Lecturer in Mathematical Sciences (1999); B.A., 1975, M.S., 1979, Indiana State University. Specialty: Mathematics Education.
- McCarthy, James R., Research Professor in Chemistry and Chemical Biology (2009); B.S., 1965 Arizona State University; Ph.D., 1969, University of Utah. Specialty: Medicinal Chemistry
- McGrew, John H., Professor of Psychology (1991); B.M.E., 1977, GMI Engineering and Management Institute; M.S.E., 1977, University of Michigan; Ph.D., 1991, Indiana University. Specialties: Psychiatric Rehabilitation, Health Psychology.
- McIntyre, John A., Adjunct Professor of Biology (1987); A.B., 1966, Rockford College; Ph.D., 1971, Wake Forest University. Specialties: Immunology, Reproductive Biology.
- McKinzie, David L., Adjunct Assistant Professor of Psychology (1999); B.A., 1989, Purdue University; Ph.D., 1993, Binghamton University. Specialty: Behavioral Neuroscience.

- McLeish, Michael J., Associate Professor of Chemistry and Chemical Biology (2008); B.Sc., 1978, Ph.D., 1984, La Trobe University, Melbourne, Australia. Specialty: Mechanistic Enzymology.
- Melsheimer, Bryan K., Lecturer in Mathematical Sciences (2002); B.S., 1989, M.S., 1992, University of Louisville. Specialty: Mathematics Instruction.
- Meshulam, Susan G., Senior Lecturer in Mathematical Sciences (2002); B.S., 1980, Purdue University (IUPUI); M.S., 1983, Indiana University (IUPUI). Specialty: Mathematics Instruction.
- Miller, John L., Lecturer in Mathematical Sciences (2005); M.A., 1972, Ph.D., 1974, University of California, Berkeley. Specialties: Mathematics Instruction, Algebraic Topology.
- Minto, Robert E., Associate Professor of Chemistry and Chemical Biology (2005); B.S., 1989, University of Waterloo; Ph.D., 1994, University of California, Berkeley. Specialties: Biochemistry, Organic Chemistry.
- Misiurewicz, Michal, Professor of Mathematical Sciences (1992); M.A., 1971, Ph.D., 1974, Warsaw University, Poland. Specialties: Dynamical Systems, Ergodic Theory.
- Molkov, Yaroslav, Assistant Professor of Mathematical Sciences (2011); B.S., 1994, M.S., 1996, Nizhniy Novgorod State University; Ph.D., 2009, Institute of Applied Physics, Russian Academy of Sciences. Specialty: Mathematical Neuroscience.
- Morton, R. Patrick, Professor of Mathematical Sciences (2003); B.A., 1975, University of Arizona; Ph.D., 1979, University of Michigan. Specialties: Number Theory, Algebra, Mathematics Education.
- Morzorati, Sandra L., Adjunct Associate Professor of Psychology (2009); R.N., 1969, St. Francis Hospital School of Nursing; B.A., 1972, Lewis University; Ph.D., Indiana State University. Specialty: Physiology-Neurophysiology.
- Mosher, Catherine E., Assistant Professor of Psychology (2010); B.A., 2002, Youngstown State University; M.A., 2004, Ph.D., 2007, State University of New York, Albany. Specialty: Psycho-oncology.
- Muhoberac, Barry B., Associate Professor of Chemistry and Chemical Biology (1985); B.S., 1972, Louisiana State University; Ph.D., 1978, University of Virginia. Specialties: Biophysical Chemistry, Biospectroscopy.
- Mukhin, Evgeny, Professor of Mathematical Sciences (2001); M.S., 1992, Moscow State University, U.S.S.R.; Ph.D., 1998, University of North Carolina at Chapel Hill. Specialties: Modern Analysis, Representation Theory.
- Mukhopadhyay, Snehasis, Professor of Computer and Information Science (1994); B.E., 1985, Jadavpur University, Calcutta; M.E., 1987, Indian Institute of Science, Bangalore; M.S., 1991, Ph.D., 1994, Yale University. Specialties: Intelligent Systems, Information Management.
- Naumann, Christoph A., Professor of Chemistry and Chemical Biology (1999); Diploma, 1990, University of Leipzig, Austria; Ph.D., 1995, Technical University of Munich, Germany. Specialties: Biological Chemistry, Physical Chemistry, Biomaterials.
- Neal-Beliveau, Bethany S., Associate Professor of Psychology (1993); B.S., 1980, Purdue University; M.S., 1985, Ph.D., 1987, University of Minnesota. Specialties: Psychopharmacology, Developmental Psychobiology.
- Nelson, Jennifer A., Lecturer in Earth Sciences (2008); B.S., 2003, M.S. 2006, Indiana University. Specialty: Geoscience Education.
- Nguyen, Marie L., Lecturer in Chemistry and Chemical Biology (1994); B.S., 1983, M.S., 1993, Purdue University. Specialties: Physical Chemistry, Chemical Education.
- O'Donnell, Martin J., Professor of Chemistry and Chemical Biology (1975); B.S., 1968, University of Iowa; Ph.D., 1973, Yale University. Specialty: Organic Chemistry.
- Oh, Kyungsoo, Associate Professor of Chemistry and Chemical Biology (2005); B.S., 1999, Queen Mary and Westfield College, University of London; Ph.D., 2002, Univ. of Sussex. Specialties: Synthetic Organic and Bioorganic Chemistry.
- Ou, Zhe-Yu (Jeff), Professor of Physics (1992); B.S., 1984, Beijing University, China; M.S., 1986, Ph.D., 1990, University of Rochester. Specialties: Experimental Physics, Quantum Optics.
- Pachut, Joseph F., Jr., Associate Professor of Earth Sciences (1978), B.A., 1972, State University of New York College at Oneonta; Ph.D., 1977, Michigan State University. Specialties: Invertebrate Paleontology, Paleoecology, Geobiology, Biometrics, Evolution of the Earth.
- Palakal, Mathew J., Associate Dean for Research and Graduate Education in the IU School of Informatics (IUPUI) and Professor of Computer and Information Science (1988); B. Comp. Sci., 1979, M. Comp. Sci., 1983, Ph.D., 1987, Concordia University, Canada. Specialties: Artificial Intelligence, Bioinformatics, Pattern Recognition, Artificial Neural Networks.
- Peng, Hanxiang, Associate Professor of Mathematical Sciences (2008); M.S., 1987, Peking University; Ph.D., 2001, State University of New York at Binghamton. Specialties: Asymptotic Theory, Robust Regression and Data Mining, Modeling of Correlated Binary Data, Survival Analysis.
- Perez, Rodrigo, Associate Professor of Mathematical Sciences (2005); B.S., 1996, National University, Mexico; Ph.D., 2002, Stony Brook University. Specialties: Complex Dynamics, Geometric Group Theory, Combinatorics.
- Perry, Allen O., Adjunct Professor of Earth Sciences (2001); B.S., 1961, Indiana University; M.S., 1972, Ph.D., 1977, Purdue University. Specialties: Environmental Geology, Engineering Geology, Processing, Mined Land Reclamation.
- Petolino, Joseph F., Adjunct Assistant Professor of Biology (1994); B.A., 1976, M.S., 1978, Rutgers University; Ph.D., 1982, University of Maryland. Specialties: Biotechnology, Plant Genetics.
- Petrache, Horia I., Assistant Professor of Physics (2005); Physics Diploma, 1992, University of Bucharest, Romania; Ph.D., 1998, Carnegie Mellon University. Specialty: Molecular Interactions within Biomembranes.
- Picard, Christine J., Assistant Professor of Biology and Forensic and Investigative Sciences (2011); B.S., 2000, University of New Brunswick; M.S., 2002, University

of Toronto; Ph.D., 2010, West Virginia University. Specialties: Forensic Biology, Forensic Entomology.

- Poposki, Elizabeth M., Assistant Professor of Psychology (2010); B.A., 2003, Central Michigan University; M.A., 2008, Ph.D., 2010, Michigan State University. Specialty: Industrial/Organizational Psychology.
- Prezbindowski, Dennis R., Adjunct Associate Professor of Earth Sciences (1991); B.S., 1973, Indiana University; M.S., 1974, Michigan State University; Ph.D., 1981, University of Texas at Austin. Specialties: Environmental Geochemistry, Sedimentology, Hydrogeology, Petroleum Geology.
- Pu, Jungzhi, Assistant Professor in Chemistry and Chemical Biology (2010); B.S., 1999, Peking University; Ph.D., 2004, University of Minnesota. Specialty: Physical Chemistry.
- Rainey, Joan P., Lecturer in Mathematical Sciences (2005); B.S., 1980, University of Dayton; M.A., 1983, The Ohio State University. Specialties: Mathematics Instruction, Curriculum Development.
- Raje, Rajeev R., Professor of Computer and Information Science (1996); B.E., 1984, University of Bombay, India; M.S., 1994, Ph.D., 1994, Syracuse University. Specialties: Distributed Processing and Programming, Object-Oriented Design and Programming, Component-Based Programming.
- Rand, Kevin L., Associate Professor of Psychology (2006); B.A., 2000, Northern Kentucky University; M.A., 2002, Ph.D., 2006, University of Kansas. Specialty: Clinical/Health Psychology.
- Randall, Stephen K., Associate Professor of Biology (1990); B.S., 1976, University of Connecticut; Ph.D., 1982, Indiana University. Specialties: Biochemistry, Cell Biology.
- Rangazas, Sharon Z., Senior Lecturer in Mathematical Sciences (1989); B.S., 1984, M.A.T., 1987, Indiana University. Specialties: Mathematics Instruction, Curriculum Development.
- Rao, B. D. Nageswara, Professor of Physics (1978); B.S., 1955, M.S., 1956, Andhra University, India; Ph.D., 1961, Aligarh Muslim University, India. Specialties: Nuclear Magnetic Resonance, Biological Physics.
- Rashid, Mamunur, Lecturer in Mathematical Sciences (2011); B.Sc., 1997, M.Sc., 1999, University of Dhaka; M.A., 2004, Ball State University; Ph.D., 2008, Bowling Green State University. Specialty: Statistics.
- Reese, Brittiney, Academic Specialist (2011); B.S., 2008, Rose-Hulman Institute of Technology; M.S., 2010, Purdue University. Specialty: Biology Education.
- Rhoads, Edward A., Lecturer in Physics (2006); B.S., 1999, University of Washington; Ph.D., 2005, University of Minnesota. Specialty: Astronomy.
- Rhodes, Simon J., Dean, School of Science, and Professor of Biology (2011); B.Sc., 1984, University of Sheffield, United Kingdom; Ph.D., 1991, Purdue University; Postdoctoral Fellowship, 1995, University of California. Specialties: Developmental Biology, Genetics, Regenerative Biology.
- Roberts, Michele S., Lecturer in Computer and Information Science (1998); B.S., 1976, Central College; M.S., 1978, Indiana State University; M.B.A., 1994, Indiana Wesleyan University. Specialties: Application Courses for Nonmajors, Web Authoring, Java, Client/Server Programming, Program Management, Object-Oriented Design.
- Robinson, Bret A., Adjunct Assistant Professor of Earth Sciences (1991); B.A., 1984, Indiana University; M.S., 1986, Ph.D., 1991, Southern Illinois University. Specialties: Fluvial Geomorphology, Hydrogeology.
- Rodd, Zachary A., Adjunct Assistant Professor of Psychology (2009); B.A., Ph.D., State University of New York, Albany. Specialty: Biopsychology.
- Roeder, Roland A.W., Assistant Professor of Mathematical Sciences (2009); B.A., 2000, University of California; Ph.D., 2005, Cornell University.
- Roman, Erika M., International Associate of Psychology (2009); University Diploma in Pharmacy, 1998, Bachelor of Pharmaceutical Science, 1999, Ph.D. Pharmaceutical Pharmacology, 2004, Uppsala University, Sweden. Speciality: Pharmaceutical Biosciences.
- Roper, Randall J., Assistant Professor of Biology (2006); B.S., 1995, Brigham Young University; Ph.D., 2001, University of Illinois Urbana-Champaign. Specialty: Genetics.
- Rosenberg, Gary D., Associate Professor of Earth Sciences (1979), B.S., 1966, University of Wisconsin; Ph.D., 1972, University of California, Los Angeles. Specialties: Biomineralization, Evolution, Paleobiochemistry, Historical Geology.
- Ross, John B., Lecturer in Physics (2005); B.S., 1987, Oakland University; M.A., 1992, Boston University; Ph.D., 1993, Boston University. Specialty: Physics Education.
- Rubchinsky, Leonid L., Associate Professor of Mathematical Sciences (2004); B.S., 1995, University of Nizhny; M.S., 1997, University of California, San Diego; Ph.D., 2000, Institute for Applied Physics, Russian Academy of Science. Specialty: Mathematical Neurosciences.
- Rusu, Dumitru Dan, Assistant Professor of Mathematic Sciences (2005, IUPU Columbus); B.S./M.S., 1983, University of Bucharest, Romania; Ph.D., 2000, University of Guelph, Canada. Specialties: Applied Dynamical Systems, Applied Mathematics.
- Saligoe-Simmel, Jill, Adjunct Professor of Earth Sciences (2001); B.S., 1990, Ball State University; M.S., 1984, Indiana State University; Ph.D., 1997, Oregon State University. Specialties: Resource Geography, Spatial Analysis, and GIS Policy and Planning.
- Salyers, Michelle P., Associate Professor in Psychology (1999); B.S., 1989, Purdue University; M.S., 1996, Ph.D., 1998, Indiana University-Purdue University Indianapolis. Specialties: Psychiatric Rehabilitation, Assertive Community Treatment, PTSD.
- Sardar, Rajesh, Assistant Professor in Chemistry and Chemical Biology (2010); B.Sc., 1999, University of Calcutta; M.Sc., 2001, Indian Institute of Technology; Ph.D., 2006, The Graduate Center, CUNY. Specialty: Analytical Chemistry.
- Sarkar, Jyotirmoy, Professor of Mathematical Sciences (1991); B.Stat., 1985, M.Stat., 1987, Indian Statistical Institute, India; Ph.D., 1990, University of Michigan. Specialties: Statistics, Applied Probability.

- Schild, John H., Adjunct Assistant Professor of Biology (1999); B.S., 1983, M.S., 1988, Case Western Reserve University; Ph.D., 1994, Rice University. Specialties: Sensory Electrophysiology, Computational Neuroscience.
- Schoepp, Darryle D., Adjunct Assistant Professor of Biology (1989); B.S., 1978, North Dakota State University; Ph.D., 1982, West Virginia University. Specialty: Pharmacology.
- Schuster, Dwight A., Adjunct Assistant Professor of Earth Sciences (2005); B.S., 1994, Wheaton College; M.A.T., 1998, Cornell University; Ph.D., 2005, Penn State University. Specialties: General Science Education, Earth Science Education.
- Scott, William L., Research Professor of Chemistry and Chemical Biology (2002); B.A., 1967, Williams College; Ph.D., 1972, University of California, Los Angeles. Specialty: Organic Chemistry.
- Sen, Asok K., Professor of Mathematical Sciences (1981); B.S., 1972, Indian Institute of Technology, India; M.S., 1975, University of Minnesota; Ph.D., 1979, Cornell University. Specialties: Applied Mathematics, Biomedical Signal Processing.
- Shain, Michael P., Adjunct Assistant Professor of Psychology (1996); B.A., 1983, DePaul University; Ph.D., 1990, Southern Illinois University. Specialty: Clinical Psychology.
- Shen, Li, Adjunct Assistant Professor of Computer and Information Science and Assistant Professor of Radiology, Indiana University School of Medicine; B.S., 1993, Xi'an Jiao Tong University; M.S., 1996, Shanghai Jiao Tong University; Ph.D., 2004, Dartmouth College. Specialties: Medical Image Computing, Computational Biology, Bioinformatics.
- Shen, Zhongmin, Chair and Professor of Mathematical Sciences (1992); B.S., 1983, University of Science and Technology of China, China; M.S., 1986, Academia Sinica, China; Ph.D., 1990, State University of New York at Stony Brook. Specialty: Differential Geometry.
- Siddiqui, Rafat Ali, Adjunct Professor of Biology (1996); B.Sc., 1978, M.Sc., 1980, University of Karachi, Pakistan; Ph.D., 1988, Australian National University, Australia. Specialty: Biochemistry.
- Siegel, Jay A., Chair and Professor of Chemistry and Chemical Biology (2004); B.S., 1968, M.S., 1970, Ph.D., 1975, George Washington University. Specialty: Forensic Chemistry.
- Skalnik, David G., Associate Dean for Research and Graduate Studies and Professor of Biology, (2011); B.A., 1981, University of California, Santa Barbara; Ph.D., 1987, Stanford University. Specialties: Biochemistry, Epigenetics.
- Slayback-Barry, Denise L., Lecturer (2009); B.A., 1995, IUPUI; Ph.D., 2001, Purdue University-IUPUI. Specialty: Immunology/Biology Teaching.
- Sloop, Kyle L., Adjunct Assistant Professor of Biology (2004); B.S., 1993, Indiana University; M.S., 1994, Northwestern University; Ph.D., 2001, Purdue University-IUPUI. Specialty: Endocrinology.
- Smith, Charles K. II, Adjunct Assistant Professor of Biology (1994); B.S., 1973, University of Pittsburgh; Ph.D., 1979, University of New Hampshire. Specialty: Animal Science.
- Smith, Rosamund C., Adjunct Assistant Professor of Biology (1991); B.A., 1979, Cambridge University, U.K.; Ph.D., 1983, Oxford University, U.K. Specialty: Developmental Biology.
- Srour, Edward F., Adjunct Assistant Professor of Biology (1996); B.S., 1979, M.S., 1981, American University of Beirut, Beirut; Ph.D., 1986, University of Illinois. Specialties: Immunology, Virology.
- Stewart, Jesse, Associate Professor of Psychology (2006); B.S., 1998, University of Illinois; M.S., 2000, Ph.D., 2003, Ohio University. Specialty: Clinical/Health Psychology.
- Stewart, Robert B., Lecturer in Psychology (1995); B.Sc., 1981, M.Sc., 1984, Ph.D., 1988, University of Toronto, Canada. Specialty: Behavioral Pharmacology.
- Swiezy, Naomi B., Adjunct Associate Professor of Psychology (2007); B.A., 1986, Washington University; M.A., 1989, Ph.D., 1993, Louisiana State University. Specialty: Clinical Psychology.
- Swope, R. Jeffrey, Lecturer in Earth Sciences (2000); B.S., 1983, M.S., 1988, The Ohio State University; Ph.D., 1997, University of Colorado. Specialty: Mineralogy.
- Tam, Richard Yiu Hang, Associate Professor of Mathematical Sciences (1986); B.S., 1980, University of Alberta, Canada; M.Sc., 1982, Virginia Polytechnic Institute and State University; Ph.D., 1986, Cornell University. Specialty: Applied Mathematics.
- Tan, Fei, Assistant Professor of Mathematical Sciences (2010); B.S., 2001, Nanjing University, M.S. 2005, Ph.D., 2007, Florida State University. Specialty: Biostatistics.
- Tarasov, Vitaly O., Professor of Mathematical Sciences (2003); M.S., 1982, Leningrad University, U.S.S.R.; Ph.D., 1985, Dr.Sci., 2002, Steklov Mathematical Institute. Specialties: Mathematical Physics, Quantum Integrable Systems.
- Tarr, Terri A., Adjunct Assistant Professor of Psychology (1994); B.A., 1977, M.A., 1978, Ball State University; Ph.D., 1992, Purdue University. Specialty: Developmental Psychology.
- Tsechpenakis, Gavriil, Assistant Professor in Computer and Information Science (2010); Diploma, 1999, Ph.D., 2003, National Technical University of Athens Greece. Specialties: Computer Vision, Image Processing.
- Tuceryan, Mihran, Associate Professor of Computer and Information Science (1997); B.S., 1978, Massachusetts Institute of Technology; Ph.D., 1986, University of Illinois. Specialties: 3D Computer Graphics and Visualization, Augmented Reality/Virtual Reality, User Interfaces, Image Processing and Computer Vision, Pattern Recognition.
- Ulbright, Corinne, Lecturer in Biology and University College; B.A., 1971, Washington University in St. Louis; M.A., 1972, University of Texas, Austin; Ph.D., 1980, Washington University in St. Louis.
- Unverzagt, Frederick W., Adjunct Professor of Psychology (2001); B.A., 1982, M.A., 1987; Ph.D., 1991, Southern Illinois University. Specialty: Neuropsychology.
- Varma-Nelson, Pratibha, Executive Director of the Center for Teaching and Learning and Professor of Chemistry and Chemical Biology (2008); B.S., 1970,

Poona University, India; Ph.D., 1978, University of Illinois at Chicago. Specialties: Pedagogies in Science, Technology, Engineering and Mathematics (STEM) Disciplines.

- Vaughan, Martin A., Lecturer in Biology (2003); B.S., 1977, M.S., 1981, Ohio University; Ph.D., 1985, Indiana State University. Specialties: Plant Physiology, Biology Education.
- Vemuri, Gautam, Professor of Physics (1992); B.Sc., 1984, Delhi University, India; M.S., 1986, Brown University; Ph.D., 1990, Georgia Institute of Technology. Specialties: Laser Physics, Nonlinear Optics.
- Vidon, Philippe G.-F., Assistant Professor of Earth Sciences (2004); B.S., 1995, Pierre et Marie Curie University; M.S., 1996, University of Toulon; Ph.D., 2004, York University. Specialty: Hydrology.
- Vlahos, Chris J., Adjunct Assistant Professor of Biology (1999); B.S., 1984, Santa Clara University; M.S., 1984, Ph.D., 1987, University of Michigan. Specialties: Cell Biology, Signal Transduction.
- Wang, Xianzhong, Associate Professor of Biology and Associate Professor of Earth Sciences (2001); B.A., 1986, Zhejian University, China; M.S., 1989, Academia Sinica, China; Ph.D., 1999, The Ohio State University. Specialties: Ecology, Plant Physiological Ecology.
- Wassall, Stephen R., Associate Professor of Physics (1984); B.Sc., 1973, Southampton University, U.K.; Ph.D., 1981, Nottingham University, U.K. Specialties: Nuclear Magnetic Resonance, Biological Physics.
- Watson, John C., Associate Professor of Biology (1994); B.S., 1975, Butler University; Ph.D., 1982, Indiana University. Specialties: Plant Physiology, Biochemistry, Molecular Biology.
- Watt, Jeffrey X., Associate Dean for Student Affairs and Outreach, School of Science, and Associate Chair and Associate Professor of Mathematical Sciences (1988); B.S., 1983, Michigan Technological University; M.S., 1986, Purdue University; Ph.D., 1990, Indiana University. Specialty: Mathematics Education.
- Williams, Jane R., Interim Chair and Associate Professor of Psychology (1995); B.A., 1989, College of St. Benedict; M.A., 1992, Ph.D., 1995, University of Akron. Specialties: Industrial/Organizational Psychology, Human Resource Management.
- Wilson, Jeffrey S., Professor of Earth Sciences (2004); B.S., 1991, California University of Pennsylvania; M.S., 1994, Ph.D., 1998, Indiana State University. Specialties: Environmental Remote Sensing, Geographic Information Science, Human Health and the Environment.
- Wilson, Kathryn J., Associate Professor of Biology (1976); B.A., 1971, University of Wisconsin-Madison; M.A., 1976, Ph.D., 1976, Indiana University. Specialties: Plant Developmental Anatomy and Morphology, Electron Microscopy.
- Witkin, Jeffrey M., Adjunct Professor of Psychology (2007); B.S., 1975, University of Maryland, College Park; Ph.D., 1979, University of North Carolina, Chapel Hill. Specialty: Neurobiology.
- Witzmann, Frank A., Adjunct Professor in Biology and Professor, School of Medicine, Department of Physiology (2002); B.A., 1976, Defiance College; M.S., 1978, Ball State University; Ph.D., 1981, Marquette University. Specialty: Proteomics.
- Woodahl, Brian A., Lecturer in Physics (2003); B.S., 1987, M.S., 1993, Washington State University; Ph.D., 1999, Purdue University. Specialties: Physics Education, Theoretical Particle Physics.
- Worth, Robert, Adjunct Professor of Mathematical Sciences (2004); B.A., 1963, Butler University; M.D., 1966, Ph.D., 1987, Indiana University; M.S., 2004, Purdue University. Specialty: Mathematical Neuroscience.
- Wu, Huanmei, Adjunct Professor of Computer and Information Science; B.S., 1996, Tsinghua University, China; M.S., 2003, Ph.D., 2005, Northeastern University. Specialties: Health Informatics, Bioinformatics.
- Xia, Yuni, Assistant Professor of Computer and Information Science (2005); B.S., 1996, Huazhong University of Science and Technology; M.S. 2002, Ph.D., 2005 Purdue University. Specialties: Databases, Data Mining.
- Yard, Michael, Lecturer in Biology (2006); B.S., 1985, Purdue University; Ph.D., 2007, Indiana University. Specialties: Anatomy, Neurobiology.
- Yiannoutsos, Constantin T., Adjunct Professor of Mathematical Sciences (2004); B.A., 1986, Central Connecticut State University; M.S., 1989, Ph.D., 1991, University of Connecticut. Specialties: Biostatistics, Design of Clinical Trials, Diagnostic Testing, Sequential Design, and Bayesian Statistics.
- Yost, Robert W., Senior Lecturer in Biology (1993); B.S., 1973, Lebanon Valley College; Ph.D., 1984, University of Pennsylvania. Specialties: Physiology, Biochemistry.
- Zevin, Miles R., Lecturer in Biology (1980); B.S., 1969, M.S., 1977, University of Chicago. Specialty: Anatomy.
- Zhao, Hongqiu, Lecturer in Chemistry and Chemical Biology (2008); B.S., 1998, M.S., 2001, Ph.D., 2007, University of Notre Dame. Specialty: Biophysical Chemistry.
- Zheng, Jiang Y., Professor of Computer and Information Science (2001); B.S. Comp. Sci., 1983, Fudan University, China, M.S., 1987, Ph.D., 1990, Control Eng., Osaka University, Japan. Specialties: Computer Vision, Image Processing, Computer Graphics, Virtual Reality, Robotics.
- Zheng, Wei, Assistant Professor of Mathematical Sciences (2011); B.S., 2005, Zhejiang University, M.S., 2008, Ph.D., 2011, University of Illinois, Chicago. Specialty: Statistics.
- Zhou, Feng C., Adjunct Professor of Psychology (2009); B.S., 1975, National Taiwan Normal University; M.Ph., 1982,Ph.D., 1983, Mount Sinai School of Medicine. Specialty: Biomedicine.
- Zhou, Yaoqi, Adjunct Professor of Computer and Information Science; B.S., 1984, University of Science and Technology of China; Ph.D., 1990, State University of New York at Stony Brook. Specialty: Computational Biophysics.
- Zhu, Fangqiang, Assistant Professor of Physics (2012); B.S., 1997, M.S., 1999, Tsinghua University, China; M.S., 2003, Ph.D., 2004, University of Illinois,

Urbana-Champaign. Specialties: Computational and Theoretical Biophysics.
- Zhu, Lin, Lecturer in Chemistry and Chemical Biology (2006); B.S., 1992, Peking University; Ph.D., 2000, University of Hawaii at Manoa. Specialties: Chemistry Education, Physical Chemistry.
- Zhu, Luoding, Associate Professor of Mathematical Sciences (2004); B.S., 1989, Zhejiang University, Hangzhou; M.S., 1992, Beijing Institute of Applied Physics and Computational Mathematics; Ph.D., 2001, Courant Institute of Mathematical Sciences, New York University. Specialties: Scientific Computing, Numerical Methods, Biofluid Mechanics.
- Zimet, G. D., Adjunct Assistant Professor of Psychology (1994); B.A., 1978, Vassar College; Ph.D., 1985, Duke University. Specialty: Clinical and Health Psychology.
- Zou, Jian, Assistant Professor of Mathematical Sciences (2011); B.S., 2000, Shandong University; M.S., 2005, Ph.D., 2009, University of Connecticut. Specialties: Financial Time Series, Statistics.
- Zou, Xukai, Associate Professor of Computer and Information Science (2003); B.S., 1983, Zhengzhou University; M.S., 1986, Huazhong University of Science and Technology; Ph.D., 2000, University of Nebraska-Lincoln. Specialties: Secure E-Services: Access Control Issues in Banking and Financial Systems, Secure Group Communications in Wired/Wireless Networks.
- Zuckerman, Steven H., Adjunct Assistant Professor of Biology (1988); B.S., 1973, New York University; Ph.D., 1977, University of Minnesota. Specialty: Immunology

Administration

Administrative Officers

- SIMON J. RHODES, Ph.D., Dean
- N. DOUGLAS LEES, Ph.D., Associate Dean for Planning and Finance
- KATHLEEN A. MARRS, Ph.D., Associate Dean for Academic Affairs
- DAVID G. SKALNIK, Ph.D., Associate Dean for Research and Graduate Education
- JEFFREY X. WATT, Ph.D., Associate Dean for Student Affairs and Outreach

Departmental Chairpersons

- SIMON J. ATKINSON, Ph.D., Department of Biology
- JAY A. SIEGEL, Ph.D., Department of Chemistry and Chemical Biology
- SHIAOFEN FANG, Ph.D., Department of Computer and Information Science
- KEVIN MANDERNACK, Ph.D., Department of Earth Sciences
- ZHONGMIN SHEN, Ph.D., Department of Mathematical Sciences
- ANDREW D. GAVRIN, Ph.D., Department of Physics
- JANE R. WILLIAMS, Ph.D., Interim Chair, Department of Psychology

Program Directors

- SIMON J. ATKINSON, Ph.D., Biotechnology
- GABRIEL M. FILIPPELLI, Ph.D., Environmental Science
- JOHN V. GOODPASTER, Ph.D., Forensic and Investigative Sciences
- KATHLEEN A. MARRS, Ph.D., Interdisciplinary Studies

Courses

Biology

Advanced Undergraduate and Graduate Level

BIOL 50700 Principles of Molecular Biology (3 cr.) P: K322, CHEM C342, or consent of instructor. Fall, night. Molecular aspects of structure and function of nucleic acids and proteins, including recombinant DNA research. Prokaryotic and eukaryotic molecular biology are given equal weight.

BIOL 51600 Molecular Biology of Cancer (3 cr.) P: CHEM C342 and K322 or a course in biochemistry. A detailed course examining the molecular mechanisms controlling the growth of animal cells. Emphasis on current experimental approaches to defining the molecular basis of growth regulation in developing systems and the uncontrolled proliferation of cells in metabolic disorders, such as cancer.

BIOL 53000 Introductory Virology (3 cr.) P: K356, CHEM C342. Fall, odd years, night. Detection, titration, and chemistry of viruses; viral host interactions: bacteriophage-bacterium, animal virus-animal cell, plant virus-plant cell; tumor viruses: infection and transformation.

BIOL 54000 Topics in Biotechnology (3 cr.) P: K322 and CHEM C341, or consent of instructor. Fall, night. Examines research techniques and applications for several technologies situated at currently recognized biological frontiers, including recombinant DNA technology, hybridoma technology, protein engineering, agricultural research, and microbiological engineering.

BIOL 54800 Techniques in Biotechnology (3 cr.) P: K322, CHEM C342, or consent of instructor. Fall, day, night. Laboratory experience in techniques applicable to biotechnology: protein chemistry, molecular biology, and immunology.

BIOL 55000 Plant Molecular Biology (3 cr.) P: K322, CHEM C341, or consent of instructor. Fall, day, night. A comprehensive study of plant molecular biology and plant molecular genetics. Topics will include the structure and expression of plant nuclear, chloroplast, and mitochondrial genomes, and plant viruses.

BIOL 55600 Physiology I (3 cr.) P: K103, CHEM C342. Fall, night. Principles of physiology: nerve and muscle, temperature regulation, ion and water balance.

BIOL 55700 Physiology II (3 cr.) P: 556 or consent of instructor. Spring, night. A study of human cardiovascular, pulmonary, blood, and gastrointestinal systems. Higher neuronal functions and intersystem interactions will be discussed.

BIOL 55900 Endocrinology (3 cr.) P: 55600 or equivalent, and CHEM C342. Fall. The study of hormone function. Consideration will be given to the role of hormones in growth, development, metabolism, homeostasis, and reproduction.

BIOL 56100 Immunology (3 cr.) P: K103, CHEM C341. Spring, night. Introduction to basic principles and experimentation in cellular and humoral immunology.

BIOL 56400 Molecular Genetics of Development (3 cr.) P: K322 or similar or consent of instructor. R: BIOL 56600. Spring, day, night. Examines how key regulatory genes and molecular signaling pathways regulate development in both lower eukaryotic organisms and mammalian organ systems, with emphasis on the function and evolution of signaling molecules and transcription factor superfamilies.

BIOL 56600 Developmental Biology (3 cr.) P: K322. Fall. Principles of animal development. The emphasis is on concepts and underlying mechanisms of developing and regenerating systems and stem cell properties, including molecular and biochemical approaches.

BIOL 56800 Regenerative Biology and Medicine (3 cr.) P: K324 or K331 or a biochemistry course. Spring. This course examines the mechanisms of natural regeneration (regenerative biology) and the application of these mechanisms to the development of therapies to restore tissues damaged by injury or disease (regenerative medicine).

BIOL 57000 Biological Membranes (3 cr.) P: CHEM C342 or consent of instructor. Spring, night. An examination of structure and function of biological membranes. Topics include lipid and protein composition and interactions, physiological properties of membranes, physiological methods of analysis, model membrane systems, and survey of specific biological membranes and their modes of action.

BIOL 57100 Developmental Neurobiology (3 cr.) P: consent of instructor. Fall, odd years, night. The major phases of nervous system development beginning with neurolation and neurogenesis and ending with the onset of physiological activity will be studied in a variety of animals, mainly avians and mammals (including man). Neural developmental disorders and behavioral ontogeny will also be considered.

BIOL 59500 Special Assignments (1-3 cr.) P: consent of instructor. Fall, Spring, Summer. Special work, such as directed reading, independent study or research, supervised library, laboratory or fieldwork, or presentation of material not available in the formal courses of the department.

Courses for the Nonmajor

BIOL 10011 Principles of Biomedical Sciences (3 cr.) Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is one in a series of classes for the Project Lead the Way series of courses in the area of Biomedical Sciences.

BIOL 10012 Human Body Systems (3 cr.) P: BIOL 10011 Students examine the interactions of body systems as they explore identity, communication, power, movement, protection and homeostasis. Students design data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. This course is one in a series of classes for the Project Lead the Way series of courses in the area of Biomedical Sciences.

BIOL 10013 Medical Interventions (3 cr.) P: BIOL 10012 Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. This course is one in a series of classes for the Project Lead the Way series of courses in the area of Biomedical Sciences.

BIOL 10014 Biomedical Innovation (3 cr.) P: BIOL 10013 In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and health care community. This course is one in a series of classes for the Project Lead the Way series of courses in the area of Biomedical Sciences.

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 107 Exploring the World of Animals (4 cr.) Equiv. PU BIOL 109. Fall, day, night; Spring, day, night; Summer, day. This course introduces students to animals and their native environments. It surveys individual ecosystems and highlights the interactions, features, and characteristics of the animals found there. Examples of discussion topics include unique features of animals, animal relationships, societies and populations, exotic species, and behavior, including mating, communication, feeding and foraging, and migration. Environmental issues including the effects of pollution on ecosystems are also discussed. Not equivalent to K103.

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 120 Topics in Biology (3 cr.)

BIOL-N 200 The Biology of Women (3 cr.) Fall, day, night; Spring, day, night; Summer. This course examines the biological basis for bodily functions and changes that take place throughout the life of females.

BIOL-N 212 Human Biology (3 cr.) Equiv. PU BIOL 201. Fall, day. First course in a two-semester sequence in human biology with emphasis on anatomy and physiology, providing a solid foundation in body structure and function.

BIOL-N 213 Human Biology Laboratory (1 cr.) P or C: N212. Fall, day. Accompanying laboratory for N212.

BIOL-N 214 Human Biology (3 cr.) P: N212. Equiv. PU BIOL 202. Spring, day. Continuation of N212.

BIOL-N 215 Human Biology Laboratory (1 cr.) P or C: N214. Spring, day. Accompanying laboratory for N214.

BIOL-N 217 Human Physiology (5 cr.) Equiv. IU PHSL P215. Fall, day; Spring, day; Summer, day. Lectures and laboratory work related to cellular, musculoskeletal, neural, cardiovascular, gastrointestinal, renal, endocrine, and reproductive function in humans.

BIOL-N 222 Special Topics in Biology (1-3 cr.) A variable-topic course dealing with current topics in biology. In a given semester, a topic such as disease, genetics, the environment, etc., will be dealt with as a separate course.

BIOL-N 251 Introduction to Microbiology (3 cr.) P: one semester general chemistry or one semester life science. Spring, night. This course includes a laboratory component. The isolation, growth, structure, functioning, heredity, identification, classification, and ecology of microorganisms; their role in nature and significance to humans.

BIOL-N 261 Human Anatomy (5 cr.) Equiv. IU ANAT A215. Fall, day, night; Spring, day, night; Summer, day, night. Lecture and laboratory studies of the histology and gross morphology of the human form, utilizing a cell-tissue-organ system-body approach.

BIOL-N 322 Introductory Principles of Genetics (3 cr.) P: N107 or K101. Equiv. PU AGR 430. Spring, night. Basic principles of plant and animal genetics. Emphasis on transmission mechanisms as applied to individuals and populations. For students in health and agricultural sciences.

BIOL-N 400 Biological Skills for Teachers (3 cr.) P: consent of instructor. Fall, night. Concepts and laboratory skills necessary to prepare teachers with diverse backgrounds to return to graduate academic biology courses are reviewed. Topics include general principles of biology, biochemistry, and biomathematics.

Graduate Level

BIOL 64100 Microbial Genetics (2 cr.) P: K323, CHEM C342, and consent of instructor. Spring, odd years, night. Genetics of bacteria, bacterial viruses, and other microorganisms with emphasis on organization, replication, and function of the genetic material.

BIOL 69600 Seminar (1 cr.) Fall, Spring. Each semester there are several separate offerings. They will likely be on the following topics: biochemistry, biology teaching, ecology and population biology, genetics, mechanisms of development, microbiology, neurobiology, and plant physiology. Oral presentations required. May be repeated for credit.

BIOL 69700 Special Topics (1-3 cr.) Fall, Spring. The frontiers of biology. Critical examination of developments in the various specialties represented by the members of the department. Currently, advanced work in the following and related fields can be offered: molecular genetics; structure and biosynthesis of biologically significant molecules; the nature of biological specificity and enzyme catalysis; the fine structure and chemistry of subcellular particles, cells, and tissues; microbial and plant metabolism; comparative biochemistry; genetics and physiology of viruses, bacteria, fungi, protozoa, helminths, and cells of higher forms of life; the genetics, structure, development, and physiology of plants and animals, including endocrinology and work physiology; excitable membranes; neurobiology, ecology, systematics, and evolution of microorganisms, plants, and animals; host-parasite relationships including immunology; and the teaching of biology. The field in which work is offered will be indicated in the student's record. May be repeated for credit.

BIOL 69800 Research M.S. Thesis (Arr. cr.) M.S. Thesis.

BIOL 69900 Research Ph.D. Thesis (Arr cr.) Research Ph.D. Thesis.

BIOL-G 901 Advanced Research (6 cr.)

Undergraduate Level

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 102 Honors Concepts of Biology I (5 cr.) P: high school or college chemistry For Honors Credit: 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 104 Honors Concepts of Biology II (5 cr.) P: K101 For Honors Credit: 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 (Arr cr.) P: consent of instructor. 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 323 Genetics and Molecular Biology Laboratory (2 cr.) P or C: K322. Fall, day. Applied principles of genetics and molecular biology using organisms of increasing complexity from viruses to fruit fly. Laboratory experiments include linkage analyses, deletion mapping, isolation of human chromosomes, mutagenesis, DNA extraction, restriction enzyme analysis, and PCR.

BIOL-K 324 Cell Biology (3 cr.) P: K103 and CHEM C106. Spring, day. Examination of the structure and activity of eukaryotic cells and subcellular structures. Emphasis is on regulation of and interactions among subcellular events, such as protein targeting, transmembrane signaling, cell movement, and cell cycle.

BIOL-K 325 Cell Biology Laboratory (2 cr.) P or C: K324. Spring, day. Experiments on the molecular and biochemical basis of organization and function of eukaryotic cells.

BIOL-K 331 Embryology (3 cr.) P: K103. Fall, Spring, day. The development of animals through differentiation of cells, tissues, organs, and organ systems will be examined.

BIOL-K 333 Embryology Laboratory (1 cr.) P or C: K331. Spring, day. Processes of animal development are examined in a series of classical and modern experiments using cell, tissue and embryo culture, drug treatments, and microscopic techniques.

BIOL-K 338 Introductory Immunology (3 cr.) P: K103 and CHEM C106. Fall, day, night. Principles of basic immunology with an emphasis on the cells and molecules underlying immunological mechanisms.

BIOL-K 339 Immunology Laboratory (2 cr.) P or C: K338. Fall, day, night. Demonstration of immunological principles by experimentation. Exercises include cells and factors of the innate and the adaptive immune systems.

BIOL-K 341 Principles of Ecology and Evolution (3 cr.) P: K103. Fall, day. A study of the interactions of organisms with one another and with their nonbiotic environments in light of evolution.

BIOL-K 342 Principles of Ecology and Evolution Laboratory (2 cr.) P or C: K341. Fall, day. Application of ecology and evolution principles in laboratory and field experiments as well as demonstration of techniques of general ecology.

BIOL-K 350 Comparative Animal Physiology (3 cr.) P: N107 or K103, CHEM C106. Fall. A comparative examination of principles of animal physiology from molecular to organismal levels using homeostasis, regulation, and adaptation as central themes.

BIOL-K 356 Microbiology (3 cr.) P: K103, CHEM C341 Spring, day, night. Introduction to microorganisms: cytology, nutrition, physiology, and genetics. Importance of microorganisms in applied fields including infectious disease.

BIOL-K 357 Microbiology Laboratory (2 cr.) P or C: K356. Spring, day. Laboratory experiments and demonstrations to yield proficiency in aseptic cultivation and utilization of microorganisms; experimental investigations of biological principles in relation to microorganisms.

BIOL-K 411 Global Change Biology (3 cr.) P: K101 and K103 or GEOL G109 and one course in chemistry or consent of instructor. Examination of changes in earth's environment over history. In-depth study of effects of environmental change, including global warming, on the ecology of various organisms.

BIOL-K 416 Cellular Molecular Neuroscience (3 cr.) P: BIOL-K324 Cell Biology. This course is designed to provide an in-depth analysis of topics within the field cellular and molecular neuroscience. It will cover invertebrate and vertebrate neurobiology, cell and molecular biology of the neuron, neurophysiology, neuroanatomy, developmental neurobiology, regeneration and degeneration, learning and memory, and will include comparisions of neural mechanisms throughout the animal kingdom.

BIOL-K 483 Biological Chemistry (3 cr.) P: CHEM C342. Fall, day. Chemistry of biologically important molecules including carbohydrates, lipids, proteins, and nucleic acids. Special emphasis on chemistry of intermediary metabolism.

BIOL-K 484 Cellular Biochemistry (3 cr.) P: CHEM C342. Spring, day, night. Emphasis on selected topics in cellular biochemistry, including nucleic acid: protein interactions, protein: protein interactions, protein synthesis, biogenesis of membranes, and signal transduction. Current techniques for studying these processes in higher eukaryotes will be discussed.

BIOL-K 490 Capstone (1 cr.) P: senior standing. Faculty-directed or approved independent library research on an area of public, scientific interest or a community service activity in local industry, government, schools, or other public science-related groups or organizations. Topics for independent research and a list of service opportunities are available in the Department of Biology Office.

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-K 494 Senior Research Thesis (1 cr.) P: K493. Fall, Spring, Summer. A formally written report describing the results or accomplishments of K493.

Biostatistics

BIOS-S 515 Biostatistical Practicum (1-3 cr.) P: STAT 52100; BIOS S527, S546; or consent of instructor. Real-world projects in biostatistics involving participation in consulting sessions, directed reading in the literature, research ethics, design of experiments, collection of data and applications of biostatistical methods. Detailed written and oral reports required. May be repeated, up to 6 credits.

BIOS-S 527 Introduction to Clinical Trials (3 cr.) P: STAT 51200, exposure to survival analysis; or consent of instructor. Prepares biostatisticians for support of clinical trial projects. Topics: fundamental aspects of the appropriate design and conduct of medical experiments involving human subjects including ethics, design, sample size calculation, randomization, monitoring, data collection analysis and reporting of the results.

BIOS-S 530 Statistical Methods in Bioinformatics (pending approval) (3 cr.) P: STAT 51200, 51900; or consent of instructor. Covers a broad range of statistical methods used in many areas of bioinformatics research, including sequence alignment, genome sequencing and gene finding, gene expression microarray analysis, transcriptional regulation and sequence motif finding, comparative genomics, and proteomics.

BIOS-S 546 Applied Longitudinal Data Analysis (3 cr.) P: STAT 51200, 52500; or permission of instructor. Covers modern methods for the analysis of repeated measures, correlated outcomes and longitudinal data. Topics: repeated measures ANOVA, random effects and growth curve models, generalized estimating equations (GEE) and generalized linear mixed models (GLMMs). Extensive use of statistical software, e.g. SAS, R.

BIOS-S 598 Topics in Biostatistical Methods (1-3 cr.) P: Consent of advisor. Directed study and reports for students who wish to undertake individual reading and study on approved topics.

BIOS-S 612 Modern Statistical Learning Methods (3 cr.) P: STAT 52500. This course covers the various topics pertaining to the modern methods of high-dimensional data analysis. Course is still subject to final approval by The University Graduate School.

BIOS-S 621 Advanced Statistical Computing (pending approval) (3 cr.) P: STAT 52100, 52500, 52800. A study of computing methods commonly used in statistics. Topics include computer arithmetic, matrix algebra, numerical optimization methods with application to maximum likelihood estimation and GEEs, spline smoothing and penalized likelihood, numerical integration, random number generation and simulation methods, Gibbs sampling, bootstrap methods, missing data problems and EM, imputation, data augmentation algorithms, and Fourier transforms. Students should be proficient with effective implementation of numerical algorithms in one of commonly used computer languages (C, Fortran, S, R or similar).

BIOS-S 627 Statistics in Pharmaceutical Research (3 cr.) P: STAT 51200; BIOS S527, S546. An overview of the drug development process, including the various phases of development from pre-clinical to post-marketing. Topics: statistical issues in design, study monitoring, analysis and reporting. Additional topics may include regulatory and statistical aspects of population pharmacokinetics and real world applications.

BIOS-S 634 Stochastic Modeling in Biomedical and Health Sciences (pending approval) (3 cr.) P: STAT 52800. The aim of this course is to develop those aspects of stochastic processes that are relevant for modeling important problems in health sciences. Among the topics to be covered are: Poisson processes, birth and death processes, Markov chains and processes, semi-Markov processes, modeling by stochastic diffusions. Applications will be made to models of prevalence and incidence of disease, therapeutic clinical trials, clinical trials for prevention of disease, length biased sampling, models for early detection of disease, cell kinetics and family history problems.

BIOS-S 636 Advanced Survival Analysis (pending approval) (3 cr.) P: STAT 62800. Discusses the theoretical basis of concepts and methodologies associated with survival data and censoring, nonparametric tests, and competing risk models. Much of the theory is developed using counting processes and martingale methods. Material is drawn from recent literature.

BIOS-S 646 Advanced Generalized Linear Models (Pending Approval) (3 cr.) P: BIOS S546. Presents classical and modern approaches to the analysis of multivariate observations, repeated measures, and longitudinal data. Topics include the multivariate normal distribution, Hotelling's T2, MANOVA, the multivariate linear model, random effects and growth curve models, generalized estimating equations, statistical analysis of multivariate categorical outcomes, and estimation with missing data. Discusses computational issues for both traditional and new methodologies.

BIOS-S 698 Topics in Biostatistical Methods (1-3 cr.) P: Consent of instructor. Directed study and reports for students who wish to undertake individual reading and study on approved topics.

BIOS-S 699 Ph.D. Thesis/Research (1-15 cr.) P: Must have been admitted to candidacy. See advisor for more information. Research required by the graduate students for the sole purpose of writing a Ph.D. Dissertation.

Candidate

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.

Chemistry

Graduate

CHEM 53300 Introductory Biochemistry (3 cr.) P: C342 or equivalent. A rigorous one-semester introduction to biochemistry.

CHEM 54200 Inorganic Chemistry (3 cr.) P: C362 or equivalent or consent of instructor. Atomic structure; periodic trends and properties of the elements. Introduction to symmetry and group theory. Valence bond, molecular orbital, and ligand field theories of bonding and their application to structure and properties of inorganic and organometallic compounds. Spectroscopic properties and acid-base, oxidation-reduction, and coordination reactions of inorganic compounds. Advanced topics in main group or transition element chemistry.

CHEM 57500 Intermediate Physical Chemistry (3 cr.) P: C362 or equivalent. Quantum theory of atoms and molecules, theories of chemical bonding, molecular spectroscopy, methods for determining molecular structure, and electrical and magnetic properties.

CHEM 59900 Special Assignments (1-4 cr.) P: consent of instructor. Every semester including summer I and II, time arranged. Directed reading or special work not included in other courses.

CHEM 62100 Advanced Analytical Chemistry (3 cr.) P: C311 and C410. A critical survey of recent developments in chemical and instrumental methods of analysis.

CHEM 62900 Chromatographic Methods of Analysis (3 cr.) P: C410 or equivalent or consent of instructor. Principles and practice of modern gas and liquid

chromatography and capillary electrophoresis are developed from an integrated point of view. Emphasis is placed both on theory and on features useful for practical analytical separations.

CHEM 63400 Biochemistry: Structural Aspects (3 cr.) P: C311, C342, C361, and C362 or equivalent. Chemistry of materials of biochemical interest: carbohydrates, lipids, proteins, amino acids, nucleic acids, porphyrins, biochemistry of blood.

CHEM 63600 Biochemical Mechanisms (3 cr.) P: one year of physical chemistry and CHEM 65100. The chemical basis of enzymatic catalysis with particular emphasis on catalytic interactions important in aqueous media.

CHEM 64100 Advanced Inorganic Chemistry (3 cr.) P: C430 or 54200 or equivalent or consent of instructor. Applications of symmetry and group theory to structure, bonding and spectral properties of inorganic compounds. Advanced topics in main group and transition element chemistry including determination of structure from physical and spectroscopic properties, bonding in coordination, and organometallic compounds and inorganic reaction mechanisms.

CHEM 65100 Advanced Organic Chemistry (3 cr.) P: C342 or equivalent. Modern structural organic chemistry. Introduction to bonding theory, stereochemistry, and computational chemistry.

CHEM 65200 Synthetic Organic Chemistry (3 cr.) P: 65100 or 65700. An advanced treatment of methods for preparing major types of organic functionalities and bonds, stressing stereo chemical and radiochemical control, and employing mechanistic organic chemistry for understanding choice of reagents and reactions conditions

CHEM 65700 Reaction Mechanisms (3 cr.) P: C342 or equivalent or consent of instructor. Modern structural organic chemistry, introduction to physical organic chemistry, mechanisms of representative reactions, and methods used for understanding reactivity in organic transformations.

CHEM 67200 Quantum Chemistry (3 cr.) P: one year of physical chemistry. Basic principles of classical and quantum mechanics, approximation methods, atomic structure, spectroscopy, application of group theory, and theory of molecular bonding.

CHEM 67500 Chemical Kinetics (2-3 cr.) P: one year of physical chemistry. Experimental and theoretical considerations of chemical reaction rates and mechanisms.

CHEM 68200 Statistical Thermodynamics (3 cr.) P: C362 or equivalent. Application of statistical mechanics to the description of imperfect gases, liquids, and solutions, to order-disorder phenomena in solids and surfaces; Monte Carlo techniques and molecular dynamics.

CHEM 69500 Seminar (0-1 cr.)

CHEM 69600 Special Topics in Chemistry: Analytical Spectroscopy (1-3 cr.) P: Bachelor of Science in chemistry from an accredited institution or consent of instructor. Survey of modern techniques, applications of spectroscopy, and imaging in analytical chemistry.

CHEM 69600 Special Topics in Chemistry: Applied Computational Chemistry and Molecular Modeling (1-3 cr.) Applied computational techniques that are widely used in the chemical and pharmaceutical industry, including computational chemistry, molecular modeling, and computer-aided synthesis.

CHEM 69600 Special Topics in Chemistry: Electroanalytical Chemistry (3 cr.) Principles of modern methods of electroanalytical chemistry and quantitative applications to electrode reaction mechanisms and analytical determinations.

CHEM 69600 Special Topics in Chemistry: Medicinal Chemistry (1-3 cr.) The application of basic concepts of organic chemistry, biochemistry, and pharmacology to the design of organic medicinal agents as well as recent advances in synthesis and evaluation of pharmaceuticals.

CHEM 69600 Special Topics in Chemistry: Organometallics in Organic Synthesis (1-3 cr.) Recent developments in the use of transition metals in synthetic organic methodology. Emphasis is placed on applications of methods in the synthesis of complex organic molecules.

CHEM 69600 Special Topics in Chemistry: Protein Structure and Function (1-3 cr.) Physical forces stabilizing protein structure; protein folding. Essential features of macromolecular interactions. Introduction to enzyme kinetics and chemical mechanism in enzyme reactions.

CHEM 69600 Special Topics in Chemistry: Group Theory in Chemistry (1-3 cr.) This course is on molecular symmetry and how we obtain information about the quantum states of molecules through application of group theoretical techniques related to the symmetries of molecules.

CHEM 69600 Special Topics in Chemistry: Solid-Phase Synthesis and Combinatorial Chemistry: Theory and Practice (1-3 cr.) This course will explore how the tools of solid-phase synthesis and combinatorial chemistry are being used to solve a wide variety of problems requiring chemical solutions. Examples range from medicinal chemistry and drug discovery to new catalyst creation, from new "chiral selectors" to new biochemical probes. The course will focus on the rationale for employing a combinatorial approach in chemical discovery. It will teach the basics of solid-phase organic chemistry, and the methodology, equipment, and analytical technology employed to use it as a tool to rapidly and effectively carry out a combinatorial approach to problem solving.

CHEM 69600 Special Topics In Chemistry: Bioanalytical Chemistry (3 cr.) Modern techniques for the study of biological macromolecules, such as protein and peptides, carbohydrates, DNA, RNA, and lipids, including (1) spectroscopy (UV-Vis, Raman, NMR, mass spectrometry, and light scattering); (2) bioseparations (chromatography, electrophoresis, and microdialysis); (3) electrochemistry (sensors, electron transfer, and LCEC); and (4) miscellaneous topics (amino acid analysis, sequencing, microcalorimetry, and immunochemistry).

CHEM 69600 Special Topics in Chemistry: Biochemistry-Dynamic Aspects (1-3 cr.) Mechanisms of biological catalysis, metabolism, biosynthesis, regulation of genetic information, and molecular biology.

CHEM 69600 Special Topics in Chemistry: Bioelectrochemistry (1-3 cr.) Principles of electrochemical measurements including potentiometry, amperometry, and linear sweep and cyclic voltammetry and application to the study and utilization of biological molecules. Topics covered include redox transformations in biological systems, electron transfer between electrodes and biological molecules, and electrochemical sensors for detection and quantitation of biological analytes.

CHEM 69600 Special Topics in Chemistry: Bioinorganic Chemistry (1-3 cr.) A study of the occurrence, properties, and mechanistic roles of transition and main group elements in biological processes including photosynthesis, oxygen evolution, respiration, nitrogen fixation, metabolic detoxification, and electron transfer.

CHEM 69600 Special Topics in Chemistry: Bioorganic Chemistry (1-3 cr.) Structure and reactivity of biological macromolecules, such as proteins, enzymes, and nucleic acids, and their relevance to bioorganic chemistry. Current experimental studies of enzymes, nucleic acids, and model systems.

CHEM 69600 Special Topics in Chemistry: Biomaterials (1-3 cr.) Introduction to the field of biomaterials science including chemistry, physics, and engineering of biomaterials; biological and biochemical aspects of biomaterials; and biomaterials in medicine.

CHEM 69600 Special Topics in Chemistry: Biophysical Chemistry (1-3 cr.) The study of structure and properties of biologically important macromolecules in solution using physical techniques, with special emphasis on optical, fluorescence, and magnetic resonance spectroscopy to describe protein conformation, denaturation, catalytic center structure, thermodynamics of ligand binding, time-dependent processes, and membrane properties.

CHEM 69600 Special Topics in Chemistry: Chemical Information Technology (1-3 cr.) Overview of chemical informatics techniques, including chemical information and data systems, chemical structure and data representation and search systems, and bioinformatics techniques.

CHEM 69800 Research M.S. Thesis (Arr. cr.) Research M.S. Thesis

CHEM 69900 Research Ph.D. Thesis (Arr. cr.) Research Ph.D. Thesis

Undergraduate

CHEM-C 100 The World of Chemistry (3 cr.) A topically oriented, nonmathematical introduction to the nature of matter. Topics covered include fossil fuel and nuclear sources of power; environmental issues involving chemistry such as recycling, acid rain, air and water pollution, global warming, ozone depletion; genetic modification of foods, DNA profiling, use of food additives and herbal supplements; and other public policy issues involving science.

CHEM-C 101 Elementary Chemistry I (3 cr.) P: at least one semester of high school algebra. Usually taken concurrently with C121. Fall, day, night; Spring, day, night; Summer II, day. Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. For students who are not planning careers in the sciences and for those with no previous course work in chemistry. Note: most degree programs that include C101 require the concurrent laboratory, C121.

CHEM-C 105 Principles of Chemistry I (3 cr.) P: two years of high school algebra and one year of high school chemistry. Fall, day, night; Spring, day; Summer I, day. Usually taken concurrently with C125. A placement examination may be required for admission to this course. See "Chemistry Placement Examination" above. Principles of inorganic and physical chemistry emphasizing physical and chemical properties, atomic and molecular structure, chemical bonding, and states of matter.

CHEM-C 106 Principles of Chemistry II (3 cr.) P: C105 or equivalent. Fall, day; Spring, day, night; Summer II, day. Continuation of C105. Usually taken concurrently with C126. Topics include condensed phases, solution chemistry, thermodynamics, equilibrium, and kinetics.

CHEM-C 110 The Chemistry of Life (3 cr.) High school chemistry recommended. Optional laboratory: C115. A nonmathematical introduction to organic molecules and their transformation to useful materials such as drugs and polymers. An emphasis is placed on the chemical features of biomolecules including hormones and neurotransmitters, proteins, lipids (fats), carbohydrates (sugars), and nucleic acids (DNA/RNA). The chemistry of enzymes, carcinogens, vitamins, antihistamines, anesthetics, genetic engineering, mental health, and other health-related topics.

CHEM-C 115 Laboratory for C110 The Chemistry of Life (2 cr.) P or C: C110. Laboratory work illustrating topics covered in C110.

CHEM-C 121 Elementary Chemistry Laboratory I (2 cr.) P or C: C101 (3 cr.) Fall, day, night; Spring, day, night; Summer II, day. Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds.

CHEM-C 125 Experimental Chemistry I (2 cr.) P or C: C105 or equivalent. Fall, day, night; Spring, day; Summer I, day. Laboratory work illustrating topics covered in C105.

CHEM-C 126 Experimental Chemistry II (2 cr.) 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 209 Special Problems (1-2 cr.) P: two semesters of college chemistry and consent of instructor. Every semester, time arranged. Individually supervised special problems of chemical interest, e.g., environmental problems, development of experiments, development of audiovisual materials, etc. May be repeated for credit, but maximum of 2 credit hours may be applied toward a chemistry degree.

CHEM-C 301 Chemistry Seminar I (1 cr.) P or C: C409 and consent of instructor. Fall, day. Topics in various areas of chemistry. Students are required to attend departmental seminars and prepare and present at least one seminar on their research. C301 and C302 may be elected three semesters for credit.

CHEM-C 302 Chemistry Seminar II (1 cr.) P or C: C409 and consent of instructor. Spring, day. Content same as C301.

CHEM-C 309 Cooperative Education in Chemistry (1 cr.) P: general and organic chemistry and consent of departmental chairperson. Every semester, time arranged. Industrial or similar experiences in chemically oriented employment. Grade is determined on basis of employment visitations, a written student report, and a supervisor evaluation report. May be repeated for a maximum of 5 credit hours, of which 3 may be used to satisfy an advanced chemistry elective.

CHEM-C 310 Analytical Chemistry (3 cr.) P: C106 and C126. Spring, Summer I, day. Fundamental analytical processes including solution equilibria, theory and applications of electrochemistry and spectrophotometry, and chemical methods of separation.

CHEM-C 311 Analytical Chemistry Laboratory (1 cr.) P or C: C310. Spring, Summer I, day. Laboratory instruction in the fundamental analytical techniques discussed in C310.

CHEM-C 341 Organic Chemistry I (3 cr.) P: C106. Fall, day, night; Spring, day; Summer I, day. Comprehensive study of organic compounds. Valence bond theory, stereochemistry, and physical properties of organic compounds are discussed in detail. Introduction to reaction mechanisms and to spectroscopic identification. Synthesis and reactions of selected compounds are also discussed.

CHEM-C 342 Organic Chemistry II (3 cr.) P: C341. Fall, day; Spring, day, night; Summer II, day. Continuation of C341. The chemistry of aromatic compounds and other major functional groups are discussed in detail. Multistep synthetic procedures and reaction mechanisms are emphasized. Introduction to biological chemistry.

CHEM-C 343 Organic Chemistry Laboratory I (2 cr.) P: C126; P or C: C341. Fall, day, night; Spring, day, night; Summer I, day. Fundamental laboratory techniques of organic chemistry, introduction to spectroscopic methods of compound identification, and general synthetic methods.

CHEM-C 344 Organic Chemistry Laboratory II (2 cr.) P or C: C342; P: C343. Fall, night; Spring, day, night; Summer II, day. Preparation, isolation, and identification of organic compounds, spectroscopic methods of compound identification, qualitative organic analysis, multistep synthesis.

CHEM-C 360 Elementary Physical Chemistry (3 cr.) P: C106, MATH 22200, PHYS P202. Spring, day. Properties of gases and liquids, intermolecular forces, diffusion, chemical thermodynamics, ligand binding, kinetics, and introduction to quantum chemistry and spectroscopy. Includes topics in biophysical chemistry. For students who desire a survey course in physical chemistry.

CHEM-C 361 Physical Chemistry of Bulk Matter (3 cr.) P: C106, MATH 16600, and PHYS P202 or PHYS 25100 and C: MATH 26100. Spring, day. Kinetic-molecular theory, gases, liquids, thermodynamics, statistical mechanics, solutions, transport properties, and phase and chemical equilibria.

CHEM-C 362 Physical Chemistry of Molecules (4 cr.) P: C106, MATH 16600, and PHYS P202 or PHYS 25100 and C: MATH 26100. Fall, day. Quantum chemistry, symmetry, atomic and molecular structure and spectra, solids, chemical kinetics, photochemistry, and introduction to statistical thermodynamics.

CHEM-C 363 Experimental Physical Chemistry (2 cr.) P: C361 and C362 or P: C362 and C: C361. Spring. Experimental work to illustrate principles of physical chemistry and to introduce research techniques.

CHEM-C 371 Chemical Informatics I (1 cr.) P: C106, Fall. Basic concepts of information representation, storage, and retrieval as they pertain to chemistry. Structures, nomenclature, molecular formulas, coding techniques for visualization of chemical structures and properties.

CHEM-C 372 Chemical Informatics II: Molecular Modeling (2 cr.) P: C341. Introduction to computer representation of molecular structure and simulation of chemical reactions; visualizing fundamental chemical concepts, such as reaction paths of standard organic reactions, molecular orbital diagrams, vibrations and conformational changes; quantitative structure activity relationships (QSAR), pharmacophore docking to biomolecules, and related methods for drug design.

CHEM-C 409 Chemical Research (1-3 cr.) P: junior or senior standing and consent of instructor. Every semester, time arranged. Chemical or literature research with a report. Can be elected only after consultation with research advisor and approval of program. May be taken for a total of 10 credit hours, which count toward graduation. A minimum of three (3) credit hours may be used to satisfy the advanced chemical elective in the Bachelor of Science in Chemistry degree program.

CHEM-C 410 Principles of Chemical Instrumentation (3 cr.) P: C310 and C361. P or C: C362. Fall. Modern methods of instrumental analysis, including spectroscopy, chromatography, and electrochemistry.

CHEM-C 411 Principles of Chemical Instrumentation Laboratory (2 cr.) P: C311. P or C: C410. Fall. Laboratory instruction in the instrumental analysis techniques discussed in C410.

CHEM-C 430 Inorganic Chemistry (3 cr.) P: C362. Spring. Atomic structure; periodic trends and properties of the elements. Introduction to symmetry and group theory. Valence bond, molecular orbital and ligand field theories of bonding and their application to structure and properties of inorganic and organometallic compounds. Spectroscopic properties and acid-base, oxidation-reduction, and coordination reactions of inorganic compounds.

CHEM-C 435 Inorganic Chemistry Laboratory (1 cr.) P or C: C430. Spring. Synthesis, characterization, and study of chemical and physical properties of inorganic and organometallic compounds.

CHEM-C 471 Chemical Information Sources (1 cr.) P: C341. Fall. Techniques for the storage and retrieval in both printed and computer-readable formats; sources of chemical information, including Chemical Abstracts; development of search strategies; and online searching of chemical databases.

CHEM-C 472 Computer Sources for Chemical Information (1 cr.) P: C471. Spring. Techniques for the utilization of the

major computer-based information tools found in academic and industrial environments.

CHEM-C 484 Biomolecules and Catabolism (3 cr.) P: C342. Fall. The chemical and biophysical properties of biologically important molecules and systems. Special emphasis on the relationship between structure and function in proteins, nucleic acids, and biomembranes, as well as bioenergetics, kinetics, allosteric interactions, and enzyme catalysis.

CHEM-C 485 Biosynthesis and Physiology (3 cr.) P: C484. Spring. Mechanisms of biological catalysis, metabolism, biosynthesis.

CHEM-C 486 Biological Chemistry Laboratory (2 cr.) P: C484 or equivalent. P or C: C485. Spring. An introduction to the important laboratory techniques currently employed by practicing biological chemists, including biomolecule isolation, purification, enzyme kinetics, and biomolecule characterization by electrophoresis, centrifugation, and spectroscopic methods.

CHEM-C 488 Introduction to Medicinal and Agricultural Chemistry (3 cr.) Medicinal chemistry plays an integral role in drug discovery, providing the link between target identification and the development of a therapeutic agent. This course examines the role of chemistry in the discovery of bioactive molecules, highlighting the similarities and differences in the search for novel medicinal and agricultural chemicals.

CHEM-C 494 Introduction to Capstone (1 cr.) P: junior standing, B.A. or B.S. program. Fall, day; Spring, day. Course objectives are to: (1) facilitate student career planning, including topics such as work place or graduate school, and resume preparation; (2) improve verbal communication and presentation skills; and (3) provide appropriate discussion and planning for the independent study project, the major objective of the C495 Capstone course.

CHEM-C 495 Capstone in Chemistry (1 cr.) P: senior standing, B.A. or B.S. program. Fall, day; Spring, day. Independent study, under the supervision of a chemistry faculty member or appropriate academic advisor can be earned by completion of: (a) a chemical research project; (b) a library research project in an area of current scientific investigation; (c) a research investigation in industry; or (d) a service activity in university, government, public schools, or other science-related groups or organizations. Students will report the results of their activities in both a formal written report and oral presentation, prepare portfolios of undergraduate work in chemistry, discuss recent scientific literature, and explore chemistry in society. Enrollment in the Capstone in Chemistry requires joint approval of the capstone instructor and the independent project advisor.

CHEM-C 496 Special Topics in Chemistry (0-3 cr.) P: junior or senior standing; other prerequisites will be announced at the time of topic offering. Lectures on contemporary issue in chemistry. This course may also include reading assignments and special projects. Lectures on selected topics of current interest, as follows:

CHEM-C 496 Methods in Teaching Chemistry (1 cr.) P: C105. Fall; Spring. Designed for workshop leaders, this course offers continued support and training in-group dynamics and learning theory. The larger goals for this course are to continue the development of leadership skills, foster ongoing communication among workshop leaders, and provide an environment for reviewing content knowledge.

Computer and Information Science

Advanced Undergraduate and Graduate Level

CSCI 50200 Compiling and Programming Systems (3 cr.) P: 30000. R: 47000. Fall. Basic principles of compilers and compiler design; control of translation, loading, and execution; symbolic coding systems; lexical and syntactic analysis; design and operation of assemblers and macroprocessors; and design of interpretive systems. Students are expected to complete a large programming project as part of the course.

CSCI 50300 Operating Systems (3 cr.) P: 40300. Spring. Basic principles of operating systems: addressing modes, indexing, relative addressing, indirect addressing, stack maintenance; implementation of multitask systems; control and coordination of tasks, deadlocks, synchronization, and mutual exclusion; storage management, segmentation, paging, virtual memory, protection, sharing, and access control; file systems; resource management; and evaluation and prediction of performance.

CSCI 50400 Concepts in Computer Organization (3 cr.) P: 40200.The fundamentals of computer hardware for computer scientists. An overview of the organization of modern computers, ranging from sequential to advanced machines. CISC, RISC, and vector processors; multiprocessors; virtual storage, hierarchical memory; interaction with O/S; connection models; high-level programming support; and cost/performance analysis.

CSCI 50600 Management of the Software Development Process (3 cr.) A survey of the fundamental principles and concepts of managing a software project. Topics include life cycle models, standards and goals, cost estimation, risk analysis, tool use, component reuse, traceability, metrics, and process control and improvement. Students are required to apply management concepts using a project-based approach.

CSCI 50700 Object-Oriented Design and Programming (3 cr.) An advanced exploration of the object-oriented model and programming. Topics range from a review of the object model to advanced concepts such as abstraction mechanisms, standard library/packages, OO design using an OO language, and the syntax and the semantics of constructs.

CSCI 51200 Numerical Methods for Engineers and Scientists (3 cr.) P: MATH 35100 or MATH 51100; MATH 51000; and knowledge of programming. Not open to students with credit in 41400. Not normally accepted for graduate credit in computer science programs. A survey of the useful methods of computation. Solution of nonlinear equations and systems of nonlinear equations. Numerical methods for systems of linear equations. Approximate differentiation and integration. Numerical solution of ordinary differential equations. Introduction to partial differential equations and elementary approximation methods.

CSCI 51400 Numerical Analysis (3 cr.) P: 41400 or equivalent. Iterative methods for solving nonlinear equations, linear difference equations, applications to solution of polynomial equations, differentiation and integration formulas,

numerical solution of ordinary differential equations, and round-off error bounds.

CSCI 51500 Numerical Analysis of Linear Systems (3 cr.) P: knowledge of programming, and MATH 35100 or MATH 51100. Computational aspects of linear algebra; linear equations and matrices; direct and iterative methods; eigenvalues and eigenvectors of matrices; error analysis.

CSCI 51600 Computational Methods in Applied Mathematics (3 cr.) P: 26500 and MATH 51000 or consent of instructor. A study of techniques such as direct integration, shooting, finite difference, finite elements, method of weighted residuals, and methods of characteristics for solving problems in fluid mechanics, solid mechanics, dynamics, and other fields of applied mathematics.

CSCI 52000 Computational Methods in Analysis (3 cr.) P: 23000 or equivalent, and MATH 35100 or MATH 51100. A treatment of numerical algorithms for solving classical problems in real analysis with primary emphasis on linear and nonlinear systems of equations and on optimization problems; the writing, testing, and comparison of numerical software for solving such problems; and a discussion of the characteristics of quality software for implementing these algorithms.

CSCI 52600 Information Security (3 cr.) Basic notions of confidentiality, integrity, availability; authentication and protection models; security kernels; secure programming; audit; intrusion detection/response; operational security issues; personal security; policy formation/enforcement; access controls; information flow; legal/social issues; identification and authentication in local and distributed systems; classification and trust modeling; risk assessment.

CSCI 53600 Data Communication and Computer Networks (3 cr.) P: 40200. Data communications: communication hardware technologies including local area and long-haul network hardware, circuit and packet switching, interfaces between computer and network hardware, and performance issues. Network architecture: protocol software and conceptual layering, reliable delivery over an unreliable channel, transport protocols, virtual circuits, datagrams, Internet working as a fundamental design concept, the client-server paradigm, naming and name binding, name servers, addressing and address resolution, routing algorithms, congestion and flow control techniques, network file systems, distribution of computation, and DARPA Internet protocols (TCP/IP) as examples of protocol organization.

CSCI 53700 Introduction to Distributed Computing (3 cr.) P: 50300 and 53600. Introduction to the principles and methods in the design of distributed computing systems. It covers the fundamentals of distributed computing from four perspectives: underlying communication media, protocols and their implications; operating system issues; high-level language constructs; and distributed algorithms.

CSCI 53800 The Design of Interactive Systems (3 cr.) Fundamental concepts and tools employed in designing the interaction between humans and machines and the mediating interfaces. Topics include: design problem, interface design concepts, experimental design and analysis, cognitive and predictive models, the design project, case studies, and applications.

CSCI 53900 Computing with Distributed Objects (3 cr.) An introductory treatment of the distributed-object model and programming. The topics range from a review of the distributed and object models of computation to advanced concepts such as remote method invocations, object brokers, object services, open systems, and future trends for distributed-object systems.

CSCI 54100 Database Systems (3 cr.) P: 44300 or equivalent. Spring. Fundamentals for the logical design of database systems. The entity-relationship model, semantic model, relational model, hierarchical model, network model. Implementations of the models. Design theory for relational databases. Design of query languages and the use of semantics for query optimization. Design and verification of integrity assertions, and security. Introduction to intelligent query processing and database machines.

CSCI 54300 Introduction to Simulation and Modeling of Computer Systems (3 cr.) P: 26500 and STAT 51100 or equivalent. Simulation: discrete event simulation, process-oriented simulation, generating random numbers, simulation languages, simulation examples of complex systems. Nondeterministic models: random variables, Poisson process, moment generating functions, statistical inference, and data analysis. Modeling: elementary queuing models, network of queues, and applications to performance evaluation of computer systems.

CSCI 54700 Information Storage and Retrieval and Natural Language Processing (3 cr.) P: 54100. Complex data structures of fields within records, as well as clustered, multilist, and inverted files; key decoding by tree and randomized techniques; overall techniques of classical document retrieval systems, e.g., the MEDLARS and NASA systems; overall techniques of automatic document retrieval systems, e.g., TIP and SMART, the internal structure of SMART; question answering systems; and natural language translation.

CSCI 54800 Introduction to Bioinformatics (3 cr.) P: 34000, BIOL K483, CHEM C483, or MATH 51100. Analysis of biological data employing various computational methods to obtain useful information in the emerging area of bioinformatics. Topics include structures, functions and evolution of proteins and nucleic acids, retrieval and interpretation of bioinformation from the Internet, learning principles, algorithms and software for sequence alignment, similarity search of sequence databases, estimation of phylogenetic trees, structural prediction, and functional inference.

CSCI 54900 Intelligent Systems (3 cr.) This course will discuss problems in the area of intelligent systems. Topics include the formalisms within which these problems are studied, the computational methods that have been proposed for their solution, and the real-world technological systems to which these methods have been applied.

CSCI 55000 Computer Graphics (3 cr.) An introduction to computer graphics. Topics include the concepts, principles, algorithms, and programming techniques in 3D interactive computer graphics. Emphasis is on the development and applications of 3D graphic algorithms and methods.

CSCI 55200 Advanced Graphics and Visualization (3 cr.) P: 55000. An introduction to data visualization methods and

tools, and related graphics techniques. Students will explore a variety of data representation and modeling techniques, their corresponding visualization algorithms, and practical visualization applications in scientific, engineering, and biomedical fields.

CSCI 55500 Cryptography (3 cr.) P: MATH 351, CS 251, CS 381, and CS 426 or equivalent. Concepts and principles of cryptography and data security. Cryptography (secret codes): principles of secrecy systems; classical cryptographic systems, privacy enhanced email; digital signatures. Proprietary software protection; information theory and number theory; complexity bounds on encryption; key escrow; traffic analysis; attacks against encryption; basic legal issues; e-commerce; the role of protocols.

CSCI 55600 Fault-Tolerant Computing (3 cr.) P: 36200. Concepts of fault-tolerant computing; phases of fault-tolerance; applications to commercial, communication, and aerospace systems; fault-tolerance in multi-processor systems; diagnosis techniques; software fault-tolerance.

CSCI 56500 Programming Languages (3 cr.) P: 30000. R: 47000. Fall. An exploration of modern or unconventional concepts of programming languages, their semantics, and their implementations; abstract data types; axiomatic semantics using Hoare's logic and Dijkstra's predicate transformers; denotational semantics; functional, object-oriented, and logic programming; concurrency and Owicki-Gries theory. Example languages include ML, Ada, Oberon, LISP, PROLOG, and CSP.

CSCI 57300 Data Mining (3 cr.) P: STAT 511 or equivalent, CS 381 or equivalent, or permission of the instructor. Data Mining has emerged at the confluence of artificial intelligence, statistics, and databases as a technique for automatically discovering summary knowledge in large datasets. This course introduces students to the process and main techniques in data mining, including classification, clustering, and pattern mining approaches. Data mining systems and applications will also be covered, along with selected topics in current research.

CSCI 58000 Algorithm Design, Analysis, and Implementation (3 cr.) P: 46300 and 47000. Basic techniques for designing and analyzing algorithms: dynamic programming, divide-and-conquer, balancing, upper and lower bounds on time and space costs, worst case and expected cost measures. A selection of applications such as disjoint set union/find, graph algorithms, search trees, pattern matching. The polynomial complexity classes P, NP, and co-NP; intractable problems.

CSCI 58200 Automata and Formal Languages (3 cr.) P: 47000. Spring. Finite automata, regular expressions; push-down automata, context-free grammars; and languages and behaviors. Closure properties, pumping lemmas, and decision procedures. Deterministic context-free languages and LR(k) parsing; brief survey of the Chomsky hierarchy.

CSCI 58500 Mathematical Logic I (3 cr.) Students should register for MATH 58500. P: MATH 35100. Formal theories for propositional and predicate calculus with study of models, completeness, and compactness. Formalization of elementary number theory; Turing machines, halting problem, and the undecidability of arithmetic.

CSCI 59000 Topics in Computer Science (3 cr.) Fall, spring. Directed study for students who wish to undertake individual reading and study on approved topics.

Courses for Majors

CSCI 12000 Windows on Computer Science (1 cr.) A first-year seminar for beginning majors in Computer Science. Open to all beginning IUPUI students and transfer students with below 18 credit hours.

CSCI 23000 Computing I (4 cr.) P or C: MATH 15400 or MATH 15900. 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: 23000. 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 26500 Advanced Programming (3 cr.) P or C: ECE 26400 and CSCI 24200 or CSCI 23000. Spring. Learn advanced programming skills and concepts. Introduction to software engineering: problem specification and program design with emphasis on object-oriented programming, programming style, debugging, and documentation. A significant software project's required. (This course is for computer engineering and computer information systems majors.)

CSCI 30000 Systems Programming (3 cr.) P or C: 23000 and 24000. Fall. Assembly language programming and structure of a simple and a typical computer. Pseudo operations, address structure, subroutines, and macros. File I/O and buffering techniques. Interfacing with high-level languages. Assemblers: one- and two-pass assemblers, system dependent and independent assembler features, and design options. Loaders, linkers, and macro processors.

CSCI 34000 Discrete Computational Structures (3 cr.) P: 23000 and MATH 16500. Fall. Theory and application of discrete mathematics structures and their relationship to computer science. Topics include mathematical logic, sets, relations, functions, permutations, combinatorics, graphs, Boolean algebra, digital logic, recurrence relations, and finite-state automata.

CSCI 34050 Honors Discrete Computational Structures (3 cr.) P: MATH 16500 or equivalent and CSCI 23000 or equivalent, or instructor permission. Fall/Spring. Discrete structures introduces students to the vocabulary, notation, formalisms, constructs, and methods of abstraction in which almost all of the advanced thinking in and about computer science is carried out. Topics include basic logic, proof techniques, recursion and recurrence relations, sets and combinatorics, probability, relations and functions, graphs and trees, Boolean algebra, and models of computation. An advanced project is expected in this course.

CSCI 35500 Introduction to Programming Languages (3 cr.) P: 24000 and 34000. Spring. Programming language concepts and different paradigms of programming. Topics

include syntax and semantics of high-level languages, parsing methods, subprograms and their implementation, data abstraction, language translation overview including lexical analysis, syntax-directed translation, symbol table handling, code generation, functional programming, logic programming, and object-oriented programming.

CSCI 36200 Data Structures (3 cr.) P: 24000 and 34000. Spring. A study of the design and analysis of data structures and algorithms. Abstract data types: arrays, stacks, queues, lists, trees, and graphs. Algorithms: sorting, searching, and hashing. File structures: organization and access methods.

CSCI 36250 Honors Data Structures and Algorithms (3 cr.) P: CSCI 23000, CSCI 24000, and CSCI 34000 or CSCI 34050. Fall/Spring. This course includes fundamentals of data structures and algorithms, such as algorithm analysis, lists, stacks, and queues, trees, hashing and heaps, sorting, graph algorithms, and file structures. An advanced project is expected.

CSCI 40200 Architecture of Computers (3 cr.) P: 34000. Fall. Basic logic design. Storage systems. Processor organization: instruction formats, addressing modes, subroutines, hardware and microprogramming implementation. Computer arithmetic, fixed and floating point operations. Properties of I/O devices and their controllers. Interrupt structure. Virtual memory structure, cache memory. Examination of architectures such as microcomputers, minicomputers, and vector and array processors.

CSCI 40300 Introduction to Operating Systems (3 cr.) P: 36200, and 40200. Spring. Operating system concepts; history, evolution and philosophy of operating systems. Concurrent processes, process coordination and synchronization, CPU scheduling, deadlocks, memory management, virtual memory, secondary storage and file management, device management, security and protection, networking, and distributed and real-time systems.

CSCI 41400 Numerical Methods (3 cr.) P: MATH 26200 or MATH 35100. Fall. Error analysis, solution of nonlinear equations, direct and iterative methods for solving linear systems, approximation of functions, numerical differentiation and integration, and numerical solution of ordinary differential equations. Not open to students with credit in 51200.

CSCI 43200 Security in Computers (3 cr.) P:40300. An introduction to computing security to include cryptography, identity and authentication, software security, operatiing system security, trusted operating system design and evaluation, network threats and defenses, security management, legal aspects of security, privacy and ethics.

CSCI 43500 Multimedia Information Systems (3 cr.) P or C: CSCI 36200, MATH 35100/51100. Multimedia inforamtion systems concepts, evolution of multimedia information systems, media and supporting device commonly associated, image databases, techniques for presenting visual information, video databases, multimodels, audio databases, text databases, and multimedia information systems architecture.

CSCI 43600 Principles of Computer Networking (3 cr.) P: CSCI 36200. Survey of underlying principles, fundamental problems, and their solutions in designing computer networks. Laboratory projects include using network systems and network simulation environments. Topics include: motivations, networking topologies, layered open systems protocols, transmission capacity, circuit and packet switching, packet framing and error correction, routing, flow and congestion control, and internetworking.

CSCI 43700 Introduction to Computer Graphics (3 cr.) P: 36200 and MATH 35100/51100. An introduction to 3D programming with emphasis on game engine development using 3D graphics techniques and the standard and platform independent OpenGL library. Topics include lighting, shading, texture mapping, coordinate systems and transformations, collision detection, 3D geometric and physically based modeling and animation.

CSCI 43800 Advanced Game Development (3 cr.) P: 43700. Advanced game design and development principles and technologies. Students will gain practical experience through extensive game development project. Topics include character animation, special effects, user interface design, networking for computer games, game engine components and variations, game performance considerations, artificial intelligence, and ethics in computer games.

CSCI 44100 Client-Server Database Systems (3 cr.) P or C: CSCI 36200. Database system concepts, data models database design, CASE tools, SQL, query processing and query optimization, transaction processing, reliability and security issues, database interactions on the World Wide Web.

CSCI 44300 Database Systems (3 cr.) P: 36200. Fall. Relational database systems: architecture, theory, and application. Relational data structure, integrity rules, mathematical description, data manipulation. Standard SQL and its data manipulation language, engineering aspects of database design in industry, introduction to nonrelational database systems.

CSCI 44600 Introduction to Microprocessor Architecture (3 cr.) P: 40200. Introduction to programmable logic; elements of microprocessor system design; interrupt structures; interfacing using LSI devices; hardware timers; interactive debugging; physical device I/O programming; vectored and polled service; microprocessor architecture; and self-paced laboratory using A/D converters, D/A converters, etc.

CSCI 44800 Biometric Computing (3 cr.) P: CSCI 36200 and STAT 41600 or STAT 51100. Biometrics is capturing and using physiological and behavioral characteristics for personal identification. It is set to become the successor to the PIN. This course will introduce computational methods for the implementation of various biometric technologies including face and voice recognition, fingerprint and iris identification, and DNA matching.

CSCI 45000 Principles of Software Engineering (3 cr.) P: CSCI 36200. Fall. Tools and techniques used in software development. Lifecycle concepts applied to program specification, development, and maintenance. Topics include overall design principles in software development; the use of structured programming techniques in writing large programs; formal methods of program verification; and techniques and software tools for program testing, maintenance, and documentation. A primary goal of this course is to provide experience in team development of software.

CSCI 45200 Object-Oriented Analysis and Design (3 cr.) P: CSCI 36200. Spring. Introduction to the object-oriented paradigm in software development. Basic concepts: objects, classes, messaging, inheritance, and methodologies. Analysis: defining objects, structures, attributes, and services. Design: transforming the analytic model into the design model. Implementation: comparison of the support features provided by languages such as Smalltalk, C++, Eiffel, and CLOS. A significant design project is required.

CSCI 46300 Analysis of Algorithms (3 cr.) P: 36200. Techniques for analyzing and comparing algorithms. Average case analysis in sorting and searching; dynamic programming: greedy algorithms, amortized analysis, and applications; matrix algorithms: polynomials, discrete Fourier transforms, and fast Fourier transforms, parallel algorithms: examples in sorting, searching, graphs, and matrices, computational complexity, polynomial complexity classes P, NP.

CSCI 47000 Automata and Formal Languages (3 cr.) P: 36200. Fall. Introduction to formal languages and automata theory: finite automata and regular expressions, context-free grammars and languages, pushdown automata, equivalence of CFGs and pushdown automata, application of pushdown automata in parsing, closure properties, pumping lemmas, decision procedures, Turing machines, computability, undecidability, and a brief survey of the Chomsky hierarchy.

CSCI 47500 Scientific Computing I (3 cr.) P: 23000 and MATH 35100. P or C: MATH 26200. Fall. Solving scientific problems on computers. Languages for scientific computing. Software development on workstations: using tools the environment provides, organization of programs. Computer architecture: impact on software and algorithms. Problem formulation: model selection/simplification, relationship to numerical methods. Solution of linear equations: methods and packages. Nonlinear equations and optimization problems.

CSCI 47600 Scientific Computing II (3 cr.) P: 47500. Spring. Elementary statistical computing: time series analysis, model fitting, robust methods, generation of pseudorandom numbers, and Monte Carlo methods. Interpolation and curve fitting; numerical integration. Solving ordinary differential equations. Use of packaged environments and symbolic computation for scientific purposes.

CSCI 47700 High Performance Computing (3 cr.) P: 47600. Fall. Architecture of supercomputers: pipelined, vector, SIMD, MIMD; implications for algorithm and program design; and vectorization, parallelization, loop restructuring, and nonstandard language features. Splitting computation between supercomputers and workstations; interactive analyses of remote machines' output. Numerical methods for large-scale problems: examples from continuum mechanics, graphical visualization, and statistical computing. A project is required.

CSCI 48100 Data Mining (3 cr.) P or C: 24000, MATH 35100/51100, STAT 51100/41600. An introduction to data warehousing and OLAP technology for data mining, data processing, languages and systems, and descriptive data mining: characterization and comparison, association analysis classification and predication, cluster analysis mining complex types of data, application, and trends in data mining.

CSCI 48400 Theory of Computation (3 cr.) P: CSCI 36200 Techniques for analyzing and comparing algorithms are presented. Algorighms analyzed include those for sorting, searching, graph theory, combinatorics, computational geometry, matrices, and other problems. Computational complexity, including Turing Machines, NP completeness, and effecive computability.

CSCI 48500 Expert System Design (3 cr.) P: 36200. Overview of artificial intelligence; expert system technology; early expert systems: MYCIN, DENDRAL; theoretical foundations, uncertainty measures, knowledge representation, inference engines; reasoning mechanisms: forward and backward chaining; and explanation systems, expert system shells, tools, and intelligent hybrid systems.

CSCI 48700 Artificial Intelligence (3 cr.) P: 36200. Study of key concepts and applications of artificial intelligence. Problem-solving methods, state space search, heuristic search, knowledge representation: predicate logic, resolution, natural deduction, nonmonotonic reasoning, semantic networks, conceptual dependency, frames, scripts, and statistical reasoning; advanced AI topics in game playing, planning, learning, and connectionist models.

CSCI 49000 Topics in Computer Sciences for Undergraduates (1-5 cr.) By arrangement. Fall, spring, summer. Supervised reading and reports in various fields. Open to students only with the consent of the department.

CSCI 49500 Explorations in Applied Computing (1-6 cr.) Fall, spring, summer. Explorations in Applied Computing is an undergraduate capstone experience. Students will work in teams, advised by faculty and external liaisons, to solve real-world computing problems. This hands-on experience will cultivate technical expertise, utilization of analytical thinking, quantitative reasoning, project management skills, and communication skills.

Graduate

CSCI 60300 Advanced Topics in Distributed Systems (3 cr.) P: CS 503. R: CS 542. Design and control of distributed computing systems (operating systems and database systems). Topics include principles of namings and location, atomicity, resources sharing, concurrency control and other synchronization, deadlock detection and avoidance, security, distributed data access and control, integration of operating systems and computer networks, distributed systems design, consistency control, and fault tolerance.

CSCI 61400 Numerical Solution of Ordinary Differential Equations (3 cr.) P: 51400. Numerical solution of initial-value problems by Runge-Kutta methods, general one-step methods, and multistep methods. Analysis of truncation error, discretization error, and rounding error. Stability of multistep methods. Numerical solution of boundary-value and eigenvalue problems by initial-value techniques and finite difference methods.

CSCI 61500 Numerical Solution of Partial Differential Equations (3 cr.) P: 51500 and MATH 52300. The numerical solution of hyperbolic, parabolic, and elliptic equations by finite difference methods; iterative methods (Gauss-Seidel, overrelaxation, alternating direction) for solving elliptic equations; discretization and round-off errors; explicit and implicit methods for parabolic and hyperbolic systems; the

method of characteristics; the concept of stability for initial value problems.

CSCI 66000 Design of Translating Systems (3 cr.) P: 50200. Systems design of higher-level programming languages and their processors; symbol tables, lexical scan, syntax scan, object code generation and optimization; boot-strapping techniques, higher-level translators, self-compilers, and decompilers; and heuristic generators.

CSCI 66100 Formal Compiling Methods (3 cr.) P: 50200. Application of concepts developed in formal language and automata theory to the design of programming languages and their processors. Models of syntactic analysis, including canonical precedence, LR(k) and LL(k) parsing methods and variants; efficiency of each. Synthesis techniques, including symbol tables, storage administration, parameter mechanisms, garbage collection; optimization considerations. Models of synthesis, including level, affix, attributed grammars; prospects of fully automating compiler design. Applicative vs. procedural languages and their implementations based on semantic definition of a language (LISP, Lucid) and on proof-like techniques (PROLOG, equational systems); merits of such approaches.

CSCI 66200 Pattern Recognition and Decision-Making Processes (3 cr.) (Pending) P: EE 302 or equivalent. Introduction to basic concepts and various approaches to pattern recognition and decision-making processes. The topics include various classifier designs, evaluation of classifiability, learning machines, feature extraction, and modeling.

CSCI 69500 M.S. Project (1-9 cr.) Maximum of 6 credit hours apply to degree P: consent of instructor. The student integrates and applies the knowledge gained from the formal course work to formulate and execute a solution to a problem of practical importance. The faculty advisor and the sponsoring organization mentor, if applicable, provide guidance and evaluation.

CSCI 69800 Research M.S. Thesis (1-18 cr.) P: Consent of instructor. Formal research on M.S. Thesis supervised by the faculty advisor.

CSCI 69900 Research Ph.D. Thesis (1-9 cr.) P: Consent of instructor. Formal research on Ph.D. Thesis supervised by the faculty advisor.

CSCI-C 591 Research Seminar (0-1 cr.) First-year seminar in research methods and current research directions of the faculty. Repeatable.

Undergraduate

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 tech-niques. Lecture and laboratory. Credit given for only one of CSCI N100, CPT 10600, CIT 10600, or BUS K201.

CSCI-N 199 Introductory Computing Topics (topic varies) (1-3 cr.) Seminars in emerging technologies. May be repeated for credit.

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. An introduction to data analysis using spreadsheets. Emphasis on the application of computational problem-solving techniques. Lecture and laboratory.

CSCI-N 211 Introduction to Databases (3 cr.) Summary of basic computing topics. Introduction to database design concepts, creation of user forms, development of databases, querying techniques, and building reports. Focus on relational database systems from development and administration point of view. 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 299 Survey of Computing Applications (topic varies) (1-3 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 300 Mobile Computing Fundamentals (3 cr.) P: N241 (or equivalent). Survey of programming & application development for mobile computing devices. Topics include mobile technology, location-based technology, mobile security, mobile platforms, programming languages & application development for mobile devices. Lecture and Laboratory.

CSCI-N 301 Fundamental Computer Science Concepts (3 cr.) P: MATH M 118. 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 311 Advanced Database Programming, Oracle (3 cr.) P: N211 or equivalent. Focus on the concepts and skills required for database programming and client server development. Concepts will apply to any modern distributed database management system. Emphasis on developing Oracle SQLPlus scripts, PL/SQL server side programming, and Oracle database architecture. Students with programming experience in ODBC compliant languages will be able to practice connecting such languages to an Oracle database. Lecture and laboratory.

CSCI-N 321 System and Network Administration (3 cr.) P: N301 or equivalent. Fundamental concepts of system administration. Design and administration of network servers and workstations. Focus on basic network concepts, such as user account administration, resource allocation, security

issues, and Internet service management. 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 335 Advanced Programming, Visual Basic (3 cr.) P: N331 or equivalent. Databases and VB, object-oriented design and practice, the component object model, interobject communication, related RAD environments such as VB for Applications and ActiveX using the Windows API, and generating online help. 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 343 Object-Oriented Programming for the Web (3 cr.) P: N341 or N307. Algorithm design and development within the object-oriented paradigm. Students will utilize Java to create Web-based application software with strong user interaction and graphics. In addition, students will utilize Oracle and SQL to learn introductory database design principles, coupling back-end database operation to application software. Lecture and laboratory.

CSCI-N 345 Advanced Programming, Java (3 cr.) P: N307 or N331 or N341 or equivalent. A Java language course designed for students familiar with programming and the World Wide Web. Focus on the unique aspects of Java, Applet, and GUI design, object-oriented programming, event-handling, multithreaded applications, animation, and network programming. Lecture and laboratory.

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.

CSCI-N 361 Fundamentals of Software Project Management (3 cr.) P: N300-level programming class or consent of instructor. Tools and techniques used to manage software projects to successful completion. Problem-solving focus to learn specification development and management, program success metrics, UML modeling techniques, code design and review, principles, testing procedures, usability measures, release and revision processes, and project archival. Lecture and laboratory.

CSCI-N 399 Topics in Computing (topic varies) (1-3 cr.) P: N200-level course or equivalent. An investigation of an emerging language or topic in computing. May be repeated for credit.

CSCI-N 410 Mobile Computing Application Development (3 cr.) P: Visual Basic.NET or C# (Any of the following: N331, N351, N431, N499). Focus of this course is to give programmers information they need to develop new applications or move existing applications to handheld devices and other resource-constrained hardware. All programming is done via Visual Basic.NET or C#.

CSCI-N 420 Mobile Computing Cross Platform Development (3 cr.) P: N343. Survey of programming & application development for mobile and wireless computing devices. Topics include recommended practices using the J2 platform for micro devices such as cell phones and PDAs, the implementation of cross-device GUI's, using event handlers and remote server access.

CSCI-N 430 Mobile Computing & Interactive Applications (3 cr.) P: N201. Introduction to programming with emphasis on the Flash ActionScript environment as used in mobile devices. Topics include interface design for mobile devices, use of Flash as an application environment, game and multimedia development, communication with a web server, and parsing XML data.

CSCI-N 431 E-Commerce with ASP.NET (3 cr.) P: N331 or equivalent. Topics include basic Web controls, form validation, connecting to an Enterprise-level database, SSL, and sending email within an ASP.NET Web page. A significant software development final project creating a functional Web store is featured. Lecture and laboratory.

CSCI-N 435 Data Management Best Practices with ADO.NET (3 cr.) P: N331 or equivalent. A study of managing data in the .NET environment. Focus on strategies to efficiently manage data for large-scale projects. Topics include XML, DataSets, SQL, and error management. Lecture and laboratory.

CSCI-N 443 XML Programming (3 cr.) P: N241 and an N300-level programming course. Fundamentals of XML programming language. After mastering fundamental XML scripting syntax, the course focuses on narrative-centric and data-centric XML applications. Narrative content includes CSS, DTD and XSLT, and X-path, -link, and -pointer tools; data-centric content includes the DOM, Schemas, and ADO/ASP. A required masterpiece project summarizes course competencies. Lecture and laboratory.

CSCI-N 450 Mobile Computing with Web Services (3 cr.) P: Any of the following: N410, N420, N430. Fundamental concepts of data transport between client devices and a server. Topics include web services, SOAP (simple object access protocol), and XML.

CSCI-N 451 Web Game Development (3 cr.) Study of basic game development principles with a focus on client-side web delivery. Topics to include creation of sprite objects, user interaction concepts, basic intelligence concepts, game data structures, and basic game physics. Lecture and laboratory.

CSCI-N 461 Software Engineering for Applied Computer Science (3 cr.) P: N361 or consent of the instructor. This is a survey course covering software engineering concepts, tools, techniques, and methodologies. The topics covered include software engineering, software process and its difficulties, software lifecycle models, project planning including cost estimation, design methodologies including structured design, data structure-oriented design, object-oriented design, and software testing. This course is intended for nonmajors, and credit will not be awarded to computer science majors.

CSCI-N 485 Capstone Project in Applied Computing (3 cr.) P: N301 and N341. This course provides students with a mechanism for producing and integrating technical achievement meritorious of program culmination. The project will demonstrate subject matter mastery within project development guidelines and reflect both a breadth and depth of technically focused problem-solving skills.

CSCI-N 499 Topics in Applied Computing (topic varies) (1-3 cr.) P: N300-level course or equivalent. An investigation and examination of an emerging discipline in applied computer science.

Forensic and Investigative Sciences

Graduate

FIS 50500 Seminar in Forensic Science (3 cr.) P: Open only to majors admitted to B.S. or M.S. program. Fall. Development of Forensic Science. Ethics and quality assurance and control. Laboratory management, use of scientific evidence in criminal justice system.

FIS 50600 Forensic Microscopy (3 cr.) Learn techniques in the analysis of forensic microscopic evidence. Topics include property of light, compound microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation, polarizing light microscopy, and instrumental microscopy.

FIS 51100 Forensic Chemistry I (4 cr.) P or C: 50500. Fall. Open only to majors admitted into the B.S. or M.S. program. This course covers major techniques used in the analysis of chemical evidence commonly encountered at crime scenes. Various instrumental methods of analysis will be used. There are lecture and laboratory components for each type of evidence covered.

FIS 51200 Forensic Chemistry II (4 cr.) P or C: 50500; P: 51100. Spring. Open only to majors admitted into the B.S. or M.S. program. Continuation of 51100. This course covers major techniques used in the analysis of chemical evidence commonly encountered at crime scenes. Various instrumental methods of analysis will be used. There are lecture and laboratory components for each type of evidence covered.

FIS 51500 Forensic Science and the Law (3 cr.) P: Open only to students enrolled in the Master of Science in Forensic Science program or students enrolled in the IU School of Law or with consent of the instructor. Fall. Application of various laws and rules of evidence to the forensic sciences and how the admission of evidence derived from forensic sciences can impact the administration of justice in the United States. Topics include preparation for testimony, expert testimony, subpoenas, basic judicial processes, admissibility of scientific evidence.

FIS 52100 Forensic Biology I (4 cr.) P or C: FIS 50500. Fall. Open only to majors in B.S. or M.S. program. Forensic identification of biological evidence including blood and other body fluids. Blood spatter analysis.

FIS 52200 Forensic Biology II (4 cr.) P or C: FIS 50500, 52100. Spring. Open only to majors in B.S. or M.S. program. Continuation of FIS 52100. Extraction and analysis of DNA evidence by PCR based methods including STR and SNP. Determination of sex. Interpretation of DNA evidence. Quality assurance and control.

FIS 53100 Forensic Toxicology I (pending approval) (4 cr.) P or C: 50500; P: 51100. Fall. Open only to FIS majors admitted into the B.S. or M.S. program. Analysis of forensic chemical and trace evidence. Includes hairs and fibers, paints and coatings, glass and soil, inks, fingerprints, and fire and explosive residues.

FIS 53200 Forensic Toxicology II (pending approval) (4 cr.) P or C: 50500; P: 53100. Spring. Open only to FIS majors admitted into the B.S. or M.S. program. Continuation of FIS 53100. The course covers the issue of ethyl alcohol intoxication and drunk driving laws and the analysis of alcohol. In addition, illicit drugs and their fate in the body will be surveyed, including methods of analysis. There will be lectures and laboratories.

FIS 59000 Special Topics: Forensic and Investigative Sciences (3 cr.) Lecture or lecture/lab courses offered on topic areas that are not part of the regular M.S. curriculum. These topics may include: firearms and tool marks, questioned documents, forensic pathology, fingerprints, and others. They are electives in the M.S. in Forensic Science Progra

FIS 69500 Seminar (0-1 cr.) Fall, Spring. Group meetings for review and discussion of current topics in forensic and investigative sciences. All graduate students are required to attend.

FIS 69600 Special Topics in Forensic and Investigative Sciences (pending approval) (1-4 cr.) P or C: FIS 50500 and consent of instructor. Fall, Spring. Selected research and topics of current interest to the field of forensic and investigative sciences. May be repeated for credit provided that the topic is different.

FIS 69800 Research M.S. Thesis (pending approval) (1-10 cr.) P: Consent of instructor. Credit hours arranged.

Undergraduate

FIS 10500 Concepts of Forensic Science I (3 cr.) P: None. Fall, Summer. Forensic science and the criminal justice system. Evidence collection and analysis. Fingerprints, firearms, questioned documents, engineering, behavioral forensic sciences, pathology, entomology, anthropology. Forensic science and the law.

FIS 10600 Concepts of Forensic Science II (3 cr.) P: FIS 10500, CHEM C101 or CHEM C105. Spring. Continuation of FIS 105. Forensic chemistry and biology; hairs and fibers, fires and explosions, paints and coatings, blood and DNA, drugs, and toxicology.

FIS 20100 Professional Issues in Forensic Science (3 cr.) P: FIS 10500, FIS 10600 and junior status required. Spring, day. Open only to majors in the FIS program or with consent

of the instructor. Ethical issues in forensic science. History, development, and culture of crime laboratories. Expert testimony, quality assurance, and control in a crime lab. Preparing for employment in a forensic science agency; locating jobs and preparing for interviews.

FIS 30600 Forensic Microscopy (3 cr.) P: FIS 10500, FIS 10600 Fall. Students will learn techniques in the analysis of forensic microscopic evidence. Topics include: property of light, compound light microscopy, micrometry, refraction, dispersion, stereomicroscopy, sample preparation, polarizing light microscopy, and instrumental microscopy. Microsopes are used every day in class to handle forensic type of evidence. The overall goal of this course is to develop techniques to analyze trace evidence.

FIS 40100 Forensic Chemistry I (4 cr.) P: FIS 10600, CHEM C342, CHEM C344, CHEM C310, CHEM C311, CHEM C410, CHEM C411. Open only to majors in the FIS program or with consent of the instructor. Fall. Techniques in the analysis of forensic chemical evidence. Topics include chromatography (thin layer, gas, liquid), mass spectrometry, spectroscopy (IR, UV-visible), weighing, and sample preparation.

FIS 40200 Forensic Biology I (4 cr.) P: FIS 10600, BIOL K322, BIOL K323, BIOL K338, BIOL K339. Open only to majors in the FIS program or with consent of the instructor. Fall. Analysis of blood and other human and animal bodily fluids, including semen, saliva, and vaginal swabs. Analysis of blood splatter patterns.

FIS 40300 Forensic Biology II (4 cr.) P: FIS 40200. Open only to majors in the FIS program or with consent of the instructor. Spring. Continuation of FIS 40200. Forensic analysis of DNA evidence.

FIS 40400 Forensic Chemistry II (4 cr.) P: FIS 40100. Spring. Open only to majors in the FIS program or with consent of the instructor. Spring. Continuation of FIS 401. Applications of microscopy, chromatography and spectroscopy to the analysis of real and mock evidence including hairs and fibers, soil and glass, paint, fire residues, drugs, and other chemical evidence.

FIS 40900 Forensic Science Research (1-4 cr.) P: junior or senior standing in FIS Program or consent of instructor. Every semester, time arranged. Forensic science or literature research with a report. Can be elected only after consultation with research advisor and approval of program advisor.

FIS 41500 Forensic Science and the Law (3 cr.) P: FIS 10600, 21000. Open only to majors in the FIS program or with consent of the instructor. Application of various laws and rules of evidence to the forensic sciences and how the admission of evidence derived from forensic sciences can impact the administration of justice in the United States. Topics include preparation for testimony, expert testimony, subpoenas, basic judicial processes, admissibility of scientific evidence.

FIS 49000 Forensic Science Capstone (5 cr.) P: junior or senior standing in FIS Program and program advisor approval. Fall, day, night; Spring, day, night; Summer, day, night. One of the following: Internship at an approved crime laboratory or other organization, or laboratory research supervised by an FIS faculty member. Final paper required in all cases.

General Science

SCI-I 495 Readings and Research in Science (1-3 cr.) P: junior or senior standing, consent of instructor(s), and approval of review committee. Every semester, time arranged. Independent, interdisciplinary study and research in science and science-related fields. A major paper must be submitted. May be repeated for a maximum of 6 credit hours.

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.

SCI-I 200 Tutorial in Interdisciplinary Studies (1 cr.) Fall, Spring. Tutorial under the supervision of a faculty mentor to develop a proposal to pursue a plan of study focused on a science-based, interdisciplinary area. The proposal is to be submitted to the review committee for approval. Each student will maintain a journal on the progress on the plan of study.

SCI-I 220 Introduction to Research Methods (1 cr.)

SCI-I 225 Mentor-based Research Experience (0-3 cr.)

SCI-I 294 Beginning Science-Based Internship (0-3 cr.) P: sophomore or junior standing and program advisor approval. Fall, spring. A semester of full- or part-time beginning internship experience in an industrial, government, or business setting matching the student's academic and career objectives. A comprehensive written report on the experience is required.

SCI-I 494 Internship in Science-Based Fields (0-6 cr.) P: junior or senior standing and program advisor approval. Fall, spring. A semester of full-time or part-time internship experience in an industrial, government, or business setting matching the student's academic or career objective. A comprehensive written report on the experience is required.

SCI-I 495 Readings and Research in Science (1-3 cr.) P: junior or senior standing, consent of instructor(s), and approval of review committee. Every semester, time arranged. Independent, interdisciplinary study and research in science and science-related fields. A major paper must be submitted. May be repeated for a maximum of 6 credit hours.

Geology

GEOL-G 103 Introduction to the Origin and Classification of Minerals and Rocks (3 cr.) This course is taught by the School of Continuing Studies for semester Online Self-Study Electives. Relationships between rock types, rock structures, surficial geological processes of running water, subsurface water, glaciation, wind, tides, and landform evolution. Geolocial time. Credit given for only one of the following: G103 or G111.

GEOL-G 107 Environmental Geology (3 cr.) P: none. Fall, Spring, Summer. An introduction to geology through discussion of geological topics that show the influence of geology on modern society. Topics include mineral and energy resources, water resources, geologic hazards and problems, geology and health, and land use.

GEOL-G 109 Fundamentals of Earth History (3 cr.) P: none. Fall, Spring, Summer. Basic principles of earth history: geologic time, basic rock types, reconstructing past environments. Physical development of the earth: its interior, mountain formation, plate tectonics. Origin and development of life: evolution, the fossil record. With laboratory G119, equivalent to IUB GEOL G104, IUB GEOL G112, and PU GEOS 112.

GEOL-G 110 Physical Geology (3 cr.) P: none. Fall, Spring, Summer. Introduction to processes within and at the surface of the earth. Description, classification, and origin of minerals and rocks. The rock cycle. Internal processes: volcanism, earthquakes, crustal deformation, mountain building, plate tectonics. External processes: weathering, mass wasting, streams, glaciers, ground water, deserts, coasts. With laboratory G120, equivalent to IU GEOL G103, IU GEOL G111, and PU GEOS 111.

GEOL-G 115 Introduction to Oceanography (3 cr.) P: none. Fall, Spring, Summer. Nonmathematical introduction to the geology, biology, and physical characteristics of the ocean. Includes waves, tides, and currents of the world ocean, the adaptations and distribution of marine animals, pollution of the marine ecosystem, and an introduction to the global ocean/atmosphere system.

GEOL-G 117 Environmental Geology Laboratory (1 cr.) P or C: G107. Fall, Spring, Summer. Laboratory exercises in environmental aspects of the geosciences. To accompany G107.

GEOL-G 119 Fundamentals of Earth History Laboratory (1 cr.) P or C: G109. Fall, Spring, Summer. Laboratory studies of rocks, fossils, and stratigraphic principles to reconstruct past environments and interpret Earth history. To accompany G109.

GEOL-G 120 Physical Geology Laboratory (1 cr.) P or C: G110. Fall, Spring, Summer. Laboratory studies of minerals and rocks, landscapes, and earth structures.

GEOL-G 123 Art and the Earth Sciences (3 cr.) The principles of geology and the evolution of the Earth and life as revealed by art objects. Use of Earth materials in art. The influence of art history on the development of modern geologic thought. Laboratories in lithography, etching, music, morphing, and microscopy.

GEOL-G 130 Short Courses in Earth Science (topic varies) (1 cr.) P: none. Five-week courses on a variety of topics in the earth sciences. Examples of topics include lunar and planetary geology; geology of Indiana; geology of national parks; glaciers; water; gemstones; geology of art; earthquakes and volcanoes; dinosaurs. Each short course is one credit; no topic may be taken for credit more than once.

GEOL-G 132 Environmental Problems (3 cr.) This course is offered via the Internet, and provides experience in addressing some of the kinds of problems that arise in studies of the environment. Particular attention is given to developing skills in evaluating scientific articles; specifically, the relevance of the information in an article, the credibility of the author, and the accuracy and usefulness of the quantitative information provided. The kinds of problems considered in this course will vary from semester to semester, but will be chosen from a list that includes global warming, tropical rain forests, acid rain, water pollution, solid waste disposal, appropriate use of land, and the ability of regulations to protect the environment. Three or four such topics will be covered each semester.

GEOL-G 135 Indiana Geology (3 cr.) P: none. Fall, Spring, Summer. An in-depth investigation of Indiana's geology, including minerals and rocks, geologic time, mineral resources, fossils, topography, soil, water resources, and special geologic features such as the Falls of the Ohio River and Indiana Dunes.

GEOL-G 136 Indiana Geology Laboratory (1 cr.) P or C: G107, G110, or G135. Fall, Spring, Summer. Field experiences and practical exercises in applying geologic principles and observing the geologic phenomena of Indiana. Topics may include sedimentary rocks and fossils, soils, mineral resources, hydrology, glacial history, and karst topography. Students will visit multiple park areas, complete problem solving or hands-on exercises, and submit written reports.

GEOL-G 180 Dinosaurs (3 cr.) P: none. Fall, Spring, Summer. A survey of the characteristics and evolution of dinosaurs. Topics include: occurrence of dinosaur remains in the fossil record, basic anatomy, principles used in classification, types of predatory and plant-eating dinosaurs, environments occupied during life, biology and behavior, extinction theories, dinosaur hunters, and dinosaurs in the media and the public eye.

GEOL-G 199 Service Learning in Geology (1 cr.) P or C: G107, G110, G115, or G135. Students participate in community service projects. Completion of the project includes a paper reflecting on how the service experience contributed to their application of the principles of general education.

GEOL-G 205 Reporting Skills in Geoscience (3 cr.) P: G110, G335, and ENG W131. Spring. Techniques of presenting written and oral reports from the geoscience approach. The written report: mechanics of format and illustrations, proper citation of geoscience literature, the abstract, proofreading, and editing. The oral report: effective presentation and response to audience questions, simulating a professional science meeting.

GEOL-G 206 Advanced Physical Geology Laboratory (1 cr.) P or C: G110. Fall, Spring. The laboratory study of minerals, rocks, topographic maps and aerial photographs, landforms and landscapes, structural geology, and geologic maps.

GEOL-G 209 History of the Earth (3 cr.) P: G110, G120. Fall, Spring. Earth history emphasizing physical and biological evolution. Geologic time, stratigraphic correlation, plate tectonics, depositional environments, paleogeography, and evolution of life. Laboratory. Field trips.

GEOL-G 221 Introductory Mineralogy (4 cr.) P: G110, G120 and CHEM C105. Fall. Crystallography: symmetry, morphology, classes. Mineral chemistry, physics, and genesis. Description, identification, association, occurrence, and use of common and important minerals.

GEOL-G 222 Introductory Petrology (4 cr.) P: G221 and CHEM C106. Spring. Igneous, sedimentary, and metamorphic rocks: composition, field occurrence,

characteristics, classification, origin, laboratory description, and identification.

GEOL-G 250 Water and Environmental Issues in Earth Sciences (3 cr.) P: G107, GEOG G107 or equivalent. This interdisciplinary course addresses the relationship between water and current environmental issues in Earth Sciences both from a physical (processes) and human perspective.

GEOL-G 300 Environmental and Urban Geology (3 cr.) P: G107 or G110 or consent of instructor. Significance of regional and local geologic features and geologic processes in land use planning; use of geologic data in areas of rapid urbanization to properly utilize mineral and water resources and to assess potential geologic hazards.

GEOL-G 303 Geologic Mapping and Field Methods (4 cr.) P: G205, G222 and G335; or consent of instructor. Fall. Brunton-compass and GPS/GIS mapping. Measuring and describing stratigraphic sections of sedimentary rocks and surficial deposits. Mapping geologic structures. Field hydrology. Interpretation of maps, aerial photographs, and satellite imagery.

GEOL-G 304 Principles of Paleontology (3 cr.) P: G119 or G335 or consent of instructor. Spring. Biological principles applied to the fossil record. Examination of the quality of the fossil record, taxonomic principles and procedures, analytical techniques, evolutionary theory, evolution and paleoecology of species, populations and communities, diversification and extinction, paleogeography. Laboratories: systematics, stratigraphic distribution, and ecology of major fossilized invertebrate phyla.

GEOL-G 306 Earth Materials (4 cr.) P: G110, G120 and CHEM C105. Spring. The physical and chemical properties of Earth materials, and the chemical processes that have altered them to cause Earth to evolve to its present state. This course covers properties of minerals and their identification, genesis of igneous, metamorphic and sedimentary rocks, interactions between solid Earth and the hydrosphere, and interactions between humans and the solid Earth.

GEOL-G 307 Environmental Problems and Restoration (3 cr.) P: One introductory college course in geology, biology, or chemistry and one course in college algebra. Human impact on natural environments in urban settings, emphasizing field and laboratory exercises designed for developing proficiency and understanding in sampling, testing and data analysis of ground and surface water, soils, and ecosystems. Creating and delivering presentations geared for public education regarding urban environmental problems and their remediation.

GEOL-G 323 Structural Geology (4 cr.) P: G205, G222, and G335. Spring. Nature and origin of primary and secondary structural features of the earth's crust, with emphasis on mechanics of deformation and origin, and three-dimensional problems illustrating structural concepts. Laboratory.

GEOL-G 334 Principles of Sedimentation and Stratigraphy (4 cr.) P: G205, G222, and G335 or consent of instructor. Fall. Processes and factors influencing genesis of sedimentary particles and their deposition. Interpretation of depositional environments. Sedimentary facies and interpretation of stratigraphic record from outcrop, core sequence, and remote sensing. Laboratory. Field trip.

GEOL-G 335 Evolution of the Earth and Life (4 cr.) P: G110/G120. Evidence for evolution of the Earth and life in the rock record, Sequence of events, time of occurrence, rates of change. Interrelationships of principal themes: chemical evolution of the planet, evolution of the biosphere, plate tectonics, mountain building, and sea level changes. Bearing of evolution on human welfare.

GEOL-G 403 Optical Mineralogy and Petrography (3 cr.) P: G205 and G222. Identification of rock-forming minerals in fragments and thin sections using principles of optical crystallography and the petrographic microscope. Description of common igneous, sedimentary, and metamorphic rocks and interpretation of their genesis using hand specimens and thin sections.

GEOL-G 404 Geobiology (3 cr.) P: G205, G119, and G222 and BIOL K101 or BIOL K103 or BIOL N107, or consent of instructor. Principles of paleontology. Emphasis on invertebrates. Major patterns and fundamentals of biological evolution as revealed by the fossil record. Use of fossils in the study of stratigraphy and Earth's history. Laboratory exercises examine the form, ecology, and stratigraphic record of major phyla with a fossil record.

GEOL-G 406 Introduction to Geochemistry (3 cr.) P: G205, CHEM C106, or consent of instructor. Interactions between geology, chemistry, and biology in natural systems. Explores biogeochemical processes on small scales and in terms of global cycles, as well as human impacts on biogeochemical cycling.

GEOL-G 410 Undergraduate Research in Geology (1-3 cr.) P: G205, junior standing, and consent of instructor. Field and laboratory research in selected problems in geology. May be repeated. A total of 3 credit hours may be applied toward the degree.

GEOL-G 413 Introduction to Geophysics (3 cr.) P: G205 and consent of instructor. Applications of gravity, magnetics, seismology, electricity, and other methods of mineral exploration, engineering, and environmental investigations.

GEOL-G 415 Principles of Geomorphology (3 cr.) P: G205, and G222. P or C: G334. Natural processes that create landforms and land-scapes. Physics and chemistry of weathering and soil formation. Dynamics of mass wasting, streams, and glaciers. Includes field and laboratory investigations.

GEOL-G 416 Economic Geology (3 cr.) P: G205 and G222; or consent of instructor. Origin, geologic occurrence, distribution, use, and conservation of important geologic natural resources: metallic minerals; industrial minerals and rocks; coal, petroleum, natural gas, and other energy resources.

GEOL-G 418 Igneous and Metamorphic Petrology (3 cr.) P: G222 or equivalent. The petrogenesis of igneous and metamorphic rocks. Both lecture and laboratory portions of the course will stress the application of modern petrographic, mineralogic, geochemical, and phase equilibria techniques to the solution of relevant petrologic problems.

GEOL-G 420 Regional Geology Field Trip (1-3 cr.) P: G205 or consent of instructor. Summer. Field trip to selected regions for study of mineralogic, lithologic, stratigraphic, structural, paleontologic, geomorphologic, or other geological relationships.

GEOL-G 430 Principles of Hydrology (3 cr.) P: G205, G117 or G120, MATH 15400, CHEM C106, PHYS P201 or PHYS 15200 or PHYS 21800, and introductory biology. An introduction to the hydrologic cycle, reviewing processes such as precipitation, evaporation and transpiration, infiltration, runoff, streamflow and watersheds, and groundwater.

GEOL-G 431 Wetland Ecosystems (3 cr.) P: G430 or G451. Wetland ecosystems will explore wetlands and their role in ecosystem function. Topics will encompass wetland definitions, geomorphic setting, functions and values, hydrology, vegetation and soils, wetland biogeochemistry, and wetland mitigation and the regulatory framework in which wetlands are treated. The course evaluates the status and trends of Indiana wetlands and types of wetlands common in Indiana.

GEOL-G 436 Geological Remote Sensing (3 cr.) P: GEOL G222, GEOG G336, and PHYS P202 or consent of instructor. Spectroscopic analysis of rocks and minerals from terrestrial and extraterrestrial environments, and geologic application of remotely sensed spectral information. Topics include mapping rock-forming minerals, assessing and monitoring geologic hazards, and exploration for mineral deposits.

GEOL-G 445 Applied Analytical Techniques in Geology (3 cr.) P: G221 and consent of instructor. Principles of advanced analytical techniques, including X-ray analysis, electron beam imaging and analysis, and mass spectrometry, with applications in geosciences. Lectures on theory followed by laboratory exercises. Students will complete individual or collaborative research projects.

GEOL-G 447 Planetary Geology (3 cr.) P: G110 or equivalent course, or consent of instructor. Origin and evolution of planets. The roles of impacts and volcanism in surface dynamics, and the role of water in planetary climates.

GEOL-G 451 Principles of Hydrogeology (3 cr.) P: G205 and G110 or G117, MATH 16600 or MATH 22200, CHEM C106 and PHYS 15200 or PHYS-P201 or PHYS 21800. Geologic and hydrologic factors controlling the occurrence and dynamics of groundwater. Emphasis on basic physical and chemical relationships between water and geologic material.

GEOL-G 460 Internship in Geology (3 cr.) P: Junior or senior standing, and consent of faculty mentor. Fall, Spring, Summer. Industrial or similar experiences in geologically oriented employment. Projects jointly arranged, coordinated, and evaluated by faculty and industrial/governmental supervisors.

GEOL-G 486 Soil Biogeochemistry (3 cr.) P: G406, or consent of instructor. Biological and geochemical processes controlling the cycling of elements in soils and freshwater sediments with emphasis on cycles of carbon, nitrogen and phosphorous.

GEOL-G 490 Seminar in Geology (1-3 cr.) P: junior or senior standing and consent of instructor. Readings and discussion of selected topics. May be repeated, provided different topics are studied, for a maximum of 6 credit hours.

GEOL-G 495 Senior Thesis in Geology (1 cr.) P: Senior standing and consent of faculty mentor. Capstone experience involving a research project. Written report required.

GEOL-G 499 Honors Research in Geology (3 cr.) P: approval of departmental Honors Committee.

GEOL-G 502 Trace Element and Isotope Geochemistry (3 cr.) P: CHEM C360 or C361 or GEOL G406, or consent of instructor. Principles governing the distributions of trace elements, radioisotopes, and stable isotopes in igneous, metamorphic, or sedimentary environments. Emphasis on applications to petrology and geochronology.

GEOL-G 525 Glacial Geology (3 cr.) P: G415 or consent of instructor. Formation, dynamics, and regimen of glaciers. Erosional and depositional processes and landforms. Glaciation of North America with emphasis on stratigraphy, soils, climates, and physical changes resulting from glacial processes and environments. Field investigations and a student research project required.

GEOL-G 527 Geological Oceanography (3 cr.) P: graduate standing, G334, or consent of instructor. Geological features and processes operating in the oceans; continental shelf, slope and ocean-basin geomorphology, sedimentology, structure, and composition; origin and geologic history of seawater and ocean basins; tools applied to marine geological studies.

GEOL-G 535 Quaternary Geology (3 cr.) P: G415 or consent of instructor. Characteristics, distribution, and origin of Pleistocene and recent deposits, stratigraphy and chronology; formation of associated landforms, landscapes, paleosols, and soils; Quaternary environments and paleoclimatic interpretation.

GEOL-G 545 Applied Analytical Techniques in Geology (3 cr.) P: G221, CHEM C105-C106, and consent of instructor. Principles of advanced analytical techniques, including X-ray analysis, electron beam imaging and analysis, and mass spectrometry, with applications in geosciences. Lectures on theory followed by laboratory exercises. Students will complete individual or collaborative research projects.

GEOL-G 546 Planetary Remote Sensing (3 cr.) P: Previous course work in remote sensing, or consent of instructor. Application of multi-spectral data for exploration and mapping of planetary surfaces.

GEOL-G 550 Surface-Water Hydrology (3 cr.) P: G430 or G451. In-depth analysis of surface water components of hydrologic cycle: hydrometeorology, evaporation/transpiration, rainfall-runoff relationships, open-channel flow, flood hydrology, and statistical and probabilistic methods in hydrology.

GEOL-G 551 Advanced Hydrogeology (3 cr.) P: G430 or G451. Advanced treatment of concepts fundamental to subsurface hydrologic processes. Applications to groundwater resource development and environmental protection such as aquifer mechanics and well hydraulics, heterogeneity and anisotropy, ground water and surface water interactions, unsaturated flow, and tracer and contaminant transport.

GEOL-G 585 Environmental Geochemistry (3 cr.) P: G406 or consent of instructor. Aquatic and environmental geochemistry, including freshwater and marine systems, natural and human-induced changes to geochemical systems, and the geochemical record of paleoceanographic and paleoclimatic variations.

GEOL-G 595 Data Analysis Techniques in Geoscience (3 cr.) P: STAT 30100 and CSCI N207, or equivalent. Application of statistical and numerical analysis techniques to geoscience data, including sampling methods, confidence intervals, least squares methods, correlation, time series analysis, and multivariate techniques. Emphasis on using a computer to solve geoscience problems.

GEOL-G 596 Topics in Applied Environmental Geology (3 cr.) P: consent of instructor. Application of geologic principles to common environmental problems. Topics covered include waste site assessment, flood hazard analysis and mitigation, slope stability, and hydrogeology. Application of principles to problems pertaining to urban planning, earthquake-resistant design, and waste site/landfill development.

GEOL-G 621 Modeling Hydrological Systems (3 cr.) P: G430 or G451 and consent of instructor. Introduction to groundwater flow and solute transport modeling. Includes development of equations describing ground water flow and applied ground water/contaminant transport modeling, using a variety of current software packages.

GEOL-G 635 Soil Geomorphology (3 cr.) P: G415. Application of geomorphic principles in evaluation of weathering and soil formation; systems analysis of soil-landscape models; paleogeomorphology and paleopedology. Lectures and discussion; field and laboratory problems.

GEOL-G 640 Fluvial Geomorphology (3 cr.) P: G415 or consent of instructor. Survey of fluvial processes including sediment transport, bed and bank erosion, and river metamorphosis. Examination of the controls on channel form. Analysis of landform genesis with an emphasis on feature sedimentology and stratigraphy. Application of fluvial geomorphic principles to land management and restoration of riparian ecosystems.

GEOL-G 645 Carbonate Sedimentology (3 cr.) P: G334 or consent of instructor. Spring. Course focuses on origin and generation of carbonate grains, description of modern carbonate depositional environments, interpretation of ancient limestone and dolomite sequences, and carbonate diagenesis.

GEOL-G 690 Advanced Geology Seminar (Arr. cr.) P: consent of instructor.

GEOL-G 700 Geologic Problems (1-5 cr.) P: consent of faculty mentor. Consideration of special geologic problems.

GEOL-G 810 Thesis Research (6 cr.) P: consent of faculty mentor. Thesis Research.

Mathematical Sciences

Advanced Undergraduate and Graduate

MATH 50400 Real Analysis (3 cr.) P: 444 or consent of instructor. Completeness of the real number system, basic topological properties, compactness, sequences and series, absolute convergence of series, rearrangement of series, properties of continuous functions, the Riemann-Stieltjes integral, sequences and series of functions, uniform convergence, the Stone-Weierstrass theorem, equicontinuity, and the Arzela-Ascoli theorem.

MATH 50500 Intermediate Abstract Algebra (3 cr.) P: 453 or consent of instructor. Group theory with emphasis on concrete examples and applications. Field theory: ruler and compass constructions, Galois theory, and solvability of equations by radicals.

MATH 51000 Vector Calculus (3 cr.) P: 261. Spring, summer. Calculus of functions of several variables and of vector fields in orthogonal coordinate systems. Optimization problems, implicit function theorem, Green's theorem, Stokes's theorem, divergence theorems, and applications to engineering and the physical sciences.

MATH 51100 Linear Algebra with Applications (3 cr.) P: 261. Fall, spring, summer. Not open to students with credit in 351. Matrices, rank and inverse of a matrix, decomposition theorems, eigenvectors, unitary and similarity transformations on matrices.

MATH 51400 Numerical Analysis (Pending Approval) (3 cr.) P: MATH 26600 and MATH 35100 or MATH 51100, or consent of instructor and familiarity with one of the high-level programming languages: Fortran 77/90/95, C, C++, Matlab. This course is pending. Numerical Analysis is concerned with finding numerical solutions to problems, especially those for which analytical solutions do not exist or are not readily obtainable. This course provides an introduction to the subject and treats the topics of approximating functions by polynomials, solving linear systems of equations, and of solving nonlinear equations. These topics are of great practical importance in science, engineering and finance, and also have intrinsic mathematical interest. The course concentrates on theoretical analysis and on the development of practical algorighms.

MATH 51800 Advanced Discrete Mathematics (3 cr.) P: 266 or consent of instructor. This course covers mathematics useful in analyzing computer algorithms. Topics include recurrence relations, evaluation of sums, integer functions, elementary number theory, binomial coefficients, generating functions, discrete probability, and asymptotic methods.

STAT 51900 Introduction to Probability (3 cr.) P: 261. See course listing for STAT 519.

MATH 52000 Boundary Value Problems of Differential Equations (3 cr.) P: 261 and 266. Sturm-Liouville theory, singular boundary conditions, orthogonal expansions, separation of variables in partial differential equations, and spherical harmonics.

MATH 52200 Qualitative Theory of Differential Equations (3 cr.) P: 266 and 351. Nonlinear ODEs, critical points, stability and bifurcations, perturbations, averaging, nonlinear oscillations and chaos, and Hamiltonian systems.

MATH 52300 Introduction to Partial Differential Equations (3 cr.) P: 266 and 510, or consent of instructor. Method of characteristics for quasilinear first-order equations, complete integral, Cauchy-Kowalewsky theory, classification of second-order equations in two variables, canonical forms,

difference methods of hyperbolic and parabolic equations, and Poisson integral method for elliptic equations.

MATH 52500 Introduction to Complex Analysis (3 cr.) P: 261 and 266. Complex numbers and complex-valued functions; differentiation of complex functions; power series, uniform convergence; integration, contour integrals; and elementary conformal mapping.

MATH 52600 Principles of Mathematical Modeling (3 cr.) P: 266 and 510, or consent of instructor. Ordinary and partial differential equations of physical problems, simplification, dimensional analysis, scaling, regular and singular perturbation theory, variational formulation of physical problems, continuum mechanics, and fluid flow.

MATH 52700 Advanced Mathematics for Engineering and Physics I (3 cr.) P: 266 and 351 or 511. Linear algebra, systems of ordinary differential equations, Laplace transforms, Fourier series and transforms, and partial differential equations.

MATH 52800 Advanced Mathematics for Engineering and Physics II (3 cr.) P: 537 or consent of instructor. Divergence theorem, Stokes's Theorem, complex variables, contour integration, calculus of residues and applications, conformal mapping, and potential theory.

MATH 53000 Functions of a Complex Variable I (3 cr.) P or C: 544. Complex numbers, holomorphic functions, harmonic functions, and linear transformations. Power series, elementary functions, Riemann surfaces, contour integration, Cauchy's theorem, Taylor and Laurent series, and residues. Maximum and argument principles. Special topics.

MATH 53100 Functions of a Complex Variable II (3 cr.) P: 530. Compactness and convergence in the space of analytic functions, Riemann mapping theorem, Weierstrass factorization theorem, Runge's theorem, Mittag-Leffler theorem, analytic continuation and Riemann surfaces, and Picard theorems.

STAT 53200 Elements of Stochastic Processes (3 cr.) P: 519. See course listing for STAT 532.

MATH 53500 Theoretical Mechanics (3 cr.) P: 266 and PHYS 152. Kinematics and dynamics of systems of particles and of rigid bodies, Lagrange and Hamilton-Jacobi equations, oscillations about equilibrium, Hamiltonian systems, integral invariants, and transformation theory.

MATH 53600 Perturbation and Asymptotic Analysis (3 cr.) P: 525 or 530, and 523. Matched asymptotic expansions, inner and outer expansions, strained coordinates and multiple scales, and turning point analysis.

MATH 53700 Applied Mathematics for Scientists and Engineers I (3 cr.) P: 261, 266, and consent of instructor. Covers theories, techniques, and applications of partial differential equations, Fourier transforms, and Laplace transforms. Overall emphasis is on applications to physical problems.

MATH 54400 Real Analysis and Measure Theory (3 cr.) P: 444 or consent of instructor. Algebra of sets, real number system, Lebesgue measure, measurable functions, Lebesgue integration, differentiation, absolute continuity, Banach spaces, metric spaces, general measure and integration theory, and Riesz representation theorem.

MATH 54500 Principles of Analysis II (3 cr.) P: 544. Continues the study of measure theory begun in 544.

MATH 54600 Introduction to Functional Analysis (3 cr.) P: 545. By arrangement. Banach spaces, Hahn-Banach theorem, uniform boundedness principle, closed graph theorem, open mapping theorem, weak topology, and Hilbert spaces.

MATH 54700 Analysis for Teachers I (3 cr.) P: 261. Set theory, logic, relations, functions, Cauchy's inequality, metric spaces, neighborhoods, and Cauchy sequence.

MATH 54800 Analysis for Teachers II (3 cr.) P: 547. Functions on a metric space, continuity, uniform continuity, derivative, chain rule, Riemann integral, fundamental theorem of calculus, and double integrals.

MATH 54900 Applied Mathematics for Secondary School Teachers (3 cr.) P: 266 and 351. Summer, odd-numbered years. Applications of mathematics to problems in the physical sciences, social sciences, and the arts. Content varies. May be repeated for credit with the consent of the instructor.

MATH 55000 Algebra for Teachers I (3 cr.) P: 351. Definitions and elementary properties of groups, rings, integral domains, and fields. Intended for secondary school teachers.

MATH 55100 Algebra for Teachers II (3 cr.) P: 550. Polynomial rings, fields, vector spaces, and matrices.

MATH 55200 Applied Computational Methods II (3 cr.) P: 559 and consent of instructor. The first part of the course focuses on numerical integration techniques and methods for ODEs. The second part concentrates on numerical methods for PDEs based on finite difference techniques with brief surveys of finite element and spectral methods.

MATH 55300 Introduction to Abstract Algebra (3 cr.) P: 45300 or consent of instructor. Group theory: finite abelian groups, symmetric groups, Sylow theorems, solvable groups, Jordan-Holder theorem. Ring theory: prime and maximal ideals, unique factorization rings, principal ideal domains, Euclidean rings, and factorization in polynomial and Euclidean rings. Field theory: finite fields, Galois theory, and solvability by radicals.

MATH 55400 Linear Algebra (3 cr.) P: 351. Review of basics: vector spaces, dimension, linear maps, matrices, determinants, and linear equations. Bilinear forms, inner product spaces, spectral theory, and eigenvalues. Modules over principal ideal domain, finitely generated abelian groups, and Jordan and rational canonical forms for a linear transformation.

MATH 55900 Applied Computational Methods I (3 cr.) P: 266 and 351 or 511. Computer arithmetic, interpolation methods, methods for nonlinear equations, methods for solving linear systems, special methods for special matrices, linear least square methods, methods for computing eigenvalues, iterative methods for linear systems; methods for systems of nonlinear equations.

MATH 56100 Projective Geometry (3 cr.) P: 351. Projective invariants, Desargues' theorem, cross-ratio, axiomatic foundation, duality, consistency, independence, coordinates, and conics.

MATH 56200 Introduction to Differential Geometry and Topology (3 cr.) P: 351 and 445. Smooth manifolds, tangent vectors, inverse and implicit function theorems, submanifolds, vector fields, integral curves, differential forms, the exterior derivative, DeRham cohomology groups, surfaces in E3, Gaussian curvature, two-dimensional Riemannian geometry, and Gauss-Bonnet and Poincare theorems on vector fields.

MATH 56300 Advanced Geometry (3 cr.) P: 300 or consent of instructor. Topics in Euclidean and non-Euclidean geometry.

MATH 56700 Dynamical Systems I (3 cr.) P: 545, 571 Fundamental concepts and examples, one-dimensional systems, symbolic dynamics, topological entropy, hyperbolicity, structural stability, bifurcations, invariant measures, ergodicity.

MATH 57100 Elementary Topology (3 cr.) P: 444. Topological spaces, metric spaces, continuity, compactness, connectedness, separation axioms, nets, and function spaces.

MATH 57200 Introduction to Algebraic Topology (3 cr.) P: 571. Singular homology theory, Ellenberg-Steenrod axioms, simplicial and cell complexes, elementary homotopy theory, and Lefschetz fixed point theorem.

MATH 57400 Mathematical Physics I (3 cr.) P: 545 Topics in special functions, representation theory, spectral theory, modern differential geometry and topology, rigorous results in statistical physics.

MATH 57800 Mathematical Modeling of Physical Systems I (3 cr.) P: 266, PHYS 152, PHYS 251, and consent of instructor. Linear systems modeling, mass-spring-damper systems, free and forced vibrations, applications to automobile suspension, accelerometer, seismograph, etc., RLC circuits, passive and active filters, applications to crossover networks and equalizers, nonlinear systems, stability and bifurcation, dynamics of a nonlinear pendulum, van der Pol oscillator, chemical reactor, etc., introduction to chaotic dynamics, identifying chaos, chaos suppression and control, computer simulations, and laboratory experiments.

MATH 58100 Introduction to Logic for Teachers (3 cr.) P: 351. Not open to students with credit in 385. Logical connectives, rules of sentential inference, quantifiers, bound and free variables, rules of inference, interpretations and validity, theorems in group theory, and introduction to set theory.

MATH 58300 History of Elementary Mathematics (3 cr.) P: 261. A survey and treatment of the content of major developments of mathematics through the eighteenth century, with selected topics from more recent mathematics, including non-Euclidean geometry and the axiomatic method.

MATH 58500 Mathematical Logic I (3 cr.) P: 351. Formal theories for propositional and predicate calculus with study of models, completeness, and compactness. Formalization of elementary number theory; Turing machines, halting problem, and the undecidability of arithmetic.

MATH 58700 General Set Theory (3 cr.) P: 351. Informal axiomatization of set theory, cardinal numbers, countable sets, cardinal arithmetic, order types, well-ordered sets and ordinal numbers, axiom of choice and equivalences, paradoxes of intuitive set theory, and Zermelo-Fraenkel axioms.

MATH 58800 Mathematical Modeling of Physical Systems II (3 cr.) P: 578. Depending on the interests of the students, the content may vary from year to year. Emphasis will be on mathematical modeling of a variety of physical systems. Topics will be chosen from the volumes Mathematics in Industrial Problems by Avner Friedman. Researchers from local industries will be invited to present real-world applications. Each student will undertake a project in consultation with one of the instructors or an industrial researcher.

MATH 59800 Topics in Mathematics (1-5 cr.) By arrangement. Directed study and reports for students who wish to undertake individual reading and study on approved topics.

Graduate

MATH 61100 Methods of Applied Mathematics I (3 cr.) P: consent of instructor. Introduction to Banach and Hilbert spaces, linear integral equations with Hilbert-Schmidt kernels, eigenfunction expansions, and Fourier transforms.

MATH 61200 Methods of Applied Mathematics II (3 cr.) P: 611. Continuation of theory of linear integral equations; Sturm-Liouville and Weyl theory for second-order differential operators, distributions in n dimensions, and Fourier transforms.

MATH 62600 Mathematical Formulation of Physical Problems I (3 cr.) P: graduate standing and consent of instructor. Topics to be chosen from the following: Tensor formulation of the field equations in continuum mechanics, fluid dynamics, hydrodynamic stability, wave propagation, and theoretical mechanics.

MATH 62700 Mathematical Formulation of Physical Problems II (3 cr.) P: 62600. Continuation of 62600.

MATH 64200 Methods of Linear and Nonlinear Partial Differential Equations I (3 cr.) P: 52000, 52300, and 61100. Topics from linear and nonlinear partial differential equations, varied from time to time.

MATH 64600 Functional Analysis (3 cr.) P: 546. Advanced topics in functional analysis, varying from year to year at the discretion of the instructor.

MATH 66700 Dynamical Systems II (3 cr.) P: 567 Topics in dynamics. Continuation of MATH 567.

MATH 67200 Algebraic Topology I (3 cr.) P: 572. Continuation of 572; cohomology, homotopy groups, fibrations, and further topics.

MATH 67300 Algebraic Topology II (3 cr.) P: 672. continuation of 672, covering further advanced topics in algebraic and differential topology such as K-theory and characteristic classes.

MATH 67400 Mathematical Physics II (3 cr.) P: 574 Topics in mathematical physics. Continuation of MATH 574.

MATH 69200 Topics in Applied Mathematics (1-3 cr.)

MATH 69300 Topics in Analysis (1-3 cr.)

MATH 69400 Topics in Differential Equations (1-3 cr.)

MATH 69700 Topics in Topology (1-3 cr.)

MATH 69900 Research Ph.D. Thesis (Arr. cr.)

Undergraduate

Lower-Division

MATH 00100 Introduction to Algebra (4 cr.) Placement. Fall, spring, summer. Covers the material taught in the first year of high school algebra. Numbers and algebra, integers, rational numbers, equations, polynomials, graphs, systems of equations, inequalities, radicals. Credit does not apply toward any degree.

MATH 11000 Fundamentals of Algebra (4 cr.) P: MATH 00100 (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 11100 Fundamentals of Algebra (4 cr.) P: MATH 00100 (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 12300 Elementary Concepts of Mathematics (3 cr.) Mathematics for liberal arts students; experiments and activities that provide an introduction to inductive and deductive reasoning, number sequences, functions and curves, probability, statistics, topology, metric measurement, and computers.

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 13100 Mathematics for Elementary Teachers II (3 cr.) P: 13000. Fall, spring, summer. Number systems: numbers of arithmetic, integers, rationals, reals, mathematical systems, decimal and fractional notations; probability, simple and compound events, algebra review.

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.) P: 11100 or 11000 (with a minimum grade of C) or equivalent, and one year of high school geometry. Fall, spring, summer. 13600 is a one-semester version of 13000 and 13200. Not open to students with credit in 13000 or 13200.

MATH 15200 College Algebra (3 cr.) P: MATH 11100 Algebra with a grade of C or better, MATH 11000 Fundamentals of Algebra with a grade of B or better, or placement. (Not available for credit toward graduation in the School of Science.) Typically offered Fall, Spring, Summer. MATH 15200 is a terminal course and not part of a sequence that is meant to be a prerequisite for higher level mathematics courses. MATH 15200 is not considered a prerequisite for higher level mathematics courses. MATH 15200 is not considered a prerequisite for MATH 15400 College Algebra and Trigonometry II. This course is specifically designed for students who do not need the same technical skills as those required by students planning to continue with calculus. There will be an emphasis on applied problems and graphing techniques. Real numbers, linear functions, linear equations, and systems of linear equations, absolute value equations, rational expressions, complex numbers, quadractic equations, exponential and logarithmic functions, circle parabola, and the mathematics of finance including compound interest and annuities are topics covered in this course.

MATH 15300 Algebra and Trigonometry I (3 cr.) P: 11100 (with a minimum grade of C) or placement. 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 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 MA 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 19000 Topics in Applied Mathematics for Freshmen (3 cr.) Treats applied topics in mathematics at the freshman level. Prerequisites and course material vary with the applications.

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 23100 Calculus for Life Sciences I (3 cr.) P: 15400 or 15900 (with a minimum grade of C-) or equivalent, and one year of geometry. Limits, derivatives and applications. Exponential and logarithmic functions. Integrals, antiderivatives, and the Fundamental Theorem of Calculus. Examples and applications are drawn from the life sciences.

MATH 23200 Calculus for Life Sciences II (3 cr.) P: 23100 (with a minimum grade of C-). Matrices, functions of several variables, differential equations and solutions with applications. Examples and applications are drawn from the life sciences.

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 (3 cr.) P: 16400 and 17100 (minimum grade of C in each). Fall, spring, summer. First order equations, second and nth order linear equations, series solutions, solution by Laplace transform, systems of linear equations.

MATH 27600 Discrete Math (3 cr.) P or C: 16500 or consent of instructor. Spring. Logic, sets, functions, integer algorithms, applications of number theory, mathematical induction, recurrence relations, permutations, combinations, finite probability, relations and partial ordering, and graph algorithms.

MATH 29000 Topics in Applied Mathematics for Sophomores (3 cr.) Applied topics in mathematics at the sophomore level. Prerequisites and course material vary with the applications.

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.

MATH-S 118 Honors Finite Mathematics (3 cr.) P: Mastery of two years of high school algebra and consent of instructor. Designed for students of outstanding ability in mathematics. Covers all material of M118 and additional topics from statistics and game theory. Computers may be used in this course, but no previous experience is assumed.

MATH-S 119 Honors Brief Survey of Calculus I (3 cr.) P: Mastery of two years of high school algebra and consent of instructor. Designed for students of outstanding ability in mathematics. Covers all material of M119 and additional topics. Computers may be used in this course, but no previous experience is assumed.

MATH-S 165 Honors Analytic Geometry and Calculus I (4 cr.) Precalculus or trigonometry and consent of instructor. This course covers the same topics as MATH 16500. However, it is intended for students having a strong interest in mathematics who wish to study the concepts of calculus in more depth and who are seeking mathematical challenge.

MATH-S 166 Honors Analytic Geometry and Calculus II (4 cr.) P: S165 (minimum grade of B-) or 16500 (minimum grade of A-), and consent of instructor. This course covers the same topics as MATH 16600. However, it is intended for students having a strong interest in mathematics who wish to study the concepts of calculus in more depth and who are seeking mathematical challenge.

Upper-Division

MATH 30000 Logic and the Foundations of Algebra (3 cr.) P: 16500. Fall. Logic and the rules of reasoning, theorem proving. Applications to the study of the integers; rational, real, and complex numbers; and polynomials. Bridges the gap between elementary and advanced courses. Recommended for prospective high school teachers.

MATH 32101 Elementary Topology (3 cr.) P: 26100. Introduction to topology, including metric spaces, abstract topological spaces, continuous functions, connectedness, compactness, curves, Cantor sets, coninua, and the Baire Category Theorem. Also, an introduction to surfaces, including spheres, tori, the Mobius band, the Klein bottle and a description of their classification.

MATH 33300 Chaotic Dynamical Systems (3 cr.) P: 16600 or 22200. Spring. The goal of the course is to introduce some of the spectacular new discoveries that have been made in the past twenty years in the field of mathematics known as dynamical systems. It is intended for undergraduate students in mathematics, science, or engineering. It will include a variety of computer experiments using software that is posted on the Web.

MATH 35100 Elementary Linear Algebra (3 cr.) P: 26100. Not open to students with credit in MATH 51100. Fall, spring. Systems of linear equations, matrices, vector spaces, linear transformations, determinants, inner product spaces, eigenvalues, and applications.

MATH 37300 Financial Mathematics (3 cr.) P: 26100. An introduction to the theory of finance, including such topics as compound interest, annuities certain, amortization schedules, sinking funds, bonds, and related securities.

MATH 39000 Topics in Applied Mathematics for Juniors (3 cr.) Applied topics in mathematics at the junior level. Prerequisites and course material vary with the applications.

MATH 39800 Internship in Professional Practice (1-3 cr.) P: Approval of Department of Mathematical Sciences. Professional work experience involving significant use of mathematics or statistics. Evaluation of performance by employer and Department of Mathematical Sciences. May count toward major requirements with approval of the Department of Mathematical Sciences. May be repeated

with approval of the Department of Mathematical Sciences for a total of 6 credits.

MATH 41400 Numerical Methods (3 cr.) P: 26600 and a course in a high-level programming language. Not open to students with credit in CSCI 51200. Fall. Error analysis, solution of nonlinear equations, direct and iterative methods for solving linear systems, approximation of functions, numerical differentiation and integration, and numerical solution of ordinary differential equations.

MATH 42100 Linear Programming and Optimization Techniques (3 cr.) P: MATH 26100 and 35100. This course covers a variety of topics in operations research, including solution of linear programming problems by the simplex method, duality theory, transportation problems, assignment problems, network analysis, dynamic programming.

MATH 42300 Discrete Modeling and Game Theory (3 cr.) P: MATH 26200 or 26600 and MATH 35100 or consent of instructor. Linear programming, mathematical modeling of problems in economics, management, urban administration, and the behavioral sciences.

MATH 42500 Elements of Complex Analysis (3 cr.) P: 26100 Complex numbers and complex-valued functions; differentiation of complex functions; power series, uniform convergence; integration, contour integrals; elementary conformal mapping.

MATH 42600 Introduction to Applied Mathematics and Modeling (3 cr.) P: 26600 and PHYS 15200. Introduction to problems and methods in applied mathematics and modeling. Formulation of models for phenomena in science and engineering, their solutions, and physical interpretation of results. Examples chosen from solid and fluid mechanics, mechanical systems, diffusion phenomena, traffic flow, and biological processes.

MATH 44400 Foundations of Analysis (3 cr.) P: 26100. Fall. Set theory, mathematical induction, real numbers, completeness axiom, open and closed sets in Rm, sequences, limits, continuity and uniform continuity, inverse functions, differentiation of functions of one and several variables.

MATH 44500 Foundations of Analysis II (3 cr.) P: 44400. Spring. Continuation of differentiation, the mean value theorem and applications, the inverse and implicit function theorems, the Riemann integral, the fundamental theorem of calculus, point-wise and uniform convergence, convergence of infinite series, and series of functions.

MATH 45300 Beginning Abstract Algebra (3 cr.) P: 35100 or consent of instructor. Fall. Basic properties of groups, rings,and fields, with special emphasis on polynomial rings.

MATH 45400 Galois Theory (3 cr.) P: MATH 45300. An introduction to Galois Theory, covering both its origins in the theory of roots of polynomial equation and its modern formulation in terms of abstract algebra. Topics include field extension extensions and their symmetries, ruler and compass constructions, solvable groups, and the solvability of polynomial equations by radical operation.

MATH 45600 Introduction to the Theory of Numbers (3 cr.) P: 26100. Divisibility, congruences, quadratic residues, Diophantine equations, and the sequence of primes.

MATH 46200 Elementary Differential Geometry (3 cr.) P: 35100. Calculus and linear algebra applied to the study of curves and surfaces. Curvature and torsion, Frenet-Serret apparatus and theorem, and fundamental theorem of curves. Transformation of R2, first and second fundamental forms of surfaces, geodesics, parallel translation, isometries, and fundamental theorem of surfaces.

MATH 46300 Intermediate Euclidean Geometry for Secondary Teachers (3 cr.) P: 30000 and one year of high school geometry, or consent of instructor. Spring. History of geometry. Ruler and compass constructions, and a critique of Euclid. The axiomatic method, models, and incidence geometry. Presentation, discussion and comparison of Hilbert's, Birkhoff's, and SMSG's axiomatic developments.

MATH 49000 Topics in Mathematics for Undergraduates (1-5 cr.) By arrangement. Open to students only with the consent of the department. Supervised reading and reports in various fields.

MATH 49100 Seminar in Competitive Math Problem-Solving (1-3 cr.) Approval of the director of undergraduate programs is required. This seminar is designed to prepare students for various national and regional mathematics contests and examinations such as the Putnam Mathematical Competition, the Indiana College Mathematical Competition and the Mathematical Contest in Modeling (MCM), among others. May be repeated twice for credit.

MATH 49200 Capstone Experience (1-3 cr.) Credits by arrangement.

MATH 49500 TA Instruction (0 cr.) For teaching assistants. Intended to help prepare TAs to teach by giving them the opportunity to present elementary topics in a classroom setting under the supervision of an experienced teacher who critiques the presentations.

EDUC-M 457 Methods of Teaching Senior High/Junior High/Middle School Mathematics (2-4 cr.) P: 30 credit hours of mathmatics. Study of methodology, heuristics of problem solving, curriculum design, instructional computing, professional affilia-tions, and teaching of daily lessons in the domain of secondary and/or junior high/ middle school mathematics.

Physics

Advanced Undergraduate and Graduate

PHYS 50100 Physical Science (3 cr.) Fall, Spring. Survey of the physical sciences with emphasis on methods of presentation appropriate to the elementary school. Graduate credit is extended only for elementary school teacher programs.

PHYS 51000 Physical Mechanics (3 cr.) P: 31000 or equivalent, and courses in calculus and differential equations. Mechanics of particles, rigid bodies, and vibrating systems.

PHYS 51500 Thermodynamics (3 cr.) P: 31000 and 33000 and a course in differential equations or advanced calculus. Equilibrium states, the concept of heat, and the laws of thermodynamics; the existence and properties of the entropy; different thermodynamic potentials and their uses; phase diagrams; introduction of statistical mechanics and its relation to thermodynamics; and treatment of ideal gases.

PHYS 51700 Statistical Physics (3 cr.) P: 34200, 51000, and 51500 or equivalent. Laws of thermodynamics; Boltzmann and quantum statistical distributions, with applications to properties of gases, specific heats of solids, paramagnetism, black-body radiation, and Bose-Einstein condensation; Boltzmann transport equation and transport properties of gases; and Brownian motion and fluctuation phenomena.

PHYS 52000 Mathematical Physics (3 cr.) P: 31000, 32200, 33000, or consent of instructor. Vectors and vector operators, tensors, infinite series, analytic functions and the calculus of residues, partial differential equations, and special functions of mathematical physics. When interests and preparation of students permit, calculus of variations and/or group theory are covered.

PHYS 52200 Coherent Optics and Quantum Electronics (3 cr.) P: 33000, 44200, and 55000, or ME 58700. Recent experimental and theoretical developments in optics, emphasizing concepts of coherence. Fourier optics and the quantum theory of radiation. Applications to lasers and masers, nonlinear optics, holography, and quantum electronics.

PHYS 53000 Electricity and Magnetism (3 cr.) P: 33000 or equivalent. Electrostatic problems; theory of dielectrics; theory of electric conduction; electromagnetic effects due to steady and changing currents; magnetic properties of matter; Maxwell's equations; and electromagnetic radiation.

PHYS 53300 Principles of Magnetic Resonance (3 cr.) P: 55000 or equivalent. Magnetic resonance in bulk matter; classical and quantum descriptions, relaxation, CW and pulse experiments, interactions and Hamiltonians. Magnetic interactions between electrons and nuclei; nuclear quadrupole interaction, crystal field interactions, and effect of molecular motion. High-resolution NMR spectra; EPR of free-radical solutions; and powder patterns.

PHYS 54500 Solid-State Physics (3 cr.) P: an undergraduate course in modern physics. Crystal structure; lattice vibrations; free electron theory of solids; band theory of solids; semiconductors; superconductivity; magnetism; and magnetic resonance.

PHYS 55000 Introduction to Quantum Mechanics (3 cr.) P: 34200 and at least one other junior-level course in each of mathematics and physics or equivalent. Brief historical survey; waves in classical physics; wavepackets; uncertainty principle; operators and wave functions; Schrodinger equation and application to one-dimensional problems; the hydrogen atom; electron spin; multielectron atoms; periodic table; molecules; periodic potentials; and Bloch wave functions.

PHYS 55600 Introductory Nuclear Physics (3 cr.) P: 55000 or equivalent. Theory of relativity; brief survey of systematics of nuclei and elementary particles; structure of stable nuclei; radioactivity; interaction of nuclear radiation with matter; nuclear reactions; particle accelerators; nuclear instruments; fission; and nuclear reactors.

PHYS 57000 Selected Topics in Physics (3 cr.) Specialized topics in physics selected from time to time.

PHYS 59000 Reading and Research (1-3 cr.)

PHYS 59300 Advanced Physics Laboratory (3 cr.)

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.

AST-A 130 Short Courses in Astronomy (1 cr.) Five-week short courses on a variety of topics in astronomy. Examples of topics include: the Big Bang, Black Holes, Astronomy from your Backyard, How to See Stars, and The Birth and Death of Our Sun.

AST-A 205 Quasars, Pulsars, Black Holes (3 cr.) P: Introductory High School mathematics. Fall, day. For both science and non-science majors interested in astronomy. Surveys stars of all types and their life cycles. Includes the H-R diagram, star clusters, and exploration of our own sun. Discussion of relativistic effects on certain astronomical objects and on human space exploration.

Graduate

PHYS 58500 Introduction to Molecular Biophysics (3 cr.)

PHYS 60000 Methods of Theoretical Physics (3 cr.) P: graduate standing in physics or consent of instructor. 600 is designed to provide first-year physics graduate students with the mathematical background for subsequent studies of advanced mechanics, electrodynamics, and quantum theory. Topics include functions of a complex variable, ordinary and partial differential equations, eigenvalue problems, and orthogonal functions. Green's functions, matrix theory, and tensor analysis in three and four dimensions.

PHYS 60100 Methods of Theoretical Physics II (3 cr.) P: 60000 or equivalent. A continuation of 60000.

PHYS 61000 Advanced Theoretical Mechanics (3 cr.) P: 51000 or equivalent. Lagrangian and Hamiltonian mechanics; variational principles; canonical transformations; Hamilton-Jacobi theory; theory of small oscillations; and Lagrangian formulation for continuous systems and field.

PHYS 61700 Statistical Mechanics (3 cr.) P: 66000 or equivalent. Classical and quantum statistical mechanics.

PHYS 63000 Advanced Theory of Electricity and Magnetism (3 cr.) P: 53000 and 60000, or equivalent. The experimental origins of Maxwell's equations. Electrostatics and magnetostatics; solution of boundary value problems. Quasistatic currents. Electromagnetic energy and momentum and the Maxwell stress tensor. Foundations of optics. Radiation from antennae, multipole expansion; waveguides.

PHYS 63100 Advanced Theory of Electricity and Magnetism (3 cr.) P: 63000 or equivalent. Covariant formulation of electrodynamics; Lienard-Wiechert potentials; radiation from accelerated particles; Cerenkov radiation;

dynamics of relativistic particles; radiation damping; and introduction to magnetohydrodynamics.

PHYS 63300 Advanced Topics in Magnetic Resonance (3 cr.) P: 53300 or consent of instructor. Rotation operators, coupling of angular momenta, Wigner-Eckhart theorem, and density matrix; theory of magnetic resonance, relaxation in liquids, chemical exchange, double resonance, cross-polarization, and magic angle spinning; two-dimensional NMR, correlation spectroscopy, and exchange and NOE spectroscopies; application to biological macromolecules; time domain EPR; and lineshape under slow motion.

PHYS 66000 Quantum Mechanics I (3 cr.) P: 53000, 55000, 60000, and 61000, or equivalent. Origins of the quantum theory, the uncertainty and complementarity principles. The Schrodinger equation and its solutions for simple physical systems. Mathematical formulation of the quantum theory. Applications: simple harmonic oscillator, theory of angular momentum, and hydrogen atom. Time-independent and time-dependent perturbation theory. The Pauli exclusion principle. Spin of the electron. Elementary theory of scattering.

PHYS 66100 Quantum Mechanics II (3 cr.) P: 60100, 63000, and 66000, or equivalent. Symmetry and conservation laws. The Klein-Gordon and Dirac equations. Interaction of radiation with matter. Applications of quantum mechanics to atomic structure. Scattering theory.

PHYS 67000 Selected Topics in Physics (1-3 cr.) P: consent of instructor. Specialized topics in physics, varied from time to time.

PHYS 68500 Physics Seminar (0-1 cr.) Offered on Pass/Fail basis only. May be repeated for credit. Weekly physics seminar presented by faculty and invited speakers from outside the department.

PHYS 69800 Research M.S. Thesis (Arr. cr.) Research M.S. Thesis.

PHYS 69900 Research (Arr. cr.) Ph.D. thesis.

PHYS-G 901 Advanced Research (6 cr.)

Undergraduate

PHYS 01000 Pre-Physics (3 cr.) P: MATH 15900, or MATH 15300 and 15400, or equivalent. Fall, Spring. For students not ready to take the algebra- and trigonometry-based courses in physics (21800 and P201). Basic concepts of physics. Methods of analyzing physics problems. Setting up equations for physics problems. Interpreting information in physics problems. Analyzing and presenting the results of laboratory measurements. Extensive drill in these topics.

PHYS 10000 Physics in the Modern World (5 cr.) P: Introductory high school mathematics. Spring, day. Ideas, language, methods, and impact of physics today.

PHYS 14000 Short Courses in Physics (1 cr.) Five-week courses on a variety of topics related to the physical world. Examples of topics include: Waves and Particles Are the Same Thing, Relativity, Quarks and Other Inhabitants of the Zoo, Why Things Work and Why They Don't, Lasers and Holography, and Physics of Star Trek.

PHYS 15200 Mechanics (4 cr.) P or C: MATH 16600. Equiv. IU PHYS P221. Fall, day; Spring, day, night; Summer, day. Statics, uniform and accelerated motion; Newton's laws; circular motion; energy, momentum, and conservation principles; dynamics of rotation; gravitation and planetary motion; properties of matter; and simple harmonic and wave motion. For more information, visit our Web page at webphysics.iupui.edu/introphysics.

PHYS 20000 Our Physical Environment (3 cr.) Fall, night; Spring, night. A nonmathematical introduction to physical concepts and methods by means of examples from daily life and current technological applications.

PHYS 21800 General Physics (4 cr.) P: MATH 15900 or equivalent. Fall, night; Spring, night; Summer, day. Mechanics, conservation laws, gravitation; simple harmonic motion and waves; kinetic theory, heat, and thermodynamics for students in technology fields.

PHYS 21900 General Physics (4 cr.) P: 21800. Fall, night; Spring, night; Summer, day. Electricity, light, and modern physics.

PHYS 25100 Heat, Electricity, and Optics (5 cr.) P: either P201 or 15200. P or C: MATH 26100. Equiv. IU PHYS P222. Fall, day, night; spring, day; summer, day. Heat, kinetic theory, elementary thermodynamics, and heat transfer. Electrostatics, electrical currents and devices. Magnetism and electromagnetic radiation. Optics. For more information, visit the Web site at webphysics.iupui.edu/introphysics.

PHYS 29900 Introduction to Computational Physics (2 cr.) P: 15200. Fall. Application of computational techniques to physical concepts. Topics include mechanics, oscillations, chaos, random processes, etc.

PHYS 30000 Introduction to Elementary Mathematical Physics (3 cr.) P: P202 or 25100, and MATH 26100. Spring. Brief but practical introduction to various mathematical methods used in intermediate-level physics courses. Vector analysis, orthogonal coordinate systems, matrices, Fourier methods, complex numbers, special functions, and computational methods. Emphasis will be on examples and the application of these methods to physics problems.

PHYS 31000 Intermediate Mechanics (4 cr.) P: P202 or 25100 and 30000 or MATH 26600. Fall. For students familiar with calculus. Elements of vector algebra; statics of particles and rigid bodies; theory of couples; principle of virtual work; kinematics; dynamics of particles and rigid bodies; work, power, and energy; and elements of hydromechanics and elasticity.

PHYS 33000 Intermediate Electricity and Magnetism (3 cr.) P: P202 or 25100 and 30000 or MATH 26600. Spring. Electrostatics; electric currents; magnetostatics; electromagnetic induction; Maxwell's equations; electromagnetic waves.

PHYS 34200 Modern Physics (3 cr.) P: P202 or 25100 and MATH 26100. Equiv. IU PHYS P301. Spring. A survey of basic concepts and phenomena in atomic, nuclear, and solid state physics.

PHYS 35300 Electronics Laboratory (2 cr.) P: 25100. Spring. Introduction to electronic circuits and test equipment for scientists. Circuits including LRC networks, diodes,

transistors, amplifiers, and digital components will be constructed and measured using oscilloscopes, function generators, and digital multimeters. Results will be analyzed in terms of basic circuit properties such as impedance and frequency response.

PHYS 40000 Physical Optics (3 cr.) P: 33000. Fall. Electromagnetic waves; wave theory of reflection, refraction, diffraction, and interference. Spatial and temporal coherence. Fourier optics, coherent imaging, and holography. Polarization phenomena; Jones vectors and matrices.

PHYS 40100 Physical Optics Laboratory (2 cr.) P: 33000. C: 40000 (majors). Experiments to accompany PHYS 40000 in reflection, refraction, and interference using lasers. Interferometry. Diffraction patterns with emphasis on Fourier analysis and Fourier transformations. Polarization, Brewster's angle. Coherence length of lasers.

PHYS 41600 Thermal Physics (3 cr.) P: 34200, and 31000 or 33000. Spring. Temperature, equations of state, first and second laws of thermodynamics, entropy and applications, kinetic theory, transport processes, statistical mechanics.

PHYS 44200 Quantum Mechanics (3 cr.) P: 34200, and 31000 or 33000 Fall. Inadequacies of classical physics; wave packets and Schrodinger equation, one-dimensional problems; operator formulation of quantum mechanics; linear harmonic oscillator; angular momentum; hydrogen atom; and Pauli principle and application to helium atom.

PHYS 47000 Reading in Special Topics (1-3 cr.)

PHYS 48000 Solar Energy Usage (3 cr.) P: MATH 16600 or equivalent, and two courses in general physics. Theoretical and practical aspects, including collector design, modeling of solar systems, economic evaluation of solar alternatives, and photovoltaics.

PHYS 49000 Undergraduate Reading and Research (1-3 cr.) Independent study for undergraduates.

PHYS-P 201 General Physics I (5 cr.) P: MATH 15900 or equivalent. Fall, day; Spring, night; Summer, day. Newtonian mechanics, wave motion, heat, and thermodynamics. Application of physical principles to related scientific disciplines, especially life sciences. Intended for students preparing for careers in the life sciences and the health professions. Three lectures, one discussion section, and one two-hour laboratory period each week.

PHYS-P 202 General Physics II (5 cr.) P: P201. Fall, night; Spring, day; Summer, day. Electricity and magnetism; geometrical and physical optics; introduction to concepts of relativity, quantum theory, and atomic and nuclear physics. Three lectures, one discussion section, and one two-hour laboratory period each week.

Psychology
Graduate Level

PSY 51800 Memory and Cognition (3 cr.) A graduate-level survey of theories and research concerned with the acquisition, retention, and retrieval of information. Topics include amnesia, eyewitness memory, forgetting, developmental trends in memory, related issues in attention, language processing, and problem solving.

PSY 54000 History of Psychology (3 cr.) P: Nine (9) credit hours of psychology. A review of the philosophical, theoretical, and methodological issues that entered into the development of modern psychology. Emphasis on historical themes that continue to be active in the science and profession of psychology.

PSY 56500 Interpersonal Relations (3 cr.) P: Nine (9) credit hours of psychology. Review of major current theoretical formulations of the interpersonal relationship, including a discussion of some of the more prominent research. Focus is primarily on two-person interpersonal relations.

PSY 57000 Industrial Psychology (3 cr.) Survey of the applications of psychological principles and of research methodology to the various human problems in the industry, such as personnel selection and appraisal, the organizational and social context of human work, the job and work situation, human errors and accidents, and psychological aspects of consumer behavior.

PSY 57200 Organizational Psychology (3 cr.) 572 Organizational Psychology (3 cr.) A survey of basic behavioral science research and thinking as these contribute to the understanding of individual, dyadic, group, intergroup, and other large organization behavioral phenomena. The topics covered include motivation, perception, attitudes and morale, communication, leadership, conflict, problem solving, behavior change, and organizational effectiveness.

PSY 57400 Psychology of Industrial Training (3 cr.) P: Three (3) credit hours of psychology. Use of psychological measurement techniques in assessing training needs and evaluating training effectiveness and the application of learning research and theory to industrial training.

PSY 59000 Individual Research Problems (1-3 cr.) 590 Individual Research Problems (1-3 cr.) P: Twelve (12) credit hours of psychology and consent of instructor. Opportunity for students to study particular problems in any field of psychology or to learn research techniques under the guidance of a faculty member.

PSY 60000 Statistical Inference (3 cr.) 600 Statistical Inference (3 cr.) P: Student must be a degree-seeking student in psychology graduate program or have consent of instructor and B305 or equivalent. Emphasis on principles underlying both parametric and nonparametric inference.

PSY 60100 Correlation and Experimental Design (3 cr.) 601 Correlation and Experimental Design (3 cr.) P: 600. Continuation of 600, with emphasis on the design and analysis of experiments.

PSY 60500 Applied Multivariate Analysis (3 cr.) 605 Applied Multivariate Analysis (3 cr.) P: 600. A survey of the most frequently employed multivariate research techniques, such as multivariate generalizations of univariate tests and analysis of variance, principal components, canonical analysis, and discriminant analysis. A central theme of the course is the general linear model, both univariate and multivariate. A multipurpose program for this model provides the student with practical experience in conducting multivariate research.

PSY 60800 Measurement Theory and the Interpretation of Data (3 cr.) 608 Measurement Theory and the

Interpretation of Data (3 cr.) P: 600 and B307, or equivalent. The theory of measurement and the development of reliability and the Spearman-Brown equations, true scores and variables, and correction for attenuation. Variance or covariance of combinations of variables. Item analysis and test construction strategies. Reliability and validity of measurements and the influence of measurement error and measurement threats to research design.

PSY 61100 Factor Analysis (3 cr.) 611 Factor Analysis (3 cr.) P: 600. Theory and applications of factor analysis in psychological research.

PSY 61500 Introduction to Psychobiology (3 cr.) P: Consent of instructor. A survey of the integrated neurosciences emphasizing physiological psychology. Neural processes of sensory and motor function, arousal and sleep, motivation, learning and memory, language function, and personality disorders will be presented with selected coverage of neuroanatomy, neurophysiology, neuropharmacology, and neuroendocrinology. Both normal and pathological functions will be covered.

PSY 62200 Animal Learning (3 cr.) 622 Animal Learning (3 cr.) A survey of the methods, problems, and research in Pavlovian, instrumental, and operant conditioning. Current issues and attempts at theoretical integration are highlighted. Emphasis is also given to the empirical and conceptual foundations of the present views on the mechanisms governing learned behavior.

PSY 62400 Human Learning and Memory (3 cr.) P: A first course in human learning and consent of instructor. Selected survey of important problems in the encoding, storage, and retrieval of laboratory and naturalistic events.

PSY 62800 Perceptual Processes (3 cr.) 628 Perceptual Processes (3 cr.) This course is an advanced introduction to the psychology of perception. The course emphasizes visual and auditory perception, reviewing basic concepts, methodologies, research findings, and theoretical approaches. Theories of direct perception, constructivist perception, and computational vision are discussed in detail.

PSY 64000 Survey of Social Psychology I (3 cr.) P: B370 or equivalent. An extensive survey of methods, research, and theory in social psychology.

PSY 64600 Seminar in Social-Personality Psychology (3 cr.) 646 Seminar in Social-Personality Psychology (3 cr.) P: consent of instructor. A seminar covering a special topic in personality or social psychology. Specific topic varies from seminar to seminar.

PSY 65500 Cognitive Development (3 cr.) 655 Cognitive Development (3 cr.) P: consent of instructor. An analysis of research findings and current theories relevant to the development of cognitive processes. Emphasis on the changing characteristics of some fundamental cognitive processes. Special attention is given to verbal behavior and language.

PSY 68000 Seminar in Industrial-Personnel Psychology (3 cr.) 680 Seminar in Industrial-Personnel Psychology (3 cr.) P: 570, 572, and 601. Extensively surveys the various areas of industrial-personnel psychology (e.g., selection, placement, training, performance appraisal). Provides a critical and up-to-date review of recent and classical research in these areas.

PSY 68100 Seminar in Research Methodologies of Industrial/Organizational Psychology (3 cr.) P: 57000, 57200, 60100, or consent of instructor. Intensive analysis of application of various research and statistical methods to the study of human behavior in organizational settings.

PSY 68200 Advanced Seminar in Industrial/Organizational Psychology (3 cr.) P: 57000, 57200, or equivalent. Special topics in industrial and organizational psychology are offered on a rotating basis. Examples of the special topics are work motivation, leadership, advanced selection and placement, and performance appraisal. One topic will be treated each semester.

PSY 68300 Seminar in Industrial-Social Psychology (3 cr.) P: 57000, 57200, or equivalent. Study of research and theory emphasizing social perception, attitudes, supervisory behavior, employee participation, motivation, and organizational structure.

PSY 68400 Practicum in Industrial/Organizational Psychology (3 cr.) 684 Practicum in Industrial/Organizational Psychology (3 cr.) P: 570, 572, and consent of instructor. Practical experience in the development and implementation of field research in organizational settings. Gives students the opportunity to spend eight hours per week in local business organizations to gain experience and skills in industrial/organizational psychology.

PSY 69800 Research M.S. Thesis (3 cr.) 698 Research M.S. Thesis (3 cr.)

PSY 69900 Research Ph.D. Thesis (0-12 cr.) 699 Research Ph.D. Thesis (0-12 cr.)

PSY-G 901 Advanced Research (6 cr.)

PSY-I 501 Multicultural Counseling (3 cr.) I501 Multicultural Counseling (3 cr.) P: graduate standing. This course explores the role of increasing diversity in the U.S. population and how it will affect the delivery of mental health services. The focus of the course is on different ethnic and minority groups, their customs and values, and the impact that these cultural factors have on the utilization of psychological services.

PSY-I 544 Psychobiology of Learning and Motivation (3 cr.) I544 Psychobiology of Learning and Motivation (3 cr.) P: B320 or equivalent. The course examines past and present biologically based theories of learned and motivated behavior. Neural processes of feeding, drinking, aggression, fear, anxiety, and sexual behavior will be emphasized. Selected coverage of behavioral research principles used to investigate these processes also will be discussed.

PSY-I 545 Psychopharmacology (3 cr.) I545 Psychopharmacology (3 cr.) P: 615 or consent of instructor. A survey of the effects of drugs on behavior, cognitive functioning, and emotions. Emphasis will be placed on the practical advantages of understanding how psychotropic drugs work, and on how the brain functions in health and disease. Students will be exposed to the most current theories and research in the field.

PSY-I 549 Introduction to Vocational Rehabilitation (3 cr.) I549 Introduction to Vocational Rehabilitation (3 cr.) P: Nine (9) credit hours of psychology. Philosophy, procedures, and practices underlying the vocational rehabilitation movement, including the historical, social, cultural, and economic factors and legislation that have contributed to its rapid development.

PSY-I 555 Medical and Psychosocial Aspects of Chronic Illness (3 cr.) I555 Medical and Psychosocial Aspects of Chronic Illness (3 cr.) P: Nine (9) credit hours of psychology including I549. Provides medical information for rehabilitation counselors and introduces students to medical terminology. Includes knowledge of the etiology, prognosis, methods of treatment, and effects of disabling conditions, and implications for the rehabilitation counselor. Counselor relationships with other health-related personnel are emphasized.

PSY-I 560 Behavioral Genetics (3 cr.)

PSY-I 578 Occupational Analysis (3 cr.) I578 Occupational Analysis (3 cr.) P: 570. Survey of systematic study of human work, including techniques for analyzing jobs and occupations for personnel and related purposes. Survey of occupational research and related topics. Practice in job analysis.

PSY-I 580 Survey of Clinical Approaches with Children and Adolescents (3 cr.) I580 Survey of Clinical Approaches with Children and Adolescents (3 cr.) P: Nine (9) credit hours in psychology. Introduction to the following as they relate to children and adolescents: (1) psychopathological disorders and behavior problems, (2) theories of psychopathology and behavior problems, (3) evaluation techniques, and (4) therapeutic and behavioral change procedures. This is a lecture course.

PSY-I 591 Psychopathology (3 cr.) I591 Psychopathology (3 cr.) P: enrollment in psychology graduate program or consent of instructor. An intensive survey of the methods, theories, and research concerning the nature, causes, and development of psychopathology. An evaluation of current systems of assessment and classification of abnormal behavior is emphasized.

PSY-I 595 Seminar in Teaching Psychology (0-3 cr.) I595 Seminar in Teaching Psychology (0-3 cr.) P: consent of the Department of Psychology. A problem-solving approach to teaching psychology at IUPUI. Planning the course; anticipating problems; and dealing with ongoing teaching problems. Current faculty members will present their innovative techniques. Participants will evaluate each other's classroom performance.

PSY-I 613 Psychiatric Rehabilitation (3 cr.) I613 Psychiatric Rehabilitation (3 cr.) P: consent of instructor. A seminar examining recent developments in the rehabilitation of persons with severe psychiatric disabilities. Covers assertive case management, vocational approaches, clubhouse models, residential alternatives, psychoeducation, and the consumer movement. Field observations complement classroom instruction. Issues in program planning and cost effectiveness will be discussed.

PSY-I 614 Behavioral Medicine in Rehabilitation (3 cr.) P: Consent of instructor. The theory and practice of behavioral medicine will be explored. Emphasis is on the application of behavioral principles to individuals suffering from various chronic diseases or disabilities including spinal cord injury, chronic pain, cancer, diabetes, strokes, cardiovascular diseases, and epilepsy.

PSY-I 618 Interventions in Health Psychology (3 cr.) I618 Interventions in Health Psychology (3 cr.) P: consent of instructor. The goal of the course is to familiarize students with clinical interventions and research relevant to health problems and lifestyle. This will enable students to critically evaluate the work that has been accomplished, and to design and implement intervention protocols.

PSY-I 643 Field Methods and Experimentation (3 cr.) I643 Field Methods and Experimentation (3 cr.) P: 600. Covers methods appropriate for field experimentation and program evaluation. Topics will include quasi-experimental designs, sampling procedures, and issues associated with program evaluation.

PSY-I 650 Developmental Psychology (3 cr.) I650 Developmental Psychology (3 cr.) Major concepts, principles, and facts concerning the biological and environmental influences on behavioral and psychological development. Particular emphasis on essential principles of ontogenetic development (lifespan) emerging from current research in genetics and psychology.

PSY-I 664 Psychological Assessment in Rehabilitation I (3 cr.) I664 Psychological Assessment in Rehabilitation I (3 cr.) P: consent of instructor. Presentation of general principles of psychological assessment, professional practice, interviewing, intelligence/cognitive assessment, and psychological report writing. Supervised practice in the development of direct service skills in interviewing, behavioral observation, and psychometric assessment of cognitive abilities. Emphasis on functional implications of test results for rehabilitation populations.

PSY-I 665 Intervention I: Counseling Approaches (3 cr.) P: Consent of instructor. Introduces doctoral students to intervention procedures used in rehabilitation psychology. The course has both didactic and clinical skills components, involving traditional counseling interventions, behavior therapy, and biofeedback. Applications to disabled populations will be emphasized.

PSY-I 666 Intervention II: Cognitive Behavioral Interventions (3 cr.) I666 Intervention II: Cognitive Behavioral Interventions (3 cr.) P: consent of instructor. Theory, research, and clinical application of cognitive-behavioral therapy (CBT). Addresses the history and development of CBT, assessment and intake interview process, CBT intervention techniques, and CBT treatment of several disorders. Relevant multicultural issues will also be discussed.

PSY-I 669 Psychological Assessment in Rehabilitation II (3 cr.) I669 Psychological Assessment in Rehabilitation II (3 cr.) P: I664 and consent of instructor. Presentation of psychometric foundations and the basic prediction model in personality/interest assessment. Coverage of the history of personality, assessment, personality development, and supervised clinical practice in personality/interest assessment in rehabilitation. Emphasis on prediction of everyday functioning.

PSY-I 670 Ethical, Legal, and Cultural Issues in Psychology (3 cr.) I670 Ethical, Legal, and Cultural Issues

in Psychology (3 cr.) P: admission to graduate training in psychology or consent of instructor. Exploration of models of ethical decision making. Examination of ethical principles and legal mandates that apply to professional psychology including psychologists' roles in health care service delivery, consultation (clinical and organizational), research, and teaching. Examination of cultural issues, including issues related to ethnicity, age, gender, religion, and sexual orientation.

PSY-I 675 Human Neuropsychology (3 cr.) P: Admission to graduate training in psychology or consent of instructor. Review of essential neuroanatomy, survey of experimental and correlational research methods in the study of brain-behavior relationships, and overview of the history of neuropsychology. Critical examination of neural models for human behavior: hemispheric specialization and integration, sensation/perception, motor skills, language, spatial processing, attention, memory, executive operations, and gender differences.

PSY-I 676 Principles of Clinical Neuropsychology (2 cr.) P: Admission to graduate training in clinical rehabilitation psychology or consent of instructor. Application of theoretical models of brain-behavior relationships to evaluation of patients with suspected nervous system disorders. Review of neuropsychological profiles associated with various neurological and psychiatric disorders. Examination of ethical/cultural issues in neuropsychological evaluation. This course does not provide training in test administration (see PSY I677).

PSY-I 677 Neuropsychological Assessment Lab (1 cr.) I677 Neuropsychological Assessment Lab (1 cr.) P: I664 and I669 and admission to graduate training in clinical rehabilitation psychology. Students must register for I676 concurrently with I677. Training and supervised practice in neuropsychological assessment techniques and procedures. Critical review of the psychometric properties of prevailing assessment tools. Review models of interpretation/reporting. Development of proficiencies in administering prominent neuropsychological tests, neuropsychological interviewing, and writing of reports that integrate multidisciplinary data.

PSY-I 689 Practicum in Clinical Rehabilitation Psychology (3 cr.) I689 Practicum in Clinical Rehabilitation Psychology (3 cr.) P: I549 and consent of instructor. Supervised practice of rehabilitation psychology in a community agency or organization.

PSY-I 691 Seminar in Clinical Rehabilitation Psychology (3 cr.) I691 Seminar in Clinical Rehabilitation Psychology (3 cr.) P: consent of instructor. Current trends, problems, and developments in rehabilitation. Students pursue a special interest and share information and experience with the group. Individual reports and group discussions.

PSY-I 697 Internship in Clinical Psychology (0-9 cr.) I697 Internship in Clinical Psychology (0-9 cr.) P: consent of instructor. Opportunities for application of theory and practice of rehabilitation psychology and case management in a rehabilitation setting under supervision of the Department of Psychology and the agency.

Undergraduate Level

PSY-B 103 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. Course will no longer be taught after Summer 2012.

PSY-B 104 Psychology as a Social Science (3 cr.) Equiv. to IU PSY P102 and PU PSY 12000. Fall, Spring, Summer. Introduction to scientific method, individual differences, personality, developmental, abnormal, social, and industrial psychology. Course will no longer be taught after Summer 2012.

PSY-B 105 Psychology as a Biological Science (3 cr.) Equiv. to IU PSY P101 and PU PSY 12000. Fall, Spring, Summer. Research methods and content areas of learning, sensation-perception, psychophysiology, motivation, emotions, and statistics. Course will no longer be taught after Summer 2012.

PSY-B 110 Introduction to Psychology (3 cr.) Equiv. to IU PSY P155 and PU PSY 12000. Fall, Spring, Summer. This foundational course introduces students to psychology as a systematic and scientific way to think about the biological and social aspects of behavior and mental processes. Topics include Research Methods, Behavioral Neuroscience, Sensation/Perception, Learning, Memory, Cognition and Language, Motivation/Emotion, Personality, Social, Stress and Health, Psychological Disorders and Treatment, and Life-span Development.

PSY-B 201 Foundations of Neuroscience (3 cr.) P: PSY-B105, PSY-B110 or BIOL-K101. Fall, Spring, Summer. An introduction to neuroscience that explores how our brains develop, how they work, and how they are changed by life experiences. Topics include neural communication, localization of brain function, neural systems, and control of behavior.

PSY-B 203 Ethics and Diversity in Psychology (3 cr.) P: Three (3) credit hours of introductory psychology. Fall, Spring, Summer. This course introduces students to values and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science and practice of psychology and that sociocultural factors and personal biases may shape research and practice.

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.) P: Consent of instructor. Fall, Spring. Independent readings and research on psychology problems. For freshmen and sophomores only.

PSY-B 303 Career Planning for Psychology Majors (1 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 199. Fall, Spring, Summer. Students will explore careers, practice job search skills, and learn about graduate and professional school application processes. Students will utilize resources across campus and in psychology, map an academic and co-curriculuar plan, and develop an understanding of how knowledge gained from the discipline of psychology can be integrated into their career.

PSY-B 305 Statistics (3 cr.) P: Three (3) credits of introductory psychology, and 3 credits of mathematics that carry School of Science credit. Equiv. to IU PSY K300, PSY K310, and PU PSY 20100. 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.) P: Three (3) credit hours of introductory psychology and B305. Equiv. to IU PSY P336 and PU PSY 20200. 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.) Fall, Spring, Summer. Equiv. to PU PSY 23000. 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 Research Methods in Psychology (3 cr.) P: Three (3) credit hours of introductory psychology and PSY-B305, or consent of instructor. Equiv. to IU PSY P211, and PU PSY 20300. Fall, Spring, Summer. Introduction to the science of psychology and to the basic research methods that psychologists use to study thoughts, feelings, and behavior. Topics include measurement, research design (descriptive, correlational, experimental), scientific writing, and ethical issues. By the end of the course, you should be ready to design and analyze your own research.

PSY-B 320 Behavioral Neuroscience (3 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY P326 and PU PSY 22000. Fall, Spring, Summer. This course focuses on how behavior emerges from the organ that produces it, the brain. Topics include evolution and anatomy of the brain, neurophysiology, how brain networks function, and what happens to behavior when the brain has problems. A better understanding of structure-function relationships within the central and peripheral nervous system will be achieved through examples from human neuropsychology and animal behavior.

PSY-B 322 Introduction to Clinical Psychology (3 cr.) P: Three (3) credit hours of introductory psychology. A survey of various aspects of the practice of clinical psychology from a scientist-practioner perspective. Aspects of the historical framework of clinical psychology will be discussed. In addition, various aspects of the present state of clinical psychology will be covered in addition to directions for the future.

PSY-B 334 Perception (3 cr.) P: Three (3) credit hours of introductory psychology.. Equiv. to IU PSY-P 329 and PU PSY 31000. 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.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 335 and PU PSY 20000. Fall, Spring, Summer. 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.) P: Three (3) credit hours of introductory psychology.. Equiv. to IU PSY-P 325 and PU PSY 31400. History, theory, and research involving human and animal learning and cognitive processes.

PSY-B 346 Theories of Personality (3 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 319 and PU PSY 42000. Methods and results of the scientific study of personality, including the development, structure, and functioning of the normal personality.

PSY-B 356 Motivation (3 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 327 and PU PSY 33300. Study of motivational processes in human and animal behavior, how needs and incentives influence behavior, and how motives change and develop.

PSY-B 358 Introduction to Industrial/Organizational Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 323 and PU PSY 37200. 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.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 316 and PU PSY 23500. Development of behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization.

PSY-B 365 Health Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. 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 366 Concepts and Applications in Organizational Psychology (3 cr.) P: PSY-B358 or consent of instructor. Some organizational psychology topics introduced in the I/O psychology survey course are covered in more depth. Advanced information is presented for each topic, and students have the opportunity for several different hands-on applications, including case projects and computer exercises. Example topics are organizational culture, employee attitudes, motivation, and leadership.

PSY-B 368 Concepts and Applications in Personnel Psychology (3 cr.) P: PSY-B358 or consent of instructor.

Some personnel psychology topics introduced in the I/O psychology survey course are covered in more depth. Advanced information is presented for each topic, and students have the opportunity for several different hands-on applications, including case projects and computer exercises. Example topics are job analysis, selection, performance appraisal, and training.

PSY-B 370 Social Psychology (3 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 320 and PU PSY 24000. 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 375 Psychology and Law (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. 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.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 460 and PU PSY 23900. 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.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 324 and PU PSY 35000. Various forms of mental disorders with emphasis on cause, development, treatment, prevention, and interpretation.

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

PSY-B 394 Drugs and Behavior (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to PU PSY 42800. An introduction to psychopharma-cology, the study of drugs that affect behavior, cognitive functioning, and emotions, with an emphasis on drugs of abuse. The course will explore how drugs alter brain function and the consequent effects, as well as the long-term consequences of drug exposure.

PSY-B 396 Alcoholism, and Drug Abuse (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. 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 398 Brain Mechanisms of Behavior (3 cr.) P: B320. Spring. An advanced topical survey of the neurobiological basis of behavior, focusing on the neural substrates and the cellular and neurochemical processes underlying emotions, motivation and goal-directed behavior, hedonic experience, learning, and cognitive function. Integrates experimental research across different levels of analysis (genetic, molecular, cellular, neural systems).

PSY-B 420 Humanistic Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. A comprehensive survey of the field of humanistic psychology. Explores human experience as a focal point in the study of psychology. Use of didactic and experiential teaching methods.

PSY-B 421 Internship in Psychology (1-3 cr.) P: consent of instructor, B103, B104, B305 and three additional credit hours of psychology. Fall, Spring, Summer. A professional internship that allows students to apply psychological knowledge and skills to a specific work setting, develop work related skills, explore career options and gain experience in a field of interest.

PSY-B 422 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 433 Capstone Laboratory in Psychology (3 cr.) P: PSY-B305, PSY-B311, and at least two 300-level PSY foundation courses. Fall, Spring. This advanced research course builds on the skills and knowledge students have acquired during their undergraduate education that will enable them to conduct a research project whose purpose is to further develop and consolidate their understanding of psychology as an applied science.

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

PSY-B 454 Capstone Seminar in Psychology (3 cr.) P: PSY-B305, PSY-B311, and at least two 300-level PSY foundation courses or consent of instructor. Topics in psychology and interdisciplinary applications, which have been approved to fulfill the capstone course requirement.

PSY-B 462 Capstone Practicum in Industrial/Organizational Psychology (3 cr.) P: B305, B311, B366 or B368 or equivalent, at least two 300 level PSY foundation courses and consent of instructor. Provides students with work experience, one day per week, in local organizations. Practice will be obtained in using the applied skills of industrial psychology to solve actual organizational problems.

PSY-B 482 Capstone Practicum in Clinical Psychology (3 cr.) P: B305, B311, B386, at least two 300-level PSY foundation courses and consent of instructor. Students are placed in a clinical/community setting and gain applied practicum experience working with individuals who have psychological, medical, and/or physical health problems. Relevant multicultural issues will be addressed.

PSY-B 492 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. P: Consent of instructor. Equiv. to IU PSY-P 495 and PU PSY 39000 and

39100. Fall, Spring, Summer. Independent readings and research on psychological problems.

PSY-B 499 Capstone Honors Research (ARR. cr.) P: PSY-B305, PSY-B311, at least two 300-level PSY foundation courses, and consent of instructor. Equiv. to IU PSY-P 499. Fall, Spring, Summer. Independent readings and research resulting in a research paper.

Statistics

Advanced Undergraduate and Graduate

STAT 51100 Statistical Methods I (3 cr.) P: MATH 16500. Spring. Descriptive statistics; elementary probability; random variables and their distributions; expectation; normal, binomial, Poisson, and hypergeometric distributions; sampling distributions; estimation and testing of hypotheses; one-way analysis of variance; and correlation and regression.

STAT 51200 Applied Regression Analysis (3 cr.) P: 51100. Fall. Inference in simple and multiple linear regression, estimation of model parameters, testing, and prediction. Residual analysis, diagnostics and remedial measures. Multicollinearity. Model building, stepwise, and other model selection methods. Weighted least squares. Nonlinear regression. Models with qualitative independent variables. One-way analysis of variance. Orthogonal contrasts and multiple comparison tests. Use of existing statistical computing package.

STAT 51300 Statistical Quality Control (3 cr.) P: 51100. Control charts and acceptance sampling, standard acceptance plans, continuous sampling plans, sequential analysis, and response surface analysis. Use of existing statistical computing packages.

STAT 51400 Designs of Experiments (3 cr.) P: 51200. Spring. Fundamentals, completely randomized design, and randomized complete blocks. Latin squares, multiclassification, factorial, nested factorial, incom-plete blocks, fractional replications, confounding, general mixed factorial, split-plot, and optimum design. Use of existing statistical computing packages.

STAT 51500 Statistical Consulting Problems (1-3 cr.) P: consent of advisor. Consultation on real-world problems involving statistical analysis under the guidance of a faculty member. A detailed written report and an oral presentation are required.

STAT 51600 Basic Probability and Applications (3 cr.) P: MATH 26100 or equivalent. Fall. A first course in probability intended to serve as a foundation for statistics and other applications. Intuitive background; sample spaces and random variables; joint, conditional, and marginal distributions; special distributions of statistical importance; moments and moment generating functions; statement and application of limit theorems; and introduction to Markov chains.

STAT 51700 Statistical Inference (3 cr.) P: 51100 or 51600. Spring. A basic course in statistical theory covering standard statistical methods and their applications. Includes unbiased, maximum likelihood, and moment estimation; confidence intervals and regions; testing hypotheses for standard distributions and contingency tables; and introduction to nonparametric tests and linear regression.

STAT 51900 Introduction to Probability (3 cr.) P: MATH 26100 or equivalent. Fall. Sample spaces and axioms of probability, conditional probability, independence, random variables, distribution functions, moment generating and characteristics functions, special discrete and continuous distributionsunivariate and multivariate cases, normal multivariate distributions, distribution of functions of random variables, modes of convergence and limit theorems, including laws of large numbers and central limit theorem.

STAT 52000 Time Series and Applications (3 cr.) P: 51900. A first course in stationary time series with applications in engineering, economics, and physical sciences. Stationarity, autocovariance function and spectrum; integral representation of a stationary time series and interpretation; linear filtering; transfer function models; estimation of spectrum; and multivariate time series. Use of existing statistical computing packages.

STAT 52100 Statistical Computing (3 cr.) C: 51200 or equivalent. A broad range of topics involving the use of computers in statistical methods. Collection and organization of data for statistical analysis; transferring data between statistical applications and computing platforms; techniques in exploratory data analysis; and comparison of statistical packages.

STAT 52200 Sampling and Survey Techniques (3 cr.) P: 51200 or equivalent. Survey designs; simple random, stratified, and systematic samples; systems of sampling; methods of estimation; ratio and regression estimates; and costs. Other related topics as time permits.

STAT 52300 Categorical Data Analysis (3 cr.) P: 52800 or equivalent, or consent of instructor. Models generating binary and categorical response data, two-way classification tables, measures of association and agreement, goodness-of-fit tests, testing independence, large sample properties. General linear models, logistic regression, and probit and extreme value models. Loglinear models in two and higher dimensions; maximum likelihood estimation, testing goodness-of-fit, partitioning chi-square, and models for ordinal data. Model building, selection, and diagnostics. Other related topics as time permits. Computer applications using existing statistical software.

STAT 52400 Applied Multivariate Analysis (3 cr.) P: 52800 or equivalent, or consent of instructor. Fall. Extension of univariate tests in normal populations to the multivariate case, equality of covariance matrices, multivariate analysis of variance, discriminant analysis and misclassification errors, canonical correlation, principal components, and factor analysis. Strong emphasis on the use of existing computer programs.

STAT 52500 Intermediate Statistical Methodology (3 cr.) C: 52800 or equivalent, or consent of instructor. Generalized linear models, likelihood methods for data analysis, and diagnostic methods for assessing model assumptions. Methods covered include multiple regression, analysis of variance for completely randomized designs, binary and categorical response models, and hierarchical loglinear models for contingency tables.

STAT 52800 Mathematical Statistics (3 cr.) P: 51900 or equivalent. Spring. Sufficiency and completeness, the exponential family of distributions, theory of point estimation,

Cramer-Rao inequality, Rao-Blackwell Theorem with applications, maximum likelihood estimation, asymptotic distributions of ML estimators, hypothesis testing, Neyman-Pearson Lemma, UMP tests, generalized likelihood ratio test, asymptotic distribution of the GLR test, and sequential probability ratio test.

STAT 52900 Applied Decision Theory and Bayesian Analysis (3 cr.) C: 52800 or equivalent. Foundation of statistical analysis, Bayesian and decision theoretic formulation of problems; construction of utility functions and quantifications of prior information; methods of Bayesian decision and inference, with applications; empirical Bayes; combination of evidence; and game theory and minimax rules, Bayesian design, and sequential analysis. Comparison of statistical paradigms.

MATH 53200 Elements of Stochastic Processes (3 cr.) P: 51900 or equivalent. A basic course in stochastic models including discrete and continuous time processes, Markov chains, and Brownian motion. Introduction to topics such as Gaussian processes, queues and renewal processes, and Poisson processes. Application to economic models, epidemic models, and reliability problems.

STAT 53300 Nonparametric Statistics (3 cr.) P: 51600 or equivalent. Binomial test for dichotomous data, confidence intervals for proportions, order statistics, one-sample signed Wilcoxon rank test, two-sample Wilcoxon test, two-sample rank tests for dispersion, and Kruskal-Wallis test for one-way layout. Runs test and Kendall test for independence, one- and two-sample Kolmogorov-Smirnov tests, and nonparametric regression.

STAT 53600 Introduction to Survival Analysis (3 cr.) P: 51700 or equivalent. Deals with the modern statistical methods for analyzing time-to-event data. Background theory is provided, but the emphasis is on the applications and the interpretations of results. Provides coverage of survivorship functions and censoring patterns; parametric models and likelihood methods, special life-time distributions; nonparametric inference, life tables, estimation of cumulative hazard functions, and the Kaplan-Meier estimator; one- and two-sample nonparametric tests for censored data; and semiparametric proportional hazards regression (Cox Regression), parameters' estimation, stratification, model fitting strategies, and model interpretations. Heavy use of statistical software such as Splus and SAS.

STAT 59800 Topics in Statistical Methods (1-3 cr.) P: consent of instructor. Directed study and reports for students who wish to undertake individual reading and study on approved topics.

STAT 61900 Probability (3 cr.) P: STAT 51900, 52800. Theory Measure theory based course in probability. Topics include Lebesgue measure, measurable functions and integration. Radon-Nikodym Theorem, product measures and Fubini's Theorem, measures on infinite product spaces, basic concepts of probability theory, conditional probability and expectation, regular conditional probability, strong law of large numbers, martingale theory, martingale convergence theorems, uniform integrability, optional sampling theorems, Kolmogorov's Three series Theorem, weak convergence of distribution functions, method of characteristic functions, the fundamental weak compactness theorems, convergence to a normal distribution, Lindeberg's Theorem, infinitely divisible distributions and their subclasses.

STAT 62800 Advanced Statistical Inference (3 cr.) P: STAT 51900, 52800, C: STAT 61900. Real analysis for inference, statistics and subfields, conditional expectations and probability distributions, UMP tests with applications to normal distributions and confidence sets, invariance, asymptotic theory of estimation and likelihood based inference, U-statistics, Edgeworth expansions, saddle point method.

STAT 63800 Stochastic Processes I (pending approval) (3 cr.) P: STAT 61900. Advanced topics in probability theory which may include stationary processes, independent increment processes, Gaussian processes; martingales, Markov processes, ergodic theory.

STAT 63900 Stochastic Processes II (pending approval) (3 cr.) P: STAT 63800. This is the continuation of STAT 63800. We will concentrate on specific chapters from the textbook, including Ch VI-IX (Local Times, Generators, Girsanov's theorem, Stochastic Differential Equations). Some material from another textbook (Karatzas and Shreve, Brownian Motion and Stochastic Calculus), and the instructor's own work, may also be used, especially to cover Feynman-Kac formulas and the connection to PDEs and Stochastic PDEs. New topics not treatable using martingales will also be investigated, include stochastic integration with respect to Fractional Brownian Motion and other, more irregular Gaussian processes; anticipative stochastic calculus; Gaussian and non-Gaussian regularity theory.

STAT 69500 Seminar in Mathematical Statistics (pending approval) (1-3 cr.) P: Consent of advisor. Individual Study that meets 3 times per week for 50 minutes per meeting for 16 weeks.

STAT 69800 Research M.S. Thesis (6 cr.) P: consent of advisor. M.S. thesis in applied statistics.

STAT 69900 Research Ph.D. Thesis (pending approval) (1-18 cr.)

Undergraduate

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 19000 Topics in Statistics for Undergraduates (1-5 cr.) Supervised reading course or special topics course at the freshman level. Prerequisites and course material vary with the topic.

STAT 29000 Topics in Statistics for Undergraduates (1-5 cr.) Supervised reading course or special topics course

at the sophomore level. Prerequisites and course material vary with the topic.

STAT 30100 Elementary Statistical Methods I (3 cr.) P: MATH 11000 or 11100 (with a minimum grade of C-) or equivalent. Not open to students in the Department of Mathematical Sciences. Fall, spring, summer. Introduction to statistical methods with applications to diverse fields. Emphasis on understanding and interpreting standard techniques. Data analysis for one and several variables, design of samples and experiments, basic probability, sampling distributions, confidence intervals and significance tests for means and proportions, and correlation and regression. Software is used throughout.

STAT 35000 Introduction to Statistics (3 cr.) P: MATH 16500 or equivalent. Fall, spring. A data-oriented introduction to the fundamental concepts and methods of applied statistics. The course is intended primarily for majors in the mathematical sciences (mathematics, actuarial sciences, mathematics education). The objective is to acquaint the students with the essential ideas and methods of statistical analysis for data in simple settings. It covers material similar to that of 51100 but with emphasis on more data-analytic material. Includes a weekly computing laboratory using Minitab.

STAT 37100 Prep for Actuarial Exam I (2 cr.) This course is intended to help actuarial students prepare for the Actuarial Exam P.

STAT 39000 Topics in Statistics for Undergraduates (1-5 cr.) Supervised reading course or special topics course at the junior level. Prerequisites and course material vary with the topic.

STAT 41600 Probability (3 cr.) P: MATH 26100 or equivalent. Not open to students with credit in 31100. Fall. An introduction to mathematical probability suitable as preparation for actuarial science, statistical theory, and mathematical modeling. General probability rules, conditional probability, Bayes theorem, discrete and continuous random variables, moments and moment generating functions, continuous distributions and their properties, law of large numbers, and central limit theorem.

STAT 41700 Statistical Theory (3 cr.) P: 41600. C: 35000 or equivalent. Spring. An introduction to the mathematical theory of statistical inference, emphasizing inference for standard parametric families of distributions. Properties of estimators. Bayes and maximum likelihood estimation. Sufficient statistics. Properties of test of hypotheses. Most powerful and likelihood-ratio tests. Distribution theory for common statistics based on normal distributions.

STAT 47200 Actuarial Models I (3 cr.) P: 41700 or equivalent. Fall. Mathematical foundations of actuarial science emphasizing probability models for life contingencies as the basis for analyzing life insurance and life annuities and determining premiums. This course, together with its sequel, 47300, provides most of the background for Course 3 of the Society of Actuaries and the Casualty Actuarial Society.

STAT 47300 Actuarial Models II (3 cr.) P: 47200. Spring. Continuation of 47200. Together, these courses cover contingent payment models, survival models, frequency and severity models, compound distribution models, simulation models, stochastic process models, and ruin models.

STAT 49000 Topics in Statistics for Undergraduates (1-5 cr.) Supervised reading and reports in various fields.

IU School of Social Work

Welcome to the IU School of Social Work!

The following mission statement was adopted by the School Assembly on April 4, 2008. In shaping its curriculum, the BSW program draws on the intent and concepts of the mission.

Vision Statement: An exemplary university and community-based collaboration advancing social and economic justice, empowerment, and human well-being in a changing global landscape.

Mission Statement: The mission of the IUSSW is excellence in education, research and service to promote health, well-being, and social and economic justice in a diverse world.

As of July 1, 2007, the Division of Labor Studies merged into the School of Social Work to become the fourth academic program under the auspices of the School. The Labor Studies Program is a system wide program, offering academic programs on six of the Indiana University campuses, and it has a social justice mission that is compatible with Social Work.

IUPUI RESOURCES

- IUPUI Web site
- Academic Calendar
- Campus Map

IU RESOURCES

- Indiana University Web site
- Policies

PURDUE RESOURCES

- Purdue University Web site
- Policies

CONTACT US

If you are seeking further assistance view our Contact Information.

Policy on Nondiscrimination

Based on the tradition of the social work profession and consistent with Indiana University's Equal Opportunity Policy, the Indiana University School of Social Work affirms and conducts all aspects of its teaching, scholarship, and service activities without discrimination on the basis of race, color, gender, socioeconomic status, marital status, national or ethnic origin, age, religion or creed, disability, and political or sexual orientation.

The School of Social Work has a strong commitment to diversity and nondiscrimination. Indeed, diversity is celebrated as strength. This perspective demonstrates the composition of its faculty and student body, curriculum content, and recruitment and retention activities; by participation in university committees dealing with oppressed populations; by numerous service activities, including advocacy on behalf of the disadvantaged; and by its selection of field practicum sites.

Overview

History

Indiana University has a long history of providing preparation for entry into social work practice. Courses in this area were offered in 1911 through the Department of Economics and Sociology. Between 1911 and 1944, various administrative and curricular changes were put into effect, and degree programs at both the undergraduate and graduate levels were offered. In 1944, the Indiana University Division of Social Service was established by action of the Trustees of Indiana University. The organizational status was changed in 1966 when the Graduate School of Social Service was created. In 1973, the name was changed to School of Social Service in recognition of the extent and professional nature of the school's graduate and undergraduate offerings. It became the School of Social Work in 1977 to reflect a clearer identification with the profession.

The School offers the following social work degrees: baccalaureate, masters, and doctoral degrees. The Bachelor of Social Work (B.S.W.) Program prepares students for generalist social work practice; the Master of Social Work (M.S.W.) Program prepares graduate students for advanced social work practice in an area of specialization; and the Doctoral (Ph.D.) Program prepares professional social workers for leadership roles in research, education, and policy development.

Although the degree programs vary in their emphases and levels of complexity, the school's curricula embody features that are systemic in their educational effects:

1. The total curriculum articulates the relationship of the undergraduate and graduate levels as components of a continuum in education for providing social services.
2. The mechanisms of instruction provide opportunities for a range of experiences in substantive areas of interest to students and of importance to society.
3. The curriculum focuses on problem-solving and strength-enhancing experiences; involving the classroom, learning resources laboratory, and field experience.
4. The excellent library and technology resources offer opportunities for social work students to become effective users of social science information.
5. An array of individual and educational procedures optimizes effective training; including rigorous accreditation and innovative teaching/learning approaches.

The School also offers the following Labor Studies degrees: baccalaureate, associate, certificate and minor. The Labor Studies program offers courses on all I.U. campuses and all Labor Studies courses are available online, many in the compressed (8 week) course format.

While the school is headquartered in Indianapolis, it also offers the B.S.W., Labor Studies, and M.S.W. degrees on other IU campuses: Bloomington, Fort Wayne (IPFW), Gary (IU Northwest), Richmond (IU East), and South Bend. It also delivers B.S.W. courses on the

Columbus and Kokomo campuses. Reference to some of these offerings will be made in the text that follows.

Graduates of the school move into a broad variety of social service settings. These include those concerned with aging, family and child welfare, corrections, mental and physical health, communities, political change and analysis, and school adjustment, union leadership, and human resources management. In anticipation of such professional activities, the school provides field instruction placements throughout the state where students engage in services to individuals, groups, families, and communities or function in planning and management roles.

The Council on Social Work Education (CSWE) accredits both the Bachelor of Social Work and Master of Social Work Programs. The school is a member of the International Association of Schools of Social Work. The school's administrators are active participants in the National Association of Deans and Directors of Schools of Social Work, the Association of Baccalaureate Social Work Program Directors and the Group for the Advancement of Doctoral Education, among others.

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Contact Information

Overview

Contact Information

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Kokomo
Labor Studies Programs—Indiana University Kokomo

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South Bend, IN 46634-7111
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Bachelors

Labor Studies

Masters

Ph.D.

Courses

In the following course listings, the abbreviation "P" refers to prerequisite and "C" indicates core requisite courses. This bulletin lists only prerequisite and core requisite social work courses. A list of the specific prerequisite and core requisite courses from the general and supportive area requirements needed for social work courses can be requested from the B.S.W. program office on the campus of your choice. The number of hours of credit given to a course is indicated in parentheses following the course title.

Bachelor of Social Work

The following course listing includes B.S.W. required courses and selected elective courses.

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.

SWK-S 180 Exploring Child Welfare in Indiana (3 cr.) Provides a comprehensive overview of the child welfare system, with special emphasis on current child protection and child welfare services in Indiana. Students have the opportunity to explore careers working with children and families in the child welfare system. This course is a service learning course with a required component of a minimum of twenty hours of volunteer work in an identified social service agency in the child welfare system.

SWK-S 200 Introduction to Case Management (3 cr.) Explores current models of case management. It addresses emerging case manager's functions and roles within the contemporary network of human services. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

SWK-S 221 Human Behavior and Social Environment I: Individual Functioning (3 cr.) P: S141 or consent of instructor. Understanding of human behavior and the social environment as a basis for social work practice. Focuses on understanding the interaction between person and environment. Coverage of major theories of individual functioning, life cycle development, and the family context. Exploration of inequality, discrimination, and differential access to opportunities for diverse populations.

SWK-S 231 Generalist Social Work Practice I: Theory and Skills (3 cr.) P or C: S221. Development of a critical understanding of social work practice. It focuses on the beginning phase of the helping process and related skills. Topics include the nature of the helping relationship, NASW Code of Ethics, practice as it relates to oppressed groups, assessment, and practice evaluations.

SWK-S 251 Emergence of Social Services (3 cr.) P: S141 or consent of the instructor. Examination of the evolution of social services in response to human needs and social problems as related to economic, political, and social conditions.

SWK-S 280 Introduction to Field Experience (1-3 cr.) P: consent of the instructor. Introductory field experience for testing interest in a social work career. It is also required for non-social work students pursuing the Case Management Certificate.

SWK-S 300 Computer Technology for Social Workers (3 cr.) Broad overview of computer software applications and Internet and World Wide Web, with an emphasis on their utilization in the social work profession. Ethical and social implications of computer technology for the social work profession, highlighting considerations specific to at-risk populations. Students may use this course to fulfill the computer course requirement or they may take it as an elective.

SWK-S 300 Crisis Intervention (3 cr.) Focuses on the increasing number of complex and painful personal, couple, family, and community crisis situations human service providers encounter in the course of service delivery. This is a required course to fulfill requirements for the Certificate on Case Management. It may also be taken as an elective.

SWK-S 300 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.) Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

SWK-S 300 Statistical Reasoning in Social Work Practice (3 cr.) Introductory statistics course is designed for students who wish to master some very important tools used by contemporary social work practitioners to better understand the world of practice. The primary purpose of the course is to enable students to gain an understanding of the basic principles that guide statistical reasoning, especially as they relate to making informed decisions about the quantitative aspects of their practice. Students will learn how to collect and organize data, examine it for patterns and relationships, and analyze it for purposes of drawing plausible and defensible conclusions.

SWK-S 300 Global Society: Human, Economic, Social, and Political Issues (3 cr.) The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

SWK-S 300 Working with Families (3 cr.) Exploration of family relationships and roles in the twenty-first century. Examination of challenges encountered by families across the family life cycle. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective. Also available online at IUPUI.

SWK-S 300 Family Life Education (3 cr.) An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

SWK-S 300 Sel Topics in Social Work (3 cr.)

SWK-S 322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.) P: S221. Examination of the significance of the small group as context and means for social development of individuals and as agent of change in the social environment. Discussion of the individual as a member of a variety of groups, including the family. The

course considers the formal organization as a composite of groups.

SWK-S 323 Organization Behavior and Practice within a Generalist Perspective (3 cr.) P or C: S322. This course provides a theoretical and conceptual foundation on community and formal organizations necessary to social work practice. Topics include conceptual approaches for understanding communities and organizations; community research; institutional discrimination; distribution of community resources; and power and control as they relate to oppressed groups.

SWK-S 332 Generalist Social Work Practice II: Theory and Skills (3 cr.) P: S231and S251; P or C: S352; C: S381. Examination of middle and ending phases of the helping process and related skills. Topics include the helping relationship with various client system sizes; impact of agency policies and procedures upon practice and resolution of clients' problems; and practice evaluation.

SWK-S 352 Social Service Delivery Systems (3 cr.) P: S251. Examination of policies, structures, and programs of service delivery systems at local, regional, and national levels with emphasis on relations among such systems as formal organizations. Students acquire knowledge of the policy development process, which helps them establish beginning capacity for policy analysis and policy practice.

SWK-S 371 Social Work Research (3 cr.) P: junior standing. Examination of basic research methods in social work, the relevance of research for social work practice, and the selection of knowledge for use in social work.

SWK-S 381 Social Work Practicum I (4 cr.) P: S231 and S251; P or C: S352; C: S332. Guided field practice experience (12 hours per week) for application of generalist practice concepts and principles and the development of basic practice skills. Students are to intern in a human service organization for a minimum of 240 clock hours, which includes a bimonthly seminar.

SWK-S 400 Developmental Issues for Gay, Lesbian, and Bisexual People (3 cr.) Gay, lesbian, and bisexual (GL&B) people constitute an important presence in American society. They are denied full participation in a wide range of social institutions including family life, religion, education, employment, recreation, the military and many others. Serious issues related to lack of legal protection, violence, and limited political representation is analyzed.

SWK-S 400 Global Society: Human, Economic, Social, and Political Issues (3 cr.) The purpose of this course is to examine a range of issues including human rights, distribution of wealth, ethnic diversity, and social development, within the context of global interdependence. Problems of global poverty, social injustice, and inequality will receive special attention. These areas will be examined utilizing empowerment, strengths, and multicultural perspectives.

SWK-S 400 Family Life Education (3 cr.) An understanding of the general philosophy and broad principles of family life education in conjunction with the ability to plan, implement, and evaluate such educational programs. This is a required course to fulfill requirements for the Certificate in Family Life Education. It may also be taken as an elective.

SWK-S 400 Practicum Seminar (1 cr.) P: all junior-level social work courses. C: S433, S472, and S482. Discussion of practice issues as experienced in S482.

SWK-S 400 Special Tpcs in Fields of Prac (1-6 cr.)

SWK-S 433 Community Behavior and Practice within a Generalist Perspective (3 cr.) P: all junior-level social work courses. C: S400, S472, and S482. This course provides the theoretical foundation about community functioning and behavior and the knowledge and skills of community interventions geared to mitigate social, political, and

economic injustice and bring social change.

SWK-S 442 Practice-Policy Seminar in Fields of Practice (3 cr.) 2 courses required P: S433, S472, and S482. Addresses practice and policy issues in specific fields of practice such as child and family, aging, addictions, and developmental disabilities.

SWK-S 472 Practice Evaluation (3 cr.) P: S371 and all other junior-level social work courses. C: S433 and S482. Develops the knowledge and skills necessary for students to evaluate their own practice with individuals, groups, communities, and organizations. The use of selected software is explored.

SWK-S 482 Social Work Practicum II (5 cr.) P: all junior-level social work courses. C: S433 and S472. Guided field practice experience (20 hours per week) for application of concepts and principles and development of skills for generalist practice with selected social systems. Students are to practice in a human service organization for a minimum of 320 clock hours.

SWK-S 490 Independent Study (1-6 cr.) P: permission of instructor. An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available.

Labor Studies

Advanced Courses

LSTU-L 314 Ethical Dilemmas in the 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.

LSTU-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.

LSTU-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 Global Compars: Exples 3 Conts (3 cr.)

LSTU-L 350 Issues in Collective Bargaining (3 cr.) This course includes readings and discussions on selected problems. A research paper is usually required.

LSTU-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.

LSTU-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.

LSTU-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.

LSTU-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.

LSTU-L 390 Topics in Labor Studies (3 cr.)

LSTU-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.

LSTU-L 430 Labor Research Methods (3 cr.) This course focuses on the study of research design, methods, techniques, and procedures applicable to research problems in labor studies.

LSTU-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.

LSTU-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.

LSTU-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.

LSTU-L 499 Self-Acquired Competency in Labor Studies (1-15 cr.) See description in this bulletin for a description of self-acquired competency.

Core Courses

The courses are divided between core courses (all 100- and 200-level courses, except L199, L290, and L299) and advanced courses (300-400 level).

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 190 The Labor Studies Degree (1 cr.) Required for all Labor Studies program majors. This course provides an introduction to the Labor Studies degree and to the knowledge and skills needed by students to progress toward a degree in a reasonable time frame. Students will learn how to build a plan of study that takes advantage of both credit for prior learning and new learning opportunities.

LSTU-L 199 Portfolio Development Workshop (1 cr.) Emphasis for this course is placed on developing learning portfolios as foundation documents for academic self-assessment and planning and as applications for self-acquired competency (SAC) credit. This course applies only as elective credit to labor studies degrees.

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 emphases the effect on workers, unions, collective bargaining of unemployment, investment policy, changes in technology and corporate structure. It also explores patterns of union political and bargaining responses.

LSTU-L 240 Occupational Health and Safety (3 cr.) This course reviews elements and issues of occupational health and safety. It emphases 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 250 Collective Bargaining (3 cr.) This course emphasizes development and organization of collective bargaining in the United States, including union preparation for negotiations; bargaining patterns and practices; strategy and tactics; economic and legal considerations.

LSTU-L 251 Collective Bargaining Laboratory (1-3 cr.) This course provides collective bargaining simulations and other participatory experiences in conjunction with L250. L250 is either a prerequisite or a corequisite.

LSTU-L 255 Unions in State and Local Government (3 cr.) This course explores union organization and representation of state and municipal government employees, including patterns in union structure, collective bargaining, grievance representation, and applicable law.

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 280 Union Organizing (3 cr.) This course explores various approaches and problems in private- and public-sector organizing. Traditional approaches are evaluated in light of structural changes in labor markets and workforce demographics. Topics range from targeting and assessments to committee building and leadership development.

LSTU-L 285 Assessment Project (1 cr.) This is a capstone experience for associate degree students.

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.

LSTU-L 299 Self-Acquired Competency in Labor Studies (1-15 cr.) See this bulletin for a description of Self-Acquired Competency.

M.S.W. Courses

SWK-S 501 Professional Social Work at the Master's Level: An Immersion (3 cr.) This foundation course provides an overview of social work, including the definition, scope, history, ethics, and values of the profession. This course will provide basic orientation to the available resources and expectations of graduate education in general and the M.S.W. Program, in particular, all within the framework of the adult learner model. Students will develop basic communication, self-assessment, and reflection skills necessary for success in the M.S.W. Program. Students will have an opportunity to survey various fields of practice and will begin to identify personal learning goals for their M.S.W. education as well as develop a commitment to lifelong learning as a part of professional practice.

SWK-S 502 Research I (3 cr.) This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed on knowledge of qualitative and quantitative

designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

SWK-S 503 Human Behavior in the Social Environment I (3 cr.) This course provides content on the reciprocal relationships between human behavior and social environments. It includes empirically based theories and knowledge that focus on the interactions between and within diverse populations of individuals, groups, families, organizations, communities, societal institutions, and global systems. Knowledge of biological, psychological, sociological, cultural, and spiritual development across the lifespan is included. Students learn to analyze critically micro and macro theories and explore ways in which theories can be used to structure professional activities. Concepts such as person-in-environment are used to examine the ways in which social systems promote or deter human well-being and social and economic justice.

SWK-S 504 Professional Practice Skills I (3 cr.) This foundation practice course focuses on basic generalist theory and skills that are necessary when working with a wide variety of client systems: individuals, families, small groups, communities, and organizations. Students are expected to demonstrate competent use of the following skills: attending, establishing rapport, reflecting, summarizing, exploring, questioning, contracting, and establishing clear well-formed goals. In this course students will have opportunities to continue learning about themselves and will examine their personal values and any conflict between personal and professional values so the professional practice standards can be upheld.

SWK-S 505 Social Policy Analysis and Practice (3 cr.) This foundation policy course will focus on using several policy analysis frameworks to analyze current social policies and programs both at the state and federal levels and to develop policies that increase social and economic justice. Students will be expected to develop a range of policy practice skills to influence policy development within legislative, administrative, community, political, and economic arenas.

SWK-S 513 Human Behavior and the Social Environment II (3 cr.) This course builds upon S503 and focuses on developing further knowledge of human behavior theories and their application to practice. Students will link course content to the concentration that the student has selected.

SWK-S 514 Practice with Individuals, Families and Groups I (3 cr.) This course builds on the practice theories, principles, and skills introduced in S504 to prepare students for competent social work practice with individuals and families. A strengths perspective will be emphasized, and students will be introduced to the fundamental components of the task-centered and solution-focused approaches to practice. The transtheoretical model of change will be presented, and students will develop skills that will empower individuals and families to engage in the process of change. Students will be prepared to complete assessments and to use intervention skills that will serve diverse populations with specific attention to gender, class, race, and ethnicity.

SWK-S 515 Social Policy and Services II (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

SWK-S 516 Practice with Organizations, Communities, and Societies II (3 cr.) This course is concerned with helping communities and other social units to empower themselves and eradicate oppressive situations and practices through networking, political participation, leadership development, mobilization, utilization of resources, and other strategies and techniques.

SWK-S 517 Assessment in Mental Health and Addictions (3 cr.) Recognizing the

social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

SWK-S 555 Social Work Practicum I (3 cr.) The M.S.W. Social Work Practicum I is an educationally directed practice experience under the direct supervision of an approved field instructor. The assigned faculty liaison oversees the practicum to ensure that course objectives have been met. The practicum provides opportunities for the application and integration of classroom concepts and principles for the development of core skills in generalist social work practice with selected social systems using a strengths perspective. It builds upon the knowledge and skills learned and developed during the immersion and intermediate course work of the program. Learning opportunities emphasize the values and ethics of the profession, foster the integration of empirical and practice-based knowledge, and promote the development of professional competence. Field education is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program objectives. The Field Practice Seminar is designed to assist students in integrating classroom learning with the experience of an internship. Students will also be introduced to assessment systems including the DSM and SWOT. The seminar provides a supportive setting for students to discuss practice issues raised in the field placement related to their Learning Agreement and field experience. This involves recognizing/exploring professional and personal biases, discussing ethical dilemmas and supervisory issues, and increasing cross-cultural competencies.

SWK-S 600 Elective (3 cr.) Electives Vary in subject matter. Scheduling of these courses will be announced prior to semester registration.

SWK-S 616 Social Work Practice in Schools (3 cr.) This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

SWK-S 618 Social Policy and Services (3 cr.) A group of courses covering topics or content including social problems, special populations, particular social service delivery areas, and social indicators that predict areas of future social policy transformations.

SWK-S 619 Social Work Practice with Children and Adolescents (3 cr.) This course is designed to develop and broaden student knowledge and skill in direct practice with children and adolescents. Social work practice will be examined within the context of meta-frameworks that include developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. Emphasis will be placed on practice methods including assessment, interviewing, comparative treatment models, and practice with special populations.

SWK-S 623 Practice Research Integrative Seminar I (3 cr.) This course furthers the knowledge, skills, and values students develop in the foundation-year research course. Students will apply their knowledge and skills in research to evaluate practice or program effectiveness in their concentrations, using research methods that are sensitive to consumers' needs and clients' race, ethnicity, gender, sexual orientation, and additional aspects important to effective and ethnicity research.

SWK-S 632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family (3 cr.) This course is designed to provide practice skills for students working with children and families impacted by abuse, neglect, or family violence. The course is designed to cover the scope, causes, and consequences of child physical, emotional, and sexual abuse and neglect and applications of this knowledge in a wide range of settings that deal with children and families as well as formal child protection services. Students will learn about the dynamics and indicators of maltreatments, etiology of child abuse and neglect, assessing risk, the continuum of intervention from prevention through intervention and future planning, out-of-home placement considerations, and the issues impacting particular oppressed and underserved populations. The focus of this course will be on how to work effectively with clients to achieve the goals of safety, permanency, and well-being.

SWK-S 633 Child Welfare Practice II: Working with Diverse and Transitioning Families (3 cr.) This course will focus on the experiences of children and families in the child welfare system. Content will include interventions with families through all stages of change including preparation for change, separation and loss, the changed family system, reintegration as children transition into a family, and adolescents transitioning into independent living. Content will include the impact on families when the natural cycle of family development is disrupted. Special consideration will be given to various family types including adoptive, foster care, kinship, extended, single parent, multigenerational, and homosexual families. Practice content will emphasize strengths based and family-centered approaches and include knowledge and skill development to help children and families work through their family and personal crisis and grief in a timely manner to achieve permanency for children in safe and nurturing environments within 12 months after separation.

SWK-S 634 Community-Based Practice with Children and Families (3 cr.) This course will examine the development and implementation of a wide range of prevention and intervention strategies provided at the community level. Special attention will be given to the philosophy of empowerment-oriented and client-driven service models. The course will explore the community as a resource and discuss strategies of collaboration and advocacy to enhance the well-being of children and families. Issues explored will include services for families and children to prevent out-of-home placement or involvement in other formal child protection/juvenile justice services, such as models of community-building, youth development, and family group conferencing/restorative justice. This course will also provide content on mutual aid and self-help groups to support and educate children and families on issues such as parenting, domestic violence, and abuse.

SWK-S 651 Concentration Practicum II (4 cr.) Taken with S652, Practicum III. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic

knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

SWK-S 652 Practicum III (5 cr.) Taken with S651, Concentration Practicum II. These courses together provide an in-depth practicum experience for M.S.W. Concentration students under the guidance and supervision of an approved field instructor. A faculty field liaison oversees the practica. Students complete both courses in the same agency although the students may use multiple departments or programs as sites for learning experiences. Practicum II and III build upon and deepen the practicum experiences and classroom knowledge gained in the intermediate year. The practicum courses provide students with experiences in the aforementioned curricular emphasis areas, which support the processes of synthesis, application, critical analysis, and evaluation of knowledge using a strengths perspective. The field practice seminar integrates concentration classroom learning with the experience of an internship. Students have the opportunity to apply their basic knowledge of group process as well as practice group leadership skills. This seminar will assist students in the identification and examination of significant practice and professional issues that occur in the last phase of the M.S.W. Program. A major instructional goal of the practicum is to increase students' competence in understanding and dealing with cross-cultural issues. Information and resources on diversity are discussed and applied in seminar and field placement, and students are encouraged to further explore and increase their own competence in dealing with cross-cultural issues. It is expected that students will develop an awareness of their own privilege in relationship to their client systems. Further, students are expected to use advocacy skills in a cultural context and carry these skills into action in their agencies and the wider community.

SWK-S 661 Executive Leadership Practice (3 cr.) This course addresses administrative, management, leadership, and supervisory skills necessary for leadership practice. Included are staff hiring, supervision, evaluation, and termination; working with boards and volunteers, leadership styles, strategic planning, and current best practices in administration.

SWK-S 662 Fiscal Management, Marketing, and Resource Development (3 cr.) This course consists of three modules designed to develop core skills in fiscal management (including issues of budgeting, understanding balance sheets, audits, and theories of accounting); resource development (including fund raising, grant writing, and personnel policies), and marketing for social work leaders.

SWK-S 663 Leveraging Organizations, Communities, and Political Systems (3 cr.) This course focuses on the knowledge and skills essential for understanding, analyzing, and application in organizations, communities, and political arenas. Such knowledge and skills include, but are not limited to organizational theories, structures, and processes; examination and application of rural, urban, and virtual community models, themes and practices; and understanding and involvement in political, social action, and social change interventions and empowerment practices.

SWK-S 664 Designing Transformational Programs (3 cr.) This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing,

identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

SWK-S 672 Families, Theories, and Culture (3 cr.) This course is designed to enhance student ability to assess and intervene with families in a culturally sensitive way from a strengths-oriented perspective. It examines the cultural context of families from a multidimensional perspective including race, ethnicity, age, gender, sexual orientation, religion, education, economics, and regional background. This course overviews the major theories of family intervention and discusses how students can apply family theory into practice situations.

SWK-S 673 Couples and Families Interventions I (3 cr.) This course provides in-depth discussion of ways to intervene with individuals on family-of-origin issues, couples at different stages of family development, parents with children at different ages, and the family as part of a larger social context utilizing a strengths perspective.

SWK-S 674 Couples and Family Interventions II (3 cr.) This course emphasizes family interventions on a variety of family challenges often seen in family agencies (substance abuse, violence, physical illness, mental illness, family life cycle disruption, etc.). The course reviews assessment and intervention strategies and how to build skills with a variety of family issues.

SWK-S 680 Special Social Work Practicum (1-9 cr.) An educationally directed field experience in addition to the required practicum courses.

SWK-S 682 Assessment in Mental Health and Addictions (3 cr.) Recognizing the social, political, legal, and ethical implications of assessment, students enrolled in this course critically examine various conceptual frameworks and apply bio-psychosocial and strengths perspectives to understand its multidimensional aspects. Students learn to conduct sophisticated mental status and lethality risk interviews, engage in strengths and assets discovery, and apply the Diagnostic and Statistical Manual of the American Psychiatric Association and other classification schemes in formulating assessment hypotheses. They gain an understanding of the application of several relevant assessment instruments and learn to evaluate their relevance for service to at-risk populations, including persons affected by mental health and addictions issues. Students learn to collaborate with a diverse range of consumers and other professionals in developing meaningful assessments upon which to plan goals, intervention strategies, and means for evaluation.

SWK-S 683 Community-Based Practice in Mental Health and Addiction (3 cr.) Students enrolled in this course examine a wide range of community-based services provided for people with severe mental illness and/or severe addiction problems. Special attention is given to strength-based, client-driven, and evidence-based practice models. Content includes community-based services in areas of case management, employment, housing, illness management, family, dual disorder treatment, and consumer self-help. Students also examine a variety of issues involved in the provision of community-based services such as ethical and legal issues, quality and continuity of care, cultural competency, organizational and financial factors, and other relevant policy and practice issues.

SWK-S 685 Mental Health and Addictions Practice with Individuals and Families (3 cr.) Students enrolled in this course develop knowledge, values and ethics, skills, and judgment necessary for competent application of selected evidence-based, best practice approaches for service for children, youth, adults, and families affected by mental health and addictions issues. Students explore topics such as risk and resilience, recovery, and relapse prevention, and consider implications of current social and policy factors affecting

service delivery to persons affected by mental health and addictions issues. Students learn to discover, analyze, synthesize, and evaluate evidence of practice effectiveness and apply that knowledge in communication, strengths discovery and assessment, hypothesis formation, contracting, intervention and prevention planning, service delivery, and evaluation. Students develop professional understanding and expertise in the application of at least one evidence-based approach for service to individuals and families affected by at least one specific mental health or addictions issues.

SWK-S 686 Social Work Practice: Addictions (3 cr.) The purpose of this course is to provide learners with knowledge and skills relevant to various aspects of social work practice in prevention, intervention, and treatment of selected addictions. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills acquired in other social work courses with the values, knowledge, and skills characteristic of addictions practice. The course assists students to develop a multidimensional understanding of prevention, intervention, and treatment needs of diverse populations and associated social work practice principles, methods, and skills. Students explore the relationships between and among addiction and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of addiction problems.

SWK-S 687 Mental Health and Addiction Practice with Groups (3 cr.) Students enrolled in this course develop professional knowledge and skills for group work services to persons affected by mental health and addictions issues. The phases of group development and intervention during the various group work stages provide a conceptual framework for the course experience. Students learn to serve children, youth, adults, and families in groups that are therapeutic, growth producing, and life enhancing. Students examine a number of theoretical perspectives, including cognitive behavioral, communications, behavioral, and interpersonal approaches.

SWK-S 690 Independent Study (1-6 cr.) An opportunity to engage in a self-directed study of an area related to the school's curriculum in which no formal course is available. (In order to enroll in S690, approval from an academic advisor and the director of the M.S.W. Program is required.)

SWK-S 692 Health Care Practice I (3 cr.) This course will focus on the role of the social worker in a health care setting. Issues such as team building, professional identity, patient advocacy, ethics, and managed care will be addressed. Also, the impact of health care payment sources and health care choices for patients will be explored.

SWK-S 693 Health Care Practice II (3 cr.) This course will examine the psychosocial impact of illnesses. Areas such as coping with chronic illness, caregiver stress, grieving and loss, medical ethics, and violence as a health care issue will be examined. The needs of at-risk populations (i.e., children, survivors of sexual assault and domestic violence, frail elderly, individuals living with HIV/AIDS, etc.) will be addressed.

Ph.D. Courses

In addition to the required courses listed below, all students must complete a minimum of 12 credit hours outside the School of Social Work related to their area of specialization. All students enroll for 6 elective credits, which may be taken within or outside the School of Social Work with the approval of the student's advisory committee.

SWK-G 901 Advanced Research (6 cr.)

SWK-S 700 Integrative Seminar (3 cr.) P: completion of specialization requirements,

or consent of instructor. This seminar is scheduled at the conclusion of the didactic component of the program and is intended to provide an opportunity for students to examine within the context of a social work perspective the relevant research and practice issues that have emerged as a consequence of having participated in an educational program that includes content taken both within and outside the School of Social Work.

SWK-S 710 Social Work Theories of Human and Social Behavior (3 cr.) This seminar focuses on the converging forces that have shaped the development, dissemination, and utilization of the human behavior knowledge base of social work. It specifically examines the social and behavioral science theory and research that provide the foundation for social work practice across a variety of system levels.

SWK-S 718 Intermediate Statistics for Social Work (3 cr.) Students will learn selected parametric and non-parametric statistics to examine research problems. Included in the learning process are hand computations of statistics, development of skills in using a comprehensive computer statistics package, and selection of statistical techniques based on levels of measurement and analyses of the assumptions of statistics.

SWK-S 720 Philosophy of Science and Social Work (3 cr.) This course examines the nature and sources of social work knowledge and considers a range of epistemological issues involved in the selection, development, evaluation, and use of knowledge for social work.

SWK-S 721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 cr.) This course prepares doctoral students for academic scholarship. Topics include expectations and standards for scholarly discourse, critical and analytic thinking skills, logical argument, scholarly writing publication, and the development of a research agenda. Web-based peer and instructor review of successive drafts of writing assignments culminate in a synthesized review of literature.

SWK-S 724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.) This course prepares doctoral students to effectively and competently teach social work courses. Content includes teaching philosophies; curriculum and syllabus development; teaching methods; technology related to teaching; assessment, testing, and evaluation of students; and research related to teaching.

SWK-S 725 Social Work Research Internship (6 cr.) P: S720, S721, a foundation statistics course, and at least one of the following: S710, S730, or S740. This supervised field internship provides practical experience in conducting research relevant to social work practice. Students participate in a new or ongoing faculty-supervised research project involving the design and implementation of a study, including the collection and analysis of data and the development of appropriate research reports. May be registered for up to three times.

SWK-S 726 Advanced Social Work Research: Qualitative Methods (3 cr.) This course provides an opportunity for students to initiate a research project using qualitative research methods. Topics covered will include developing the research question, exploring the literature, writing an interview guide, interviewing, analyzing data, computer analysis, writing reports, subjectivity and bias, ethics, role of theory, trustworthiness, and audits.

SWK-S 727 Advanced Social Work Research: Quantitative Methods (3 cr.) This course on quantitative research explores the similarities and differences in the various research methods and provides an opportunity to formulate and test a research question. Students will formulate and refine a research question based on interest and a thorough review of the literature. They will learn how to choose an appropriate design for answering testable problems, questions, or hypotheses. The role of theory, fundamentals of sampling, the role of informants, and steps of preparatory work will be explored. Students will generate, test, and refine interview questions or instruments appropriate to their chosen design. They will identify potential funding opportunities and current research through

online data searches. Computer demonstrations and experiential computer exercises will expose students to research software and available databases. At the conclusion of the semester, students will have developed a research proposal and field tested their data collection instruments.

SWK-S 728 Advanced Statistics for Social Work (3 cr.) Students in this course learn how to evaluate statistical assumptions and select, compute, and substantively interpret a variety of multivariate statistics, using SPSS (Statistical Package for the Social Sciences) to analyze actual social work research data. Online resources, Web-based materials, and model applications of the statistics support students' learning.

SWK-S 730 Pro-seminar on Social Work Policy Analysis (3 cr.) This seminar focuses on the development and application of analytical tools necessary to critically examine and evaluate social policy theory and research germane to social work, including the values and ideologies that under gird social problem construction, social policy creation, and social program design. Specific attention is devoted to the application of this schema for diverse populations.

SWK-S 740 Social Work Practice: Theory and Research (3 cr.) This seminar provides students opportunities to refine the knowledge, skill, and judgment necessary for competent analysis and evaluation of various aspects of social work practice. During the seminar, students conduct an intensive analysis of the effectiveness of practice services to a distinct at-risk population affected by a contemporary social problem.

SWK-S 790 Special Topics in Social Work Practice, Theory, and Research (1-3 cr.) P: approval by appropriate instructor. This course provides students with an opportunity to engage in focused study of a substantive area of social work practice directly related to the student's identified area of theoretical and research interest. It is completed with the approval and under the guidance of a member of the Ph.D. faculty.

SWK-S 791 Integrative Seminar I (1.5 cr.) This course acquaints incoming doctoral students with campus resources for graduate students and with the expectations for doctoral education, including the policies, procedures, and academic standards of the Graduate School and of the School of Social Work. Students register for this seminar in their first semester.

SWK-S 800 Ph.D. Dissertation Research (12 cr.) Students must be continually registered for dissertation credits every Fall and Spring semester once they are admitted to candidacy up to a total of 12 credits of S800. Students do not need to register for dissertation credits in the summer unless they graduate in the summer. You are considered graduated when you deposit your final bound dissertation with the Graduate School.

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Admissions Requirements

All prospective applicants must 1) possess a high school diploma or a General Education Development (GED) certificate, 2) apply to the university campus of their choice (requires a one-time, non-refundable application fee of $50.00), 3) complete a labor studies application form, and 4) have a minimum of a 2.0 GPA. In addition to the above requirements, international applicants must 1) complete an International Student Application form, and 2) contact the nearest International Office on the IUPUI, Bloomington, or South Bend campuses for specific application details pertaining the completion of all necessary documentation. Please visit the labor studies website (http://www.labor.iu.edu/) for a copy of the LS application form and link to the IUPUI application form.

Electives

Any course offered by IU fulfills elective requirements. Students are encouraged to focus their elective course work in related subjects to complete a minor concentration.

Grades

An overall minimum grade point average of 2.0 (a C average) must be maintained. Course grades of D or lower in LS courses or in courses under "Required Areas of Learning" do not count toward the LS degree but are accepted as electives.

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Bachelor of Science in Labor Studies

With 60 years of leadership in Labor Studies and labor education, Indiana University continues to pioneer innovative and quality education. The Labor Studies Program educates students - with special emphasis on adult learners and workers - on work, the workplace, organized labor, and the changing effects of global economic markets. The program prides itself on being not only a locally but nationally and internationally recognized, interdisciplinary, labor education program housed in the School of Social Work as of July 1st, 2007.

The credit courses are offered at all eight Indiana University campuses and worldwide via the Internet. The program prepares students and workers to assume leadership roles in labor organizations and their communities. Labor Studies is designed to serve all constituencies with a strong commitment to help working adults gain access to university-level education.

The Labor Studies faculty members bring academic expertise and valuable union experience to their instruction. They are committed to continue the strengthening of the Labor Studies Program to make it the best it can be. The program offers online and face-to-face courses to fulfill requirements for Certificate, Associate, and Bachelor of Science degrees in Labor Studies. The program offers a selected number of graduate courses.

Labor Studies is interdisciplinary; it draws from the fields of communication, economics, industrial relations, history, law, philosophy, political science, and sociology. The program integrates these disciplines in order to study work, the work process, workers' lives and experiences; to understand the needs and questions facing labor in unions and labor organizations.

The Labor Studies Program educates current and future workers with the essential knowledge and skills 1) to strengthen the labor movement, 2) to advance trade unionism, 3) and to achieve workers rights and equity; central to the development of democratic institutions nationally and around the world.

The Labor Studies Program is a fully accredited program offering the following for-credit options:

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

Students who demonstrate competency in one or more specific areas may apply to receive credit for prior learning. Labor Studies also offers a large selection of noncredit courses and programs tailored to the interests and needs of working people and their unions.

This program has distinguished alumni that hold positions of leadership around the country, including union president, bargaining committee chairperson, education director for an international union, director of organizing, union staff representative, occupational health and safety inspector, labor journalist, labor lawyer, labor educator, National Labor Relations Board staff member, executive director of a nonprofit organization, and community organizer.

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Education Requirements for B.S. in Labor Studies

Required Areas of Learning

The following are representative subjects in the three major required areas of learning:

Arts and Humanities

- Afro American Studies
- Classical Studies
- Comparative Literature
- English
- Fine Arts
- Folklore and Ethnomusicology
- History
- History and Philosophy of Science
- Journalism
- Languages
- Music
- Philosophy
- Religious Studies
- Speech and Communication
- Theatre and Drama

Science and Mathematics

- Astronomy
- Biology
- Chemistry
- Computer Science
- Geological Sciences
- Mathematics
- Physics
- Psychology
- Zoology

Social and Behavioral Sciences

- Anthropology
- Economics
- Geography
- Linguistics
- Political Science

- Psychology
- Social Work
- Sociology

For the A.S. and B.S. in Labor Studies, courses within each major area must be in at least two different subjects.

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Financial Aid Programs

The Gerald Bepko Education Assistance Fund provides financial assistance for tuition to students based on need. Funding can be applied to credit and noncredit courses and is available to full-time and part-time students. Students applying for assistance for credit courses must be majors in the Labor Studies Program.

Other financial aid opportunities are available.

Contact the IUPUI Office of Student Financial Aid Services at (317) 274-4162 or visit http://www.iupui.edu/~finaid/.

Contact the Office of Student Scholarships at (317) 278-1795 or visit www.iupui.edu/~scentral.

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Labor Studies Online

Labor Studies offers online courses and degrees to meet the needs of students seeking distance education opportunities. With the wide array of online course offerings, it is possible for students to fulfill degree requirements for all Labor Studies degrees entirely online.

Labor Studies Online courses are designed to be flexible and are very similar to classroom courses in content and workload. As in a classroom, online students complete readings and other assignments and then discuss them with their instructor and classmates. The difference is that these discussions take place completely online through the IU Oncourse system (oncourse.iu.edu).

Labor Studies Online courses include students from all eight IU campuses and are available to students 24 hours a day, seven days a week.

The Labor Studies Online faculty includes IU campus-based Labor Studies faculty and nationally and internationally known instructors. The Labor Studies program offers students opportunities to study online with authors like Michael Yates, economist and author of Why Unions Matter.

Students enroll in Labor Studies Online classes the same way they enroll in classroom courses—through the Office of the Registrar at an IU campus. Faculty advisors provide guidance to Labor Studies Online students throughout their course of study. The tuition and fees for online classes are the same as for traditional classroom courses.

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Other Degrees and Minors

For the Bachelor of Science in Labor Studies, students must earn 30 credit hours in 300- and 400-level courses, and at least 12 of these 30 credit hours must be earned in Labor Studies courses. At least 24 credit hours must be earned from Indiana University. No more than 21 credit hours may be earned within a single subject other than labor studies. Credits earned through prior learning, DANTES (Defense Activity for Nontraditional Education Support), and CLEP (College-Level Examination Program) cannot be applied to these requirements. Please consult with your advisor about how best to meet the requirements in the three required areas of learning outside the Labor Studies program, as these requirements may vary by campus.

For the Associate of Science in Labor Studies, at least 12 credit hours must be earned from Indiana University. No more than 15 credit hours may be earned within a single subject other than labor studies.

A minor in labor studies requires the completion of 15 credit hours in Labor Studies courses. Course requirements vary by campus and the school of your major. Contact the Labor Studies Office on your campus for further information.

Credit Hour Requirements

Bachelor of Science - 120 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 27 hours
- Arts and Humanities - 12 hours**
- Science and Math - 15 hours***
- Social and Behavioral Sciences - 12 hours****
- Additional Credit Hours* - 12
- Electives - 27 hours

Associate of Science - 60 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 12 hours
- Arts and Humanities - 12 hours**
- Science and Math - 6 hours*****
- Social and Behavioral Sciences - 9 hours****
- Additional Credit Hours* - 0 hours
- Electives - 6 hours

Certificate - 30 total credit hours

- Core Courses - 15 hours
- Additional Labor Studies Requirements - 3 hours
- Arts and Humanities - 3 hours
- Science and Math - 3 hours
- Social and Behavioral Sciences - 3 hours
- Additional Credit Hours* - 3 hours
- Electives - 0 hours

Minor - 15 total credit hours in Core Courses

*Courses must be from one of the three required areas of learning. Arts & Humanities; Physical Sciences and Mathematics; Social and Behavioral Sceinces.
**ENG W131 and one additional writing course required.
***One computer course required.
****One course in economics required. L230 meets requirement.
*****One computer course recommended.

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Self-Acquired Competency

Self-Acquired Competency (SAC) can be awarded for learning gained outside of the university setting, such as learning derived from union activities. Students must demonstrate and document that their learning is equivalent to college-level material. To be considered for SAC, students must:

- Be admitted to the Labor Studies Program and have successfully completed four Labor Studies credit hours before applying for SAC.
- Be in good academic standing.
- Prepare an extensive portfolio under the guidance of a faculty member.
- Be interviewed and approved by two Labor Studies faculty.
- Pay tuition for the academic credit awarded.

Credit for Prior Learning

Students entering the Labor Studies Program may be awarded academic credit for previous college-level learning and life experience. The general guidelines for awarding credit for prior learning are as follows:

Bachelor of Science Degree

Up to 30 credit hours may be awarded for Self-Acquired Competency in courses such as the following:

- Collective Bargaining
- Grievance Representation
- Leadership and Representation

Associate of Science Degree

Up to 15 credit hours may be awarded for Self-Acquired Competency.

Applying Credit for Prior Learning

Military or law enforcement training may count for up to 6 credit hours upon submitting the proper documentation.

The College Level Examination Program (CLEP) can be taken in a variety of subjects. Credits will be awarded to students based on Indiana University guidelines.

Several non-collegiate educational programs, which appear in The National Guide to

Educational Credit for Training Programs, will be seriously considered.

Previously awarded credits within the IU system is honored by the Labor Studies Program.

Transfer of Credit

Credit earned at other institutions will be evaluated by the appropriate Indiana University admissions office. If the course work is in the field of Labor Studies, it will be evaluated by the Labor Studies Program.

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Union Education Program

The Labor Studies program offers the Union Education Program (UEP); an extensive noncredit program offering workshops, short courses, and conferences that emphasize the development of union skills. UEP courses, scheduled to suit the needs of local unions and Central Labor Councils, often meet on Saturdays for three to eight consecutive weeks and are held in union halls and on IU campuses.

The LS program offers a variety of UEP courses and can design a course to meet specific unions' needs. Some of the course offerings include:

- Arbitration
- Collective Bargaining
- Contract Campaigns
- Family and Medical Leave Act
- Grievance Handling/Steward Training
- Indiana Workers' Rights
- Labor Law
- Legal Rights of Union Stewards
- Mobilizing the Membership
- Occupational Safety and Health
- Researching a Company/Employer
- Union Officers' Training
- Workers' Compensation

The UEP does not have admission requirements, tests, or grades. Courses are tailored to meet the needs of local or international unions, with enrollments limited to the contracting union. Contact the IU campus nearest you to inquire about the UEP. Participants who complete 150 hours in the UEP are awarded a Certificate of Recognition.

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Bachelor of Social Work

This four-year degree program prepares students for generalist social work practice. It helps students develop the competence to apply knowledge, values, and skills to practice with individuals, small groups, organizations, and communities. The program also prepares students for graduate education. The B.S.W. equips the practitioner to work with people who are encountering problems related to personal or social circumstances. In addition, highly qualified graduates may apply for advanced standing to the Indiana University School of Social Work or other M.S.W. programs nationwide.

Following the equivalent of a minimum of two postgraduate years of supervised social work practice experience, B.S.W. graduates of IU are eligible to apply for licensure by the state of Indiana. Upon successful completion of licensing requirements, the Indiana State Health Professions Bureau designates the B.S.W. graduate a Licensed Social Worker (L.S.W.).
The Bachelor of Social Work Program is offered at the Indianapolis (IUPUI), Bloomington, and Richmond (IU East) campuses. A limited number of social work courses are offered on the Columbus and Kokomo campuses. Students in the B.S.W. Program must complete all sophomore and junior social work courses and achieve senior standing before enrolling in the senior social work courses.

For specific information regarding the B.S.W. Program, contact the appropriate campus:
B.S.W. Program
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu

School of Social Work
Indiana University
1127 E. Atwater Avenue
Bloomington, IN 47401-3701
Phone: (812) 855-4427
Web site: socialwork.iu.edu

Human Services Program and B.S.W. Program
Indiana University East
2325 Chester Boulevard

Richmond, IN 47374-1289
Phone: (765) 973-8222
Web site: socialwork.iu.edu

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Certificates

The School of Social Work offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non–social work students.

The requirements for the Certificate in Case Management are as follows:

- S200 Introduction to Case Management
- S221 Human Behavior and Social Environment I: Individual Functioning
- S231 Generalist Social Work Practice I: Theory and Skills
- S251 Emergence of Social Services
- S300 Crisis Intervention
- S332 Generalist Social Work Practice II: Theory and Skills
- S371 Social Work Research
- S381 Social Work Practicum or S482 Social Work Practicum II (or S280 for non–social work students)
- S442 Practice Policy Seminar in Field of Practice: Case Management

The requirements for the Certificate in Family Life Education at the undergraduate level are as follows:

Each of the following courses (15 cr.):

- S221 Human Behavior and Social Environment I: Individual Functioning
- S300 Working with Families
- S300/S400 Family Life Education
- S371 Social Work Research
- S490 Teaching Approaches to Family Life Education (by permission only)

Select one of the following (3 cr.):

- F255 Human Sexuality
- R320 Sexuality and Society

Select one of the following (3 cr.):

- L100 Personal Law
- S442 Practice-Policy Seminar in Fields of Practice: Children and Family

For further information, please contact Katrina Brown at kabrown@iupui.edu or by phone at (317) 274-8359.

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Education Requirements for B.S.W.

A total of 122 credit hours is required for the B.S.W. degree. In addition to School of Social Work requirements and electives, the following are general liberal arts requirements:

General Requirements (8 courses)

English Composition (2 courses)

- ENG W131 Elementary Composition I
- ENG W231 Professional Writing Skills

Modern American History

- HIST H106 American History II

Two courses designated arts and humanities from the following departments:

- Afro-American Studies
- American Sign Language
- Communications and Theatre
- English (excluding the basic composition
- course)
- Fine Arts
- Folklore
- Foreign Languages and Cultures (100 level
- and above)
- History
- Music (non–performance courses)
- Philosophy
- Religious Studies
- Women's Studies

Human Biology (1 course)

- One course in human biological sciences

Mathematics and Physical Sciences (2 courses)

- Computer Science. (On the IUPUI campus, it is strongly recommended that students take SWK S300 Computer Technology for Social Work.)

Select one course from the following departments:

- Astronomy
- Chemistry
- Geology
- Mathematics (110 or higher)
- Physical Geography
- Physics
- Statistics (strongly recommended)

Supportive Area Requirements

(6 courses)

1. ANTH A104 Cultural Anthropology
2. ECON E101 Survey of Current Economic Issues and Problems, E201 Introduction to Microeconomics, or E202 Introduction to Macroeconomics
3. POLS Y103 Introduction to American Politics
4. PSY 300-level psychology course
5. PSY B104 Psychology as a Social Science
6. SOC R100 Introduction to Sociology

Social Work Requirements (17 courses)

- S100 Understanding Diversity in a Pluralistic Society (3 cr.)
- S141 Introduction to Social Work (3 cr.)
- S221 Human Behavior and Social Environment I: Individual Functioning (3 cr.)
- S231 Generalist Social Work Practice I: Theory and Skills (3 cr.)
- S251 Emergence of Social Services (3 cr.)
- S322 Human Behavior and Social Environment II: Small Group Functioning (3 cr.)
- S323 Organization Behavior and Practice within a Generalist Perspective (3 cr.)
- S332 Generalist Social Work Practice II: Theory and Skills (3 cr.)
- S352 Social Service Delivery Systems (3 cr.)
- S371 Social Work Research (3 cr.)
- S381 Social Work Practicum I (4 cr.)
- S400 Practicum Seminar (1 cr.)
- S433 Community Behavior and Practice within a Generalist Perspective (3 cr.)
- S442 Practice-Policy Seminar in Fields of Practice (2 courses, 3 cr. each)
- S472 Practice Evaluation (3 cr.)
- S482 Social Work Practicum II (5 cr.)

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For continuance in and graduation from the program, students are required to: (1) maintain a minimum cumulative GPA of 2.5 in all letter-graded courses, (2) attain a minimum grade of C (2.0) or satisfactory in each required social work course, and (3) carry out professional activity in conformity with the values and ethics of the profession.

In the event of failure to meet such requirements, students will be ineligible to continue the program. Such students are encouraged to consult with their faculty advisor regarding realistic planning, including the right to petition for administrative review. Detailed descriptions of student continuation policies are in the *B.S.W. Student Handbook*.

Repeated Courses The School of Social Work faculty has approved a course of action where lower than acceptable grades attained must be repeated or substituted with a comparable social work course. Required social work courses may be repeated only after the student is reinstated in the program with permission from the school.

Incompletes Instructors at Indiana University School of Social Work follow closely the University policy regarding the assignment of grades of Incomplete [I]. An Incomplete may be assigned by an instructor when exceptional circumstances, such as an illness, injury, or a family emergency prevent a student from finishing all the work required for the course. Instructors may award the grade of Incomplete only when due to such hardship would render it unjust to hold the student to the time limits previously set. Furthermore, the grade of Incomplete may be given only when the student has completed three-fourths of the semester with course work of passing quality.

The instructor, on a case-by-case basis, evaluates incompletes. The grade of Incomplete (I) will be changed to a grade by the instructor of record, based upon the contract devised by the course instructor and approved by the BSW Program Director.

If the terms of the Incomplete contract are not met by the student, the instructor will assign the original grade.

Pass/Fail Grades Students can take a maximum of four non–social work elective courses as Pass/Fail. All general requirements and supportive area requirements need a letter grade. All required social work courses receive a letter grade, except for S482 Practicum II, which is graded as Satisfactory/Fail.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.

Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

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Undergraduate Programs

Student Learning Outcomes

Bachelor of Social Work (BSW)

The Student Learning Outcomes for the BSW degree program are derived from the Council on Social Work Education's (CSWE) competencies and specific practice behaviors required for professional social work practice at the Bachelor's level, as articulated in the Educational Policy and Accreditation Standards document (CSWE, 2008).

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1. Students advocate for client access to the services of social work.
2. Students practice personal reflection and self-correction to assure continual professional development.
3. Students attend to professional roles and boundaries.
4. Students demonstrate professional demeanor in behavior, appearance, and communication.
5. Students engage in career-long learning.
6. Students use supervision and consultation.

Competency #2: Apply social work ethical principles to guide professional practice.

1. Students recognize and manage personal values in a way that allows professional values to guide practice.
2. Students make ethical decisions by applying standards of the National Association of Social Work Code of Ethics and, as applicable, of the International Federation of Students/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
3. Students tolerate ambiguity in resolving ethical conflicts.

Competency #3: Apply critical thinking to inform and communicate professional judgments.

1. Students apply strategies of ethical reasoning to arrive at principled decisions.
2. Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
3. Students analyze models of assessment, prevention, intervention, and evaluation.
4. Students demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

Competency #4: Engage diversity and difference in practice.

1. Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
2. Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
3. Students recognize and communicate their understanding of the importance of difference in shaping life experiences.
4. Students view themselves as learners and engage those with whom they work as informants.

Competency #5: Advance human rights and social and economic justice.

1. Students understand the forms and mechanisms of oppression and discrimination.
2. Students advocate for human rights and social and economic justice.
3. Students engage in practices that advance social and economic justice.

Competency #6: Engage in research-informed practice and practice-informed research.

1. Students use practice experience to inform scientific inquiry.
2. Students use research evidence to inform practice.

Competency #7: Apply knowledge of human behavior and the social environment.

1. Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
2. Students critique and apply knowledge to understand person and environment.

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social services.

1. Students analyze, formulate, and advocate for policies that advance social well-being.
2. Students collaborate with colleagues and clients for effective policy action.

Competency #9: Respond to contexts that shape practice.

1. Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.
2. Students provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Competency #10(a): Engage with individuals, families, groups, organizations and communities.

1. Students substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
2. Students use empathy and other interpersonal skills.
3. Students develop a mutually agreed-on focus of work and desired outcomes.

Competency #10(b): Assess with individuals, families, groups, organizations and communities.

1. Students collect, organize, and interpret client data.
2. Students assess client strengths and limitations.
3. Students develop mutually agreed-on intervention goals and objectives.

Competency #10(c): Intervene with individuals, families, groups, organizations

and communities.

1. Students select appropriate intervention strategies.
2. Students initiate actions to achieve organizational goals.
3. Students implement prevention interventions that enhance client capacities.
4. Students help clients resolve problems.
5. Students negotiate, mediate, and advocate for clients.

Competency #10(d): Evaluate with individuals, families, groups, organizations and communities.

1. Students facilitate transitions and endings.
2. Students critically analyze, monitor, and evaluate interventions.

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Labor Studies Degree Program

Social Work Degree Program

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Social Work Certificates

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.

Certificate in Family Life Education

Upon completion of this certificate program, students will:

1. Understand the social institution of the family and its relationship to other institutions.
2. Understand and identify family strengths and deficits.
3. Understand and identify how family members relate to one another.

4. Understand the developmental changes of individuals in families throughout the life span.
5. Recognize and communicate their understanding of the importance of difference in shaping life experiences of families and their individual members.
6. Identify the physiological, psychological and social aspects of sexual development throughout the life span, so as to promote and achieve health sexual development.
7. Apply knowledge about family life education including current models & perspectives for practice in a variety of settings./li>
8. Understand teaching and learning processes to facilitate family life education in a variety of settings.
9. Apply research in the development of family life education teaching tools.
10. Demonstrate effective oral and written communication in working with others in the practice of family life education.
11. Demonstrate an understanding of the public policy context in which family life education takes place.

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Labor Studies Degree Program

Social Work Degree Program

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Student Learning Outcomes

Labor Studies

The following Student Learning Outcomes for the Department of Labor Studies are currently under review and are pending faculty approval.

These SLOs apply to all Labor Studies programs.

1. Apply knowledge of labor and working class movements from a global perspective.
2. Apply knowledge from a labor studies perspective which draws from diverse fields including history, economics, industrial relations, political science, law, sociology, communications and others.
3. Analyze the impact of globalization on working class and diverse groups.
4. Analyze how global issues affect local, regional, and national labor markets.
5. Apply strategies of advocacy and social change and related skills to strengthen the labor movement.
6. Demonstrate the values and conduct of social and economic justice.
7. Demonstrate knowledge and skills to effectively advocate for the well being of the working class and their organizations.
8. Apply critical thinking skills and the process of inquiry to advance working class and social movement causes.
9. Assess the role of liberal arts in bringing justice and equality to working people.
10. Demonstrate commitment and skills to continue education and lifelong learning in an ever-changing world of work.
11. Demonstrate commitment and skills to become agents of change to promote a just and equitable world of work.

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Master of Social Work

Professional social work education requires students at the master's level to undertake a rigorous program of classroom and practice work. The Indiana University School of Social Work seeks to admit individuals who have demonstrated competency though previous academic work, professional achievements, and volunteer commitments. A strong commitment to social justice and service to others should be evident in the application.

Enrollment in the M.S.W. Program requires official admission to the Indiana University School of Social Work. A limited number of students are admitted each year. The following items are the minimum requirements for consideration for admission:

1. An earned bachelor's degree from an accredited college or university.
2. Evidence of course work in liberal arts.
3. Successful completion of a minimum of six courses in social or behavioral sciences, as defined in the application packet.
4. Successful completion of a course in statistics.
5. An earned cumulative undergraduate grade point average (GPA) of at least 3.0 on a 4.0 scale for the final 60 credit hours (90 quarter hours).
6. Submission of the completed application packet by the due date.

Applications are available in early fall of the year preceding admission. Information pertaining to the deadlines, requirements, and program details can be found in the application packet. Applicants can apply to only one location and one specific program. All applicants are encouraged to submit applications as soon as possible and well before the final application priority date. The M.S.W. admissions committee will make all decisions and notify students in early spring. Applications are evaluated on the basis of the six criteria outlined above. Admission is competitive and the instructional resources of the school determine total enrollment.

International Students/International Degrees Applicants who are not citizens of the United States should apply as early as possible preceding the fall in which they wish to enter. They must fill out the international application and the Indiana University School of Social Work application by the posted deadlines. They also must provide proof of their ability to pay fees and support themselves adequately during the period of their study and, through examinations designated by the school, must demonstrate an ability to comprehend, write, and speak English at an acceptable level.
International students or any person holding a degree obtained outside of the United States applying to study at IUPUI should request an international application from the following address:
Office of International Affairs
IUPUI

902 W. New York Street
Indianapolis, IN 46202-5197
Phone: (317) 274-7000
E-mail: oia@iupui.edu

Transfer Students A limited number of transfer students from other accredited M.S.W. programs may be accepted each year. Master of Social Work students interested in transferring to Indiana University must complete an application for admission to the program. Upon receipt of the completed application, the M.S.W. program director and the chair of the admissions committee will review the materials and decide if the applicant will be accepted into the program. If accepted, the M.S.W. program director will analyze the student's transcript and course syllabi to determine which credits earned in another accredited social work program will transfer to Indiana University. In all circumstances, however, the transfer student must complete all required courses in their chosen concentration curriculum.

Non-M.S.W. Students With permission of the school, Indiana University students enrolled in other graduate degree programs or persons possessing the M.S.W. degree may request permission to enroll in selected elective courses within the program. Enrollment of non-degree students is restricted by the availability of space and faculty. Persons interested in such enrollment are required to request such permission in writing to the M.S.W. admissions coordinator of the school.

Admission information for all of the M.S.W. Programs may be obtained from:

M.S.W. Admissions
IUPUI School of Social Work
Education/Social Work Building 4134
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6705
Web site: socialwork.iu.edu
E-mail: taldavis@iupui.edu

Division of Social Work
IU Northwest
3400 Broadway
Gary, IN 46408-1197
Phone: (219) 980-7111
Web site: www.iun.edu/~socialwk

Master of Social Work Program
Indiana University South Bend
P.O. Box 7111
South Bend, IN 46634-7111
Phone: (219) 237-4880
Web site: www.iusb.edu/~socw
E-mail: msw@iusb.edu

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Ph.D. in Social Work

Admission Requirements

All applicants to the Ph.D. Program must have a master's degree in social work or a related field. Admission to the Ph.D. Program is based on evaluations of: (1) the applicant's professional resume, (2) professional experience, (3) undergraduate and graduate transcripts, (4) three letters of reference, (5) an example of the applicant's scholarly writing, (6) a 500-word statement of purpose, and (7) Graduate Record Examination General Test scores.

Application Deadlines

Applications are accepted throughout the year. Applications received by April 1 are guaranteed consideration for fall entry. Applications received by February 1 are eligible to be nominated for a University Fellowship. For application materials and further information, write to:

Ph.D. Admissions
School of Social Work
IUPUI
Education/Social Work Building 4138
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6730
Web site: socialwork.iu.edu
E-mail: swkphd@iupui.edu

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Certificate Programs

The School of Social Work offers two certificates: a Certificate in Case Management at the undergraduate level and a Certificate in Family Life Education at the undergraduate and graduate levels. Both certificates are open to social work and non–social work students.

The requirements for the Certificate in Family Life Education at the graduate level are as follows:

- F500 Introduction to Teaching and Learning
- G567 Marriage and Family Counseling, or S644 Social Work Practice III: Families
- S503 Human Behavior and the Social Environment I or P514 Lifespan Development Birth to Death
- S543 Family Life Education or S600 Family Life Education
- S631 Social Policy and Services II or P650 Children's Rights and Child Development
- one human sexuality course

Select one of the following:

- S520 Evaluation Processes in Social Work
- Y520 Strategies for Educational Inquiry
- Y535 Evaluation Models and Techniques
- Y611 Qualitative Inquiry in Education

For further information, please contact Katrina Brown at kabrown@iupui.edu or by phone at (317) 274-8359.

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Graduate Programs

Contact Information

Indiana University School of Social Work
902 W. New York Street,ES 4138
Indianapolis, IN 46202-5154
Phone: (317) 274-8630

Ph.D. Admissions
Phone: (317) 274-6730
E-mail: swkphd@iupui.edu

M.S.W. Admissions
Phone: (317) 274-6705
E-mail: taldavis@iupui.edu

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Master of Social Work

Students are admitted on the assumption that they have the potential academic ability and personal suitability for completing the professional program in which they are enrolled. All students in the M.S.W. Program are expected to maintain the standards established by the School of Social Work and those held by the social work profession. In order to detect possible problems, the School of Social Work reviews students' performance periodically.

The Master of Social Work degree is recommended by the school and conferred by the university. Students must successfully complete 60 credit hours of required and elective courses carrying graduate credit. Each student is expected to follow the university and school schedules and dates for completion of requirements, including completion of all work within five calendar years from the time of first enrollment.

Liability Insurance Students are required to carry professional liability insurance. Under the school's blanket policy, the cost of insurance is included in the student's practicum course fee.
Credit for Life Experience Academic credit for life experience and previous work experience is not given in whole or in part toward the social work degree.

For more information about the Master of Social Work review the following:

- Curriculum
- Programs of Study

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Master of Social Work

Curriculum

Social work is a dynamic profession concerned with changing needs of persons and the society. To respond to such needs, the curriculum of the School of Social Work undergoes continuing review by the faculty with the participation of students, members of the practice community, and others. Students must complete 60 credit hours of graduate-level course work to meet the minimum requirements for the Master of Social Work degree. All students complete a common 15 credit Foundation Curriculum and 15 credits Intermediate Curriculum that emphasizes a generalist perspective for social work practice. The Intermediate Curriculum includes a one-semester practicum of a minimum of 320 clock hours. Following that, students complete a Concentration Curriculum that prepares them for advanced practice in child welfare, school social work, health, leadership, mental health, and addictions. The Concentration Practicum of a minimum of 640 clock hours is usually completed over two semesters. All Foundation Curriculum course work must be completed before students are eligible to enroll in any required courses in the Concentration Curriculum.

The overall objectives of the Foundation and Intermediate Curricula of the M.S.W. Program include development of:

1. Basic, generalist competence applicable to a broad range of social work practice;
2. Basic competence at all levels: individual, family, groups, communities, and organization; and
3. Basic competence for practice in social service delivery systems.

The overall objectives of the Concentration Year include development of special competence in a concentration area.
Typical course arrangements for students admitted to the M.S.W. program are shown below.

Foundation Curriculum (15 cr.)

- S501 Professional Social Work at the Master's Level: An Immersion
- S502 Research I
- S503 Human Behavior and the Social Environment I
- S504 Professional Practice Skills I
- S505 Social Policy Analysis and Practice

Intermediate Curriculum (15 cr.)

- S513 Human Behavior and the Social Environment II
- S514 Practice with Individuals, Families and Groups I
- S516 Social Work Practice II: Organizations, Communities, Societies
- S517 Assessmetn in Mental Health and Addictions
- S555 Social Work Practicum I

Concentration Curriculum (30 cr.)

Child Welfare

- S618 Social Policy and Services: Child Welfare
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I: Working with Children Impacted by Violence in the Family*
- S633 Child Welfare Practice II: Working with Diverse and Transitioning Families*
- S634 Community-Based Practice with Children and families*
- S636 Social Work Practice with Involuntary Populations*
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice

Students must take 3 of the 4 starred courses, or all 4.

School Social Work

- S600 Social Work Practice in Schools
- S618 Social Policy and Services: Schools
- S623 Practice Research Integrative Seminar I
- S632 Child Welfare Practice I
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice

3 additional credit hours at the 600-level

Leadership

- S618 Social Policy and Services
- S623 Practice Research Integrative Seminar I
- S661 Executive Leadership Practice
- S662 Fiscal Management, Marketing, and Resource Development
- S663 Leveraging Organizations, Communities, and Political Systems
- S651 Practicum II and S652 Practicum III
- S664 Designing Transformational Programs

3 credit hours of other 600-level courses

Mental Health and Addictions

- S618 Social Policy and Services: Mental Health and Addictions
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice
- S683 Community-Based Practice in Mental Health/Addiction*
- S685 Mental Health and Addictions Practice with Individuals and Families*
- S686 Social Work Practice: Addictions*
- S687 Mental Health and Addiction Practice with Groups*

3 credit hours of other 600-level courses (or a fourth mental health course above)

Health

- S618 Social Policy and Services: Health
- S623 Practice Research Integrative Seminar I
- S651 Practicum II and S652 Practicum III
- S661 Executive Leadership Practice
- S692 Health Care Practice I
- S693 Health Care Practice II
- S694 Social Work Practice with Older Adults*
- S600 Loss, Greif, Death, and Bereavement*

*Students must take one of the two starred courses, or both.

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Master of Social Work

Programs of Study

In recognition of the time and geographic constraints of many students who seek professional social work education, the Indiana University School of Social Work offers six programs of study leading to the 60 credit hour M.S.W. degree. The Indianapolis campus offers a two-year full-time program, a three-year part-time weekday program, a three-year part-time evening program, a three-year part-time Saturday program, and an Advanced Standing Program. (The Advanced Standing Program is designed for students with a strong academic record who have earned a Bachelor of Social Work (B.S.W.) degree, within five years of their admission date, from a program accredited by the Council of Social Work Education.) Indiana University South Bend offers a three-year part-time evening program and Indiana University Northwest offers a three-year part-time program. The general goal of the program is preparation for advanced social work practice. In addition to generic knowledge and skills, the program provides an opportunity for development of special competence in child welfare, school social work, health, leadership, and mental health and addictions. Educational resources for students in the program include a substantial library, an audiovisual center, student computer modules, and diversified field instruction settings throughout the state.

M.S.W. Programs of Study—Indianapolis

Indiana University School of Social Work provides several programs of study leading to the M.S.W. degree. Each program requires 60 credit hours of graduate-level course work.

Two-Year Full-Time Program

The Two-Year Full-Time Program consists of two years of course work taken over four academic semesters. Courses may be taken during the summer.

Part-Time Day Program

The Part-Time Day Program enables students to complete the Foundation and Intermediate Curriculum over two calendar years. Students attend classes during the academic year, starting in August. The complete program requires at least three calendar years.

Part-Time Evening Program

The Part-Time Evening Program enables students to complete the Foundation and

Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on weekday evenings. Students begin this program in late June by enrolling in their first course during the summer II session. Part-time evening students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Part-Time Saturday Program

The Part-Time Saturday Program enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Classroom courses are offered on Saturdays. Students begin this program in late June by enrolling in their first course during the summer II session. Following completion of the Intermediate Curriculum, part-time Saturday students are required to complete the Concentration Curriculum (the final 30 credit hours of the program) with most classes and internships held during the week (usually Monday through Thursday). The complete program requires at least three calendar years.

Advanced Standing Program

Students holding undergraduate social work degrees may be eligible for this program, which begins at various times based on the cohort chosen. The following are specific requirements for consideration for admission to the advanced standing program:

1. Graduation within five years from a baccalaureate social work program accredited (or admitted to candidacy for accreditation) by the Council on Social Work Education.
2. Successful completion of a statistics course.
3. A cumulative grade point average of at least 3.0 on a 4.0 scale.
4. A cumulative grade point average of at least 3.0 in all social work courses taken prior to admissions committee action. Accordingly, applicants to the advanced standing program must provide the admissions committee with an official transcript. Senior B.S.W. students must provide a transcript including the fall semester (or winter quarter) grades of their senior year.
5. Evidence of characteristics and/or potentials required for competent social work practice as defined in the mission statement of the school. Such evidence may be derived from application materials, letters of reference, and/or pertinent work or volunteer experience.
6. **A reference letter is required from a full-time faculty member of the applicant's undergraduate program.**

Accelerated Program

Students with a strong academic record, who have earned a Bachelor of Social Work (B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, may apply for the Advanced Standing Accelerated Program on the IUPUI campus. Students who are accepted into this program receive special credit for the foundation courses required. Then they complete the Intermediate course work through intensive study and practicum during the two summer sessions. This program begins in May and is full time for one calendar year.

Part-Time Advanced Standing Programs

Students with a strong academic record, who have earned a Bachelor of Social Work

(B.S.W.) degree in the past five years from a program accredited by the Council on Social Work Education, but are unable to attend the M.S.W. Program on a full-time basis, are eligible to apply to one of the other part-time programs offered on the IUPUI campus, while still receiving special credit for the foundation courses required.

Indiana Partnership for Social Work Education in Child Welfare (Title IV-E)

The Title IV-E Program is offered to students involved in the Indiana Partnership for Social Work Education in Child Welfare, funded in part by Title IV-E, and enables students to complete the Foundation and Intermediate Curriculum (the first 30 credit hours of the program) over two calendar years. Eligibility for the Title IV-E program is typically limited to current employees of the Indiana Division of Family and Children. Classroom courses are offered on weekdays. Students begin the program by enrolling in their first courses during the fall semester. Students are allowed to apply for one of the other IUPUI cohorts and request IV-E status and funding. The schedule will then match the identified cohort.

Joint Degree Options

M.S.W. students on the Indianapolis campus have an opportunity to explore a joint degree opportunity pursuing an M.S.W./J.D. (Law) or an M.S.W./M.P.H. (public health).
The prospective student will need to explore all of the admission requirements and application deadlines at each school. Additionally, the student will need to be accepted separately in each school.

Students accepted into the IUPUI M.S.W. program and the law or public health program will receive additional information from each school.

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Ph.D. in Social Work

The student must complete 90 credit hours, including a dissertation and a research internship. Candidates for the Ph.D. may offer up to 30 hours of graduate credit from other institutions as follows:

1. Of the 30 graduate transfer credit hours counted toward the Ph.D. degree in social work, 15 of these credits must be in an area directly related to research (e.g., research methods, statistics, a mentored research project, etc.).
    - Of these 15 research-related credit hours, at least 6 credits must have been completed within three calendar years prior to the date the student enrolls in his/her first doctoral class following acceptance into the Ph.D. Program.
    - All 15 research transfer credits must have been successfully completed as prerequisites for the two advanced research methods courses (S726 and S727), the Research Internship (S725), and the Advanced Statistics course.
2. All students must have successfully completed a graduate-level statistics course within three calendar years before enrolling in the required Advanced Statistics course. Students who have completed a statistics course more than three years before enrolling in the Advanced Statistics course may petition the director of the Ph.D. Program to test out of this requirement.
3. Any research transfer credits not completed prior to acceptance into the Ph.D. Program must be completed as part of the student's doctoral studies in accordance with the above provisions.

All courses credited toward the Ph.D. degree must have a minimum grade of B and must receive written approval of the University Graduate School. Specific program requirements include: (1) professional social work component, 33 credit hours; (2) specialization component, 18 credit hours; (3) research component, 21 credit hours; (4) research internship, 6 credit hours; and (5) dissertation, 12 credit hours.

All students in the Ph.D. Program, with the approval of the program director, will select three faculty members to serve as their academic advisors throughout their doctoral studies, one of whom will represent the student's area of specialization outside the School of Social Work.

Qualifying Examination Process

The qualifying examination process is comprehensive and integrative in nature. Specific guidlines for the completion of the qualifying process are available from the Ph.D. program director.

Admission to Candidacy

Following the passing of the qualification examination and the completion of all course work, the student's advisory committee will submit a Nomination to Candidacy Form to the University Graduate School. Upon approval of the dean, the student will be admitted to candidacy and awarded a Certificate of Candidacy.

Research Proposal

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than four faculty members, including a member outside of the School of Social Work. This committee must approve the proposed dissertation topic.

Final Examination

The final examination is the oral defense of the dissertation.

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Pre-Doc Exploratory Option

The Pre-Doc Exploratory Option allows prospective doctoral students who are not yet able to, or not yet certain that they want to, apply to the Ph.D. Program, to test their interest and commitment to doctoral education. Providing students with the time to gain the information and experience needed to make an informed decision about the program. This option permits qualified students to enroll in up to three of the school's regular Ph.D. foundation courses and to complete up to 9 credit hours of doctoral course work before deciding to apply formally to the program. If a student later applies and is accepted to the regular Ph.D. Program, credits earned during the pre-doc phase will automatically apply toward the Ph.D. degree.

Participation in the Pre-Doc Exploratory Option does not guarantee acceptance into the Ph.D. Program. It does, however, provide a unique opportunity for students to explore that possibility.

The selection of candidates for enrollment in the Pre-Doc Exploratory Option is based on the following criteria:

1. An earned master's degree in social work or a related field.
2. A graduate grade point average of 3.5 on a 4.0 scale (preferred).
3. Official copies of all baccalaureate- and master's-level transcripts.
4. A 500-word written statement that outlines the applicant's reasons for seeking enrollment in the Pre-Doc Exploratory Option.
5. One letter of reference.
6. A professional resume.
7. A sample of scholarly writing.

Applicants are strongly encouraged to apply by April 1 for fall admission and by October 1 for spring admission.

Students enrolled in the Pre-Doc Exploratory Option are encouraged to complete the S721 Preparing to Publish: Seminar in Advanced Scholarship Skills (3 credit hours) as part of their program of studies.

The following is a list of other S700-level courses:

- S710 Social Work Theories of Human and Social Behavior (3 cr.)
- S720 Philosophy of Science and Social Work

- S724 Theory, Practice, and Assessment of Social Work Teaching (3 cr.)
- S726 Advanced Social Work Research: Qualitative Methods (3 cr.)
- S727 Advanced Social Work Research: Quantitative Methods (3 cr.)
- S728 Advanced Statistics for Social Work (3 cr.)
- S730 Pro-seminar on Social Work Policy Analysis (3 cr.)
- S740 Social Work Practice: Theory and Research (3 cr.)

For additional information, contact:
Margaret Adamek, Ph.D.
Ph.D. Program Director
Indiana University
School of Social Work
902 W. New York Street
Indianapolis, IN 46202-5154
Phone: (317) 274-6730
Web site: socialwork.iu.edu
E-mail: madamek@iupui.edu

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Student Learning Outcomes

Ph.D. in Social Work

Five major curriculum components comprise the structure of the Ph.D. program. These components are designed-both individually and as a strategically integrated course of study-to challenge and extend the knowledge and skills of doctoral students to the highest level.

- **Core Social Work Courses:** exploration and critical assessment of current knowledge and values
- **External Minor:** intensive and focused study through an academic discipline other than social work
- **Research Courses:** designed to build a mastery of quantitative and qualitative methods, measurement, and statistics
- **Research Internship:** investigation of viable research questions, typically tied to an on-going faculty research project
- **Dissertation:** the design, implementation and completion of an independent empirical study that extends the knowledge base of the social work profession

Master of Social Work

The MSW program prepares graduates for:

- Providing counseling and support to individuals, families, groups and communities.
- Helping people with serious problems, such as those confronted with violence, financial hardship, social or emotional problems, substance abuse, legal matters, or health and disability challenges.
- Making connections with community resources and services.
- Conducting research, advocating for improved services, planning and policy development, or managing organizations.

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Students of the school maintain B.S.W. and M.S.W. Social Work Student Associations that sponsor program meetings and social affairs during the year. Through elected officers and committees, the associations serve as important channels for communication between students and faculty. In addition, these organizations appoint student representatives to various school committees. Students also are encouraged to participate in organizations related to the social work profession. Information about these organizations can be found in the B.S.W. and M.S.W. student handbooks, and at http://iupui.socialwork.iu.edu/.

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Information about employment in specific careers is available from Indiana University Career and Employment Services, University College, 3rd Floor phone (317) 274-2554, e-mail career1@iupui.edu, and the School of Social Work's Office of Student Services.

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Opportunities for financial aid for graduate students are different from those for undergraduates. It is important to understand that graduate students are only eligible for loans from IU financial aid. Additionally, the School of Social Work has some limited funds available for tuition assistance. Persons interested in financial aid should contact:
Office of Financial Aid
IUPUI
Cavanaugh Hall, CA 103
425 University Boulevard
Indianapolis, IN 46202-5145
Web site: http://www.iupui.edu/~finaid/

Information regarding financial awards from the School of Social Work is made available to social work students at the beginning of the academic year.

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Agencies Participating in Social Work Field Instruction

The following list represents the most current account of participating field agencies.

Agencies in Indiana

Allen County

- Bowen Center/White's Residential & Family Services
- Community & Family Services
- Family and Children's Services
- Family & Community Partnership/GKB Community Head Start
- Lutheran Behavioral Health Center
- Northern Indiana V.A. Healthcare Center
- Park Center, Inc.
- Parkview Memorial Hospital
- Renaissance Village
- Special Alternatives Family and Youth
- St. Joseph Hospital
- Vincent House
- Ward Education Center
- Women's Bureau

Bartholomew County

- Aging & Community Service of South Central IN
- Bartholomew County Youth Services
- Child Abuse Council of Bartholomew County
- Columbus Regional Hospital
- The Ecumenical Assembly-Love Chapel
- Family Services of Bartholomew County
- George Junior Republic
- Healthy Communities
- Hospice of Bartholomew County
- Quinco Behavioral Health Systems
- ReUnion Family Association
- Turning Point

Boone County

- Behavioral Healthcare

Brown County

- Brown County Family Access Program
- Quinco Behavioral Health Systems

Carroll County

- Department of Child Services

Cass County

- Lewis Cass Intermediate School District
- Southeastern School Corporation
- Woodlands Behavioral Center

Clinton County

- Clinton County Division of Family and Child
- Preservation Partners, Inc.

Davies County

- SSamaritan Center

Decatur County

- Decatur County Department of Child Services
- Decatur County Memorial Hospital

Dekalb County

- Family & Community Partnership GKB Community Head Start

Delaware County

- Arbor Clinic
- Betterway
- Meridian Services
- Muncie Reception and Diagnostic Center

Elkhart County

- Adoption Resource Services, Inc.
- Eastlake Terrace
- Elkhart Community Schools
- Elkhart General Hospital
- Elkhart Youth Services Bureau
- Oaklawn Community and Service Partial Hospital
- Oaklawn Psychiatric Services
- Violence Intervention Project

Fayette County

East Central Special Services

- Fayette County Probation Office
- Whitewater Care Pavilion

Fountain County

- Families United

Fulton County

- Step Ahead/First Steps

Grant County

- Family Service Society
- Grant-Blackford Mental Health Center
- Grant County Department of Child Services
- Milestone Services
- Northern Indiana VA Healthcare Center
- Trinity House Counseling

Greene County

- Bloomfield Community Schools

Hamilton County

- Carmel-Clay School Corporation
- Family Service Association
- Hamilton Center
- Hamilton County Youth Services Bureau
- Southern Indiana Center for Independent Living

Hancock County

- Gallahue Mental Health Center
- Hancock Regional Hospital
- Sugar Creek Nursing and Rehabilitation

Hendricks County

- Agency on Aging
- Brownsburg School Corp
- Cummins Mental Health Center
- Plainfield Juvenile Correctional Facility
- Sheltering Wings

Henry County

- Bennett House
- Division of Family and Children
- Henry County Hospital
- Lifestream
- New Castle School Corporation
- Raintree

Howard County

- Community Hospital
- Family Service Association
- Guardian Angel Hospice
- Kokomo-Center Schools
- Robert J. Kinsey Youth Center
- Saint Joseph Home

- Villages of Indiana

Jackson County

- Jackson County Department of Child Services
- Jackson County Education Center
- Quinco Behavioral Health Systems
- Seymour School Corporation

Jasper County

- Rensselaer Care Center

Jay County

- Community & Family Services
- The Youth Bureau
- Jennings County
- Quinco Behavioral Health

Johnson County

- Adult & Child Mental Health
- Cardinal Service Management
- Center Grove School Corp
- Greenwood Health and Living
- Greenwood School Corporation
- Indiana Masonic Home
- Johnson County Juvenile Detention Center
- Johnson County School Corp
- Johnson County Youth Services Bureau
- Kenosis Counseling
- TARA Treatment Center
- Valle Vista Health System
- Youth Connections

Kosciusko County

- Bowen Center
- KCH Home Care

Lake County

- Addiction Counseling and Family Services
- African-American Achievers, Inc.
- Bethany Christian Services
- Campagna Center
- Catholic Family Service
- The Community Hospital—Social Services
- Crisis Center Alternative House
- East Chicago School Corporation
- Edgewater System for Balanced Living
- Gary Community School Corporation
- Gary Neighborhood Services, Inc.
- Griffith Public School Corporation
- Hammond Public School Corporation
- Hospice of the Calumet Area

- Human Beginnings Outpatient Mental Health Center
- Lake County Office of Family and Children
- Lakeside Counseling
- Merrillville Public School Corporation
- The Methodist Hospitals—Adult Behavioral Medicine
- The Methodist Hospitals—Rehab Centers
- The Methodist Hospitals—U.S. Steel Employee Assistance Program
- Premier Hospice
- PSI Services, Inc.
- Southlake Center for Mental Health—Century Program
- Southlake Center for Mental Health—Community Assistance
- Southlake Center for Mental Health—Health Services/Forensic Department
- Southlake Center for Mental Health—Outpatient Services
- Southlake Center for Mental Health—Placement Diversion Program
- St. Anthony's Medical Center
- St. Catherine Hospital-Behavioral Health Services
- St. Margaret Mercy Hospital—Behavioral Medicine Outpatient Center
- St. Margaret Mercy Healthcare Centers
- Tri-County Community Mental Health Center

LaPorte County

- Family and Community Services, Inc.
- LaPorte Hospital and Health Services
- Michigan City Alternative School
- Swanson Center
- Visiting Nurses Association

Madison County

- Anderson Center of St. John's
- Anderson Community Schools
- Anderson Psychiatric Clinic
- Anderson School Corporation
- Anderson University
- Center for Mental Health
- Community Hospital
- Department of Child Services
- Madison County Juvenile Probation
- Madison County Youth Center

Marion County

- Adult and Child Mental Health Center
- Altenheim Community
- Alzheimer's Association
- American Village
- Arlington Woods Elementary School
- AT Home Care and Hospice
- Beacon House
- Behavioral Care South
- Better Together
- Big Brother/Big Sisters of Central Indiana
- Big Sisters of Central Indiana
- Bosma Rehabilitation Center
- Boys and Girls Clubs of Indianapolis

- Breaking Free
- Bridges to Success
- Broadway United Methodist Church
- Brookview Healthcare Rehabilitation
- CJ & Associates
- Casey Family Programs
- Catholic Social Services
- Child Advocates, Inc.
- Children's Bureau of Indianapolis
- Choices, Inc.
- Christamore House
- Christel House Academy
- Church Federation of Greater Indianapolis
- CICOA —The Access Network
- Clarian/Methodist Hospital
- Clarian/Riley Hospital
- Clarian Homeless Initiate Program
- Coburn Place, Safe Haven
- Columbia Women's Hospital
- Community Addiction Services of Indiana
- Community Alliance of Far Eastside (CAFE)
- Community Centers of Indianapolis
- Community Hospital East
- Community Hospital North
- Community V.N.A. Hospice
- Concord Multi-Service Center
- Consumer Credit Counseling
- COVOH Foundation, Inc.
- Cummins Behavioral Health
- Damar Services
- Damien Center
- Dayspring Center
- Decatur Township Schools
- Dialysis Clinic, Inc.
- East 91st Street Christian Church
- Edgewood Elementary School
- Exodus Refugee and Immigration
- Fairbanks Hospital
- Family Advocacy Center
- Family Counseling Center
- Family Developmental Service
- Family Service Association of Central Indiana, Inc.
- Family Service Council of Indiana
- Family Works, Inc.
- Father Research Center
- Florence-Toro Elementary School #83
- Forest Manor Multi-Service Center
- Forum at the Crossing
- Gallahue Mental Health
- Gender Fairness Coalition of Indiana
- Gennesaret Free Clinic
- George Washington Community School
- Goodwill Industries
- Hamilton Center
- Harrison Hill Elementary School

- Hawthorne Community Center
- Homeless Initiative Program
- Hoosier Veterans Assistance Program
- Horizon House
- Howe Middle School
- IARCCA
- Indiana Association for Community Economic Development
- Indiana Canine Assistant Network (ICAN)
- Indiana Civil Liberties Union
- Indiana Coalition against Domestic Violence
- Indiana Community Cancer Care
- Indiana Department of Child Services
- Indiana Department of Corrections
- Indiana Department of Mental Health
- Indiana MENTOR
- Indiana School for the Deaf
- Indiana School for the Blind
- Indiana State Board of Health
- Indiana University Cancer Center
- Indiana University Hospital
- Indiana University School of Medicine
- Indiana Women's Prison
- Indiana Youth Advocate Program
- Indiana Youth Group
- Indiana Youth Services Association
- Indianapolis Foundation
- Indianapolis Housing Agency
- Indianapolis Institute for Families, Inc.
- Indianapolis Juvenile Correction Facility
- Indianapolis Metropolitan High School
- Indianapolis Metropolitan Police Department
- Indianapolis Public Schools
- Indianapolis Urban League
- Information and Referral Network
- Interfaith Hospitality Network
- Insights Consulting, Inc.
- IU Medical Group
- IUPUI Campus and Community Programs
- Lambda Consulting
- Jewish Community Center
- John J. Boner Community Center
- Julian Center
- Kids Peace National Centers
- Kids' Voice of Indiana
- La Plaza, Inc.
- LaRue Carter Hospital
- Lawrence Township Schools
- LDS Family Services
- Legacy House
- Liberty Behavioral Health
- Life Spring
- Light of the World Church—Project Impact
- Lutheran Child & Family Services
- Marion County Children's Guardian Home
- Marion County Community Court

- Marion County Division of Family and Children
- Marion County Health Department
- Marion County Juvenile Court
- Marion County Prosecutors Office
- Marion County Probation Department
- Martin Luther King Multi-Service Center
- Mary Riggs Neighborhood Center
- Mental Health Association in Marion County
- Midtown Mental Health Center
- Miller's Merry Manor
- Mount Olive Missionary Baptist Church
- Muscular Dystrophy Association
- NASW—Indiana Chapter
- N.O.A.H., Inc.
- Neighborhood Alliance for Child Safety
- New Beginnings High School
- Nina Mason Pulliam Charitable Trust
- Noble of Indiana
- Northwest District Health Office-Health Department
- Northwest Manor Healthcare
- Office of Neighborhood Resources
- Options for Better Living
- PACE/OAR
- Pacers Academy
- Partners in Housing
- Pathway Family Center
- Pathway to Recovery
- Peace Learning Center
- Pike Township School Corporation
- Planned Parenthood—Central and Southern Indiana
- Project Impact—Indianapolis
- Quest for Excellence
- Reach for Youth, Inc.
- Regency Place
- Robinson AME Church
- Ruth Lilly Hospice
- Safe Haven
- Saint Elizabeth's Home/Coleman Adoption Services
- Saint Francis Hospital
- Saint Vincent Hospital & Health Services
- Saint Vincent Stress Center
- The Salvation Army
- Salvation Army and Harbor Light Center
- School on Wheels
- Senior Health Insurance Information Program
- Southeast Multi-Service Center
- State of Indiana Legislature
- Stop Over, Inc.
- Supportive Systems, LLC
- Technical Training Services
- Transitional Assistance Services, Inc.
- United Senior Action
- United Way—Community Service Council
- University Heights Health and Living
- Veteran Affairs Medical Center

- Villages of Indiana
- Visiting Nurses Service
- Vivian Smith Home
- Volunteers of America of Indiana
- Warren Central High School
- Warren Township Schools
- Wellness Community
- Wildwood Healthcare Center
- Wishard Hospital
- Women's Hospital Genesis Center
- YMCA of Greater Indianapolis
- Youth Emergency Services
- YWCA

Marshall County

- Behavioral Health Care

Miami County

- Maconaquah Elementary School

Monroe County

- 21st Century Schools Program
- Amethyst House
- Area 10 Agency on Aging
- Bell Trace Retirement Community
- Big Brothers/Big Sisters
- Bloomfield Schools
- Bloomington Hospital
- Catholic Social Services
- Center for Behavioral Health
- Family Service Association
- Family Solutions
- First Step Program
- Forest Hills Special Education
- Foster Care Plus
- Hamilton Center
- Head Start
- Healthy Families
- Hospitality House
- Hospice of Bloomington and Greene County
- Indiana University: Child Advocacy Clinic
- Indiana University Gay, Lesbian, Bisexual, and Transgender Student Support Services
- Indiana University Counseling Services
- Indiana University Institute for Family and Social Responsibility
- Institute for Disability and Community Center for Autism
- Middle Way House
- Monroe County Community Schools
- Monroe County Division of Family and Children Services
- Monroe County United Ministries
- Monroe County Wraparound Services
- New Leaf-New Life
- Options for Better Living

- Perry Township Trustee
- Positive Link
- Richland-Bean Blossom Community Schools
- Shalom Center
- Shalom Family Center
- Shalom Latino Family Center
- South Central Community Action Program
- Stonebelt Center
- Sunrise Counseling Services
- Victim Offender Reconciliation Program
- Villages of Indiana
- Youth Services Bureau

Montgomery County

- Crawfordsville Community Schools

Morgan County

- Morgan County Hospital and Medical Center

Orange County

- Southern Hills Counselingl

Owen County

- Big Brothers/Big Sisters
- Ellettsville Family Resource Center
- Hamilton Center
- Porter County
- Fountainview Place Nursing and Rehabilitation Center
- Midwest Center for Youth and Families Residential Therapy
- The Niequist Center for Residential Care
- Porter Starke Mental Health
- St. Mary Medical Center
- Valparaiso Community School Corporation
- Putnam County
- Old National Trail Special Service Cooperative
- ResCare
- Randolph County
- Dunn Center
- Office of Family and Children
- Randolph County Development Center

Rush County

- Dunn Medical Health Center
- Harcourt Mental Health Services
- Substance Abuse Treatment Center/Tara

Shelby County

- Shelby County Youth Center
- St. Joseph County
- Alzheimer’s Association
- American Cancer Society

- American Heart Association
- American Red Cross
- Battell Center Community Activity Center
- Battell Senior Workers, Inc.
- Big Brothers and Big Sisters
- Bohomie Counseling Center
- Catholic Charities
- Center for the Homeless
- Child Protective Services
- Children's Campus
- Community Resource Center
- Family and Children's Services, Mishawaka
- Family and Children's Services, South Bend
- Family Learning Center
- First Presbyterian Church of South Bend
- Hannah's House
- Holy Cross Counseling Group
- Holy Cross Living Center
- Hope Rescue Mission
- Hospice of Saint Joseph County—Social Work
- Juvenile Probation Department of St. Joseph
- La Casa de Amistad
- Madison Center and Hospital
- Madison Center for Children
- Memorial Hospital
- Meridian Nursing Home
- Near West Side Neighborhood Organization
- Options Institute
- Salvation Army
- Samaritan Counseling Center
- School City of Mishawaka
- South Bend Community Health Center
- South Bend Community School Corporation
- South Bend Heritage Foundation
- South Bend Police Department
- St. Joseph County Visiting Nurse Association
- St. Joseph Health Center
- St. Joseph Juvenile Justice Center
- St. Joseph Medical Center
- St. Vincent de Paul Society
- Turning Point Clinical Services
- Visions Counseling Center
- Visiting Nurse Association of Michiana
- WIC Program
- Women's Care Center
- Workforce Development Service
- YMCA of Michiana
- Youth Service Bureau of St. Joseph County
- YWCA

Tippecanoe County

- Carey Home for Children JAMS Program
- Charter Behavioral Health System
- Greater Lafayette Health Services
- Indiana Veteran's Home

- Lafayette School Corporation
- Lafayette Urban Ministry
- Purdue University Student Health Center
- St. Elizabeth Hospice
- Villages of Indiana
- Wabash Valley Hospital
- YWCA

Vigo County

- Cummins Behavioral Health
- Hamilton Center

Wayne County

- AIDS Task Force
- Area IV In-Home Community Service Agency
- Birth to Five, Inc.
- Division of Family and Children
- Dunn Mental Health Center
- Earlham College
- Friends Fellowship
- Golden Rule Nursing Home
- Green Acres
- Headstart
- Human Rights Commission
- Oakridge Nursing Home
- Reid Hospital and Health Care Service
- Richmond Community School
- Richmond State Hospital
- Wayne County Probation
- Wernle Children's Home

Out-of-State Agencies

- Alexander Youth Network Foster Care Department – Charlotte, NC
- Child Welfare League of America - Washington, D.C.
- Children Resource Triangle – Chicago, IL
- Cook County District 172 Sandridge School – Chicago Heights, IL
- Serenity House of Volusia, Inc. PATH – Daytona Beach, FL
- St. Paul Public Schools Central High School – Minneapolis, IN

International

- AMPATH Moi University School of Medicine – Eldoret, Kenya (Africa)
  Carden Social Services Children in Need North - London, England
  Centre for Children, Youth, and Families, St. David's Hospita -, Cardiff, Wales
  Centre for Human Rights Education of Curtin University - Perth, West Australia
  Harvey Jones Adolescent Centre of Whitchurch Hospital - Cardiff, Wales
  Kildare West Mental Health Service - Kildare, Ireland
  London Borough of Hounslow Social Services Department Felham Social Services Offices - London, England
  Pontificia Universidad Catolica de Chile - Santiago, Chile
  Preswylfa Family Center - Cardiff, Wales
  Southwark Child Mental Health Social Work Services, The Michel Rutter Centre for Children and Young People, Maudsley Hospital, Southwark - London, England

Te Awatea Centre for Violence Research, School of Social Work, University of Christchurch, New Zealand
UK Hounslow Community Mental Health Team - Middlesex, England
Universidad Nacional de Lanus – Porovincia de Buenos Aires, Argentina
University of Canterbury Department of Social Work - Christchurch, New Zealand
University of Orange Free State FSRDPP – Philippos Free State, South Africa

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Student Organizations

School Alumni

Graduates of the school maintain an active Alumni Association whereby they continue to participate in the improvement of the programs and the achievement of the school's progressive goals. Officers provide leadership and an executive committee elected biennially provides oversight.

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By anticipating some common problem areas, the university makes every effort to help students with physical or learning disabilities make the transition to university life. A detailed list of services is available through the Office of Adaptive Educational Services, 425 University Boulevard, (317) 274-3241, TDD/TTY (317) 278-2050.

Furthermore, the Indiana University School of Social Work makes every reasonable attempt to accommodate participants in all our programs.

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CAMPUS POLICIES

View the IUPUI Campus Bulletin Policies & Procedures

Students' Rights

Social work students in the B.S.W., M.S.W., and Ph.D. Programs have a right to participate in decision-making activities about the educational program and the School of Social Work. Students regularly contribute to the continued development and growth of programs. The school values students' input in several critical areas: faculty and course evaluation, school committee work, faculty hiring, and student field placements.

All students enrolled at Indiana University have an opportunity each semester to evaluate their courses and instructors. At the end of each course, students are given standardized faculty evaluation forms to complete. These evaluations are confidential, and the results are computer generated. The evaluations are returned to the faculty to use for strengthening content and learning methods to improve instruction.

Through their elected and/or volunteer representatives, social work students provide input to and learn from each of the following committees: B.S.W., M.S.W., Ph.D., and various others that are convened throughout the year. Student representatives are viewed as valuable members of these committees.

Students have the opportunity to meet both informally and formally with any candidates being considered for faculty positions.

Each student has the opportunity to provide input for the selection of his or her field practicum assignments. The field practicum coordinator works closely with the student to negotiate a suitable placement.

Social work students have the right to provide feedback about school policies and procedures and the behavior of faculty and staff members. In providing either positive or critical feedback, students are expected to follow professional social work norms, values, and ethics. For example, if a student believes that a faculty or staff member's behavior is discourteous or ineffective, she or he should discuss the concern directly with the faculty or staff member in question. If the student has reason to believe that in addressing the faculty or staff member directly, that their grade or safety would be placed in jeopardy, the student should register the concern with the respective program director, who will address and respond to the issue.

If a student believes that she or he has been treated unfairly or unprofessionally by a faculty or staff member or that a policy or procedure is unjust or unwise and the student has been unsuccessful in her or his attempt to address the concern directly with the faculty or staff member, then the student may submit in writing a formal grievance petition to the respective program director. Grievance petitions are reserved for those

issues or incidences that warrant formal investigation and full exploration. Such petitions should be submitted in a professional manner, consistent with social work norms, values, and ethics.

Student complaints regarding discrimination, sexual harassment, racial harassment, and harassment on the basis of sexual orientation need to be addressed with the Dean of the School of Social Work. There exists an established complaint procedure available in the Indiana University *Code of Student Rights, Responsibilities, and Conduct*.

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View the IUPUI Campus Bulletin Policies & Procedures

Students admitted to any Indiana University School of Social Work program have already demonstrated potential for superior academic work. Most social work students are therefore very familiar and comfortable with high academic and scholarly standards. Obviously, students are expected to attend classroom and practicum course meetings. Regular attendance is viewed as the personal and professional responsibility of each social work student. Active participation in course activities is the expected norm. In participating, it is expected that students reflect interest in, and respect for, their colleagues in a manner that is congruent with the values, ethics, and skills of the profession.

Students are expected to prepare documents in a scholarly and professional manner. Students are to use the latest edition of Publication Manual published by the American Psychological Association. Submissions should be in typewritten format and carefully edited for spelling and grammar.

Competent and effective social work practice requires well-developed and refined communication skills, including the use of the written word. Writing well helps social workers communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated on both the basis of the quality of the scholarly content as well as the quality of its presentation.

Electronic Communication

Students are expected to follow appropriate e-mail etiquette when communicating with faculty, staff, and peers. Correct grammar is expected at all times. Inappropriate use of email will be grounds for student review and disciplinary actions. For specific guidelines, please visit www.itpo.iu.edu/policies.html and www.itpo.iu.edu/computeruse.html.

Student Misconduct

The following is based on Indiana University's Code of Student Rights, Responsibilities, and Conduct (Part III, pp. 17-18), Bloomington, IN: Indiana University, and on Indiana University–Purdue University Indianapolis (1997), Code of Student Rights, Responsibilities, and Conduct (Part III, pp. 28-29), Indianapolis, IN:

Academic Misconduct.

Indiana University School of Social Work and/or the university may discipline a student for academic misconduct, 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:

Cheating.

- A student must not use external assistance on any ''in-class'' or ''take-home'' exami-nation, unless the instructor specifically has authorized such assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
- A student must not use another person as a substitute in the taking of an examination or quiz.
- A student must not steal examinations or other course materials.
- 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.
- A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's own individual work.
- A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
- 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.
- A student must not alter a grade or score in any way.

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.

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 indebtedness whenever he or she does any of the following:

- quotes another person's actual words, either oral or written
- paraphrases another person's words, either oral or written
- uses another person's idea, opinion, or theory
- borrows facts, statistics, or other illustrative material, unless the information is common knowledge

Interference.

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 to deprive others of the information they contain.

- 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.

Violation of Course Rules.

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

Facilitating Academic Dishonesty.

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

IU School of Social Work Addendum to Indiana University Policy on Plagiarism

In addition to the university statement on plagiarism, the IU School of Social Work defines plagiarism as including:

- The intentional or unintentional use of information from another person without full acknowledgement. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgement.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.

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Academic and Scholarly Guidelines

Policy Regarding Individuals Convicted of Sex Offenses against Children

Academic Policies and Procedures

Policy Regarding Individuals Convicted of Sex Offenses against Children

Policy Statement

It is the policy of the School of Social Work that no students or applicants who have been convicted of sex offenses against children shall be eligible for admission or continuation in the B.S.W., M.S.W., or Ph.D. programs.

CAMPUS POLICIES

View the IUPUI Campus Bulletin Policies & Procedures

University Procedure

The Office of the Registrar is responsible for running a report every semester against the state's Sex Offender Registry and notifying the school of anyone who appears on the Registry.

School Procedure

1. **Applicants and Transfer Students** Applicants will be asked to self-report any history of Sexual Offenses against children. Any applicant or transfer student whose name is on the registry will be ineligible for admission or transfer and shall be notified.
2. **Continuing Students** Any continuing student whose name appears on the registry during the time of matriculation, or has been convicted of an offense for which the student can be listed on the registry, shall be ineligible for continuation in the program.
3. **Notice** The school bulletin shall include a statement giving notice to potential applicants that criminal convictions may render persons ineligible for admission.
4. **Nonexclusive Policy** Nothing in this policy shall be deemed to preclude the school from taking other appropriate action in such cases, or in the case of applicants or students involved in other conduct or criminal activities not covered in this policy.
5. **Right to Appeal** Any applicant or student already admitted to one of the Indiana University School of Social Work programs who is deemed ineligible for admission or continuation based upon a record of criminal conviction may appeal to the dean of the school for reconsideration if she/he believes there are extenuating circumstances that might mitigate the findings. The dean will appoint a review panel, of three full-time faculty members to consider the student's appeal. The review panel, in consultation with the office of University Counsel, will consider all pertinent information and make a ruling that shall be considered final.

For other policies, please visit http://iupui.socialwork.iu.edu/.

Faculty

Administrative Officers

- MICHAEL PATCHNER, Ph.D., Professor and Dean, IUPUI
- IRENE QUEIRO-TAJALLI, M.S.W., Ph.D., Executive Director of Undergraduate Education and Interim Executive Director of Labor Studies, IUPUI
- KATHARINE BYERS, M.S.W., Ph.D., Director, B.S.W. Program, IUB
- EDWARD FITZGERALD, M.S.W., J.D., Director, B.S.W. Program, IUE
- DAVID WESTHUIS, M.S.W., Ph.D., Executive Director, M.S.W. Program, IUPUI
- MARILYNNE RAMSEY M.S.W, Ph.D., Director, M.S.W. Program, IUSB,
- MARGARET ADAMEK, M.S.W., Ph.D., Director, Ph.D. Program, IUPUI

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- Beathea, Joann, Ph.D. (Loyola University, 2004), Assistant Professor, IUSB
- Bell, Jacqueline M., M.S.W. (George Warren Brown School of Social Work, 1977), IVE Field Coordinator, IUPUI
- Bennett, Robert, D.S.W. (University of Utah, 1991), Associate Professor of Social Work, IUPUI
- Black, Carolyn, Ph.D. (University of Illinois at Chicago, 1996), Associate Professor of Social Work, IUPUI
- Blackman, Lorraine, Ph.D. (Florida State University, 1992), Associate Professor of Social Work, IUPUI
- Boys, Stephanie, Ph.D. (University of Michigan, 2005), Assistant Professor of Social Work, IUPUI
- Byers, Katharine, Ph.D. (Indiana University, 1989), B.S.W. Program Director, and Associate Professor of Social Work, IUB
- Campbell, Craig, M.S.W. (Indiana University, 1998), Labor Studies Student Services Coordinator, IUPUI
- Caucci, Frank, Ph.D. (M.S.W., Loyola University, 2002), Interim Director of Social Work, IUN
- Coleman, Rebecca, M.S.W. (Indiana University, 1989), Coordinator of Field and Student Services, IPFW
- Cotton, Christopher, Ph.D. (Jane Addams College of Social Work, 2006), Assistant Professor of Social Work, IUN

- Cournoyer, Barry, D.S.W. (University of Utah, 1979), Professor of Social Work, IUPUI
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- Dennis, Sheila, M.S.W. (Indiana University, 1999), M.S.W. Field Coordinator, IUPUI
- Duggan, Lynn S., Ph.D. (Economics, University of Massachusetts Amherst, 1993), Assistant Professor of Labor Studies, IU Bloomington
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- Gentle-Genitty, Carolyn, Ph.D. (Indiana University, 2008) Assistant Professor of Social Work and Assistant to the Director for Labor Studies, IUPUI
- Harmon, Joesph, Reference Team Leader and Library Liaison to the School of Social Work
- Hostetter, Carol, Ph.D. (Indiana University, 1998), Assistant Professor of Social Work, IUB
- Howes, Patricia, M.S.W. (Michigan State University, 1993), Director of IV-E Training Partnership, IUPUI
- Iverson, Thandabantu, Ph.D. (Political Science, Clarke-Atlanta University, 2007), Assistant Professor of Labor Studies, IU Northwest (Gary)
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- McCallister, Bruce, M.S.W. (Western Michigan University, 1986), Coordinator of Student Outreach, IUB
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- Beall, Patricia, A.M. (Indiana University, 1950), Professor Emerita of Social Work
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- Sweeny, Karen, Online Support Coordinator, Labor Studies, IUB
- Tonti, Giulianna, M.S.W Administrative Secretary, IUPUI
- Valentine, Kelly, M.S.W Administrative Field Support Assistant, IUPUI
- Vines, Jennifer, Financial Aid Coordinator

* Eligible to Chair Dissertation Committees

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IUPUI IUPU Columbus Indiana University

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University College

Welcome to University College!

University College was founded to aid students in the transition from high school to college. A model urban academic program, University College has a unique curriculum for all entering students and offers opportunities to participate in programs that will help ensure academic success and campus engagement.

All students entering IUPUI are granted admission to University College (either full or dual admission with a degree-granting school). Students remain in University College until they have declared a major and meet the necessary conditions for transfer to a degree-granting school.

Programs and services offered by University College focus on assisting students with the development of the knowledge and skills needed for success in the collegiate environment, including academic advising, academic support, career planning, first-year seminars, themed learning communities, peer mentoring, and new student orientation. University College also offers several college readiness programs, which focus on helping area students become college bound.

Overview

Mission

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and to enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning. University College seeks out and emulates national best practices whenever possible for the benefit of students. In addition, the unit is committed to providing an environment that encourages respect for diversity in all initiatives.

Contact Information

General Information: (317) 274-5033

Academic Advising Information: (317) 274-4856

Academic Advising Appointments: (317) 274-5977

Career Planning Information: (317) 274-4856

Bepko Learning Center: (317) 274-4818

Orientation Services: (317) 274-4240

Student Employment: (317) 274-0857

University College Web Site

History

As part of the institutional efforts to provide one portal of entry to the multiple degree units and to support student success, the IUPUI Faculty Council approved the formation of University College in spring 1997. The founding faculty (representing all degree-granting schools at IUPUI) and the dean were appointed soon thereafter, with the first students entering the college in summer 1998. The founding faculty approved the mission statement that is still used today.

Resources

In addition to managing basic college responsibilities, students must find their way in a new environment that is very different from what they were accustomed to in high school. University College student mentors, faculty, and staff are committed to helping students make the transition from high school to college by providing resources and support, often in collaboration with other schools and units, to ensure that all entering students make a smooth transition to IUPUI.

Academic and Career Development

Academic Advising

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

Degree Planning Sheets

University College provides degree planning sheets outlining academic requirements for each major area. Students may also review degree planning sheets online.

Personal Development Plan

The Personal Development Plan (PDP) allows students to more effectively map out and navigate their academic and co-curricular experiences, as well as their subsequent careers. As defined by IUPUI's University College, the PDP is the product of a personalized planning process that enables students to understand, implement, and chart progress toward their degree and college goals. Students develop a PDP in their first-year seminar course with the guidance of their instructional team, but the PDP is intended to be a living portfolio for each student—open to revision and re-evaluation at critical points in their college journey. Overall, the PDP gives students a compass to navigate complex educational settings, further intellectual development, and see the relevance and value of learning.

Career Planning

Career professionals are available for all current and former IUPUI students (unless services are provided in their schools) and can provide assistance with career development needs and services such as:

- Major and career exploration
- Career assessments
- Career counseling
- Practice interviews for application to programs
- Professional Connection Central

- Externship Program and other job shadow opportunities
- Job search strategies, resume, and interview assistance (for degreed positions)
- Workshop/classroom/group presentations

The office is located on the third floor of Taylor Hall. For more information or to make an appointment, visit our website or call (317) 274-4856.

Bepko Learning Center

The Bepko Learning Center is devoted to students helping students. The center, which includes the Office of Academic Mentoring, the Office of Tutorial Support, and the Office of Academic Enrichment, is located on the second floor of Taylor Hall (UC 2006). For more information, call (317) 274-4818 or visit our website.

As part of University College, the Bepko Learning Center's programs are based on a belief that highly successful academic students can play an integral role in the academic development of their peers. Collaborative learning, role modeling, peer interaction, and peer support are all components of this process.

Office of Academic Mentoring

The central focus of the Office of Academic Mentoring is to provide support services to academic peer mentoring programs in various courses. The office's mission is to recruit, train, and develop highly qualified student mentors to provide students with assistance in successfully navigating through these courses.

Office of Tutorial Support

The Office of Tutorial Support strives to serve all IUPUI undergraduate students by connecting them with departmental-certified tutoring assistance with a major focus on gateway courses. In conjunction with all departments on campus, it is the goal of the Office of Tutorial Support to disseminate peer and departmental academic support services to students and to publicize specialized support programs provided to specific student populations. Some services offered by the office include:

- Tutor Matching Service
- Veterans Affairs and Vocational Rehabilitation Academic Support
- Free Departmental Tutoring
- Biology Resource Center

Office of Academic Enrichment

The Office of Academic Enrichment serves all IUPUI students in developing and implementing academic support initiatives related to augmenting students' metacognitive skills. Students can seek out individualized meetings with trained learning specialists to help with learning inventories and study skills assistance. In addition, the office works collaboratively with academic units to develop new partnerships to help support student academic success. Some services offered by the office include:

- Study Skills Presentations
- Time Management Workshops
- Learning Style Assessments
- General Learning Inventories
- One-On-One Mentoring

College Readiness Initiatives

College Readiness Initiatives seek to increase the capacity of parents, community groups, and schools to encourage and support middle and high school students' college preparedness. All college readiness programs strive to develop and implement strategies to increase students' academic success.

Twenty-first Century Scholars

The Twenty-first Century Scholars Regional Support Program equips students and parents with the academic, social, and cultural skills needed to attain secondary and postsecondary success. The program engages the community in meaningful conversations and services that make postsecondary education desirable, accessible, and affordable. Upon graduating from high school, enrolled students can receive up to four years of undergraduate tuition to attend an eligible Indiana public or private college, university, or proprietary institution. (also see http:scholars.in.gov)

Upward Bound

The Upward Bound program is designed to provide fundamental support to first-generation and income-eligible students in their preparation for college entrance. The goal of the program is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. The Upward Bound program at IUPUI provides a wide variety of services and activities to students attending our target schools, which are Arlington, Arsenal Tech, Broad Ripple, Emmerich Manual, Northwest, and Warren Central high schools. Some of the services provided include academic support, such as tutoring and mentoring, college entrance preparation, college visits, cultural activities, and enrichment programs designed to not only engage students but the parents of participants as well. In addition, Upward Bound participants also have the opportunity to participate in a summer residential component and a summer bridge program for graduating seniors. These summer programs are designed to provide the skills, knowledge, and abilities needed to successfully facilitate a successful transition from secondary to postsecondary education for participants.

Mathematics Assistance Center

The Mathematics Assistance Center (MAC) is a service of the Department of Mathematical Sciences and University College. The MAC is located in Taylor Hall (UC B001) and offers tutoring and peer mentoring to any mathematics student. Assistance with online homework and software projects is available for certain courses. For more information, please call (317) 274-7898.

New Student Orientation

The New Student Orientation Program prepares new and transfer students for a successful transition to the IUPUI campus. University College collaborates with the schools to provide an introduction to IUPUI's exciting programs, resources, and services. During the orientation sessions, students take a campus tour, meet with their academic advisors, register for classes, and hear presentations about academic excellence and graduation requirements. Faculty and student leaders are involved with orientation, giving new students an opportunity to ask questions and make connections to people on campus. Orientation is a

required program for all new and transfer students. For more information, call (317) 274-4240.

Office for Student Success

The Office for Student Success seeks to positively impact the retention and graduation rates of underrepresented minority students at IUPUI with a particular focus on first- and second-year University College students. Intentional transition and retention programming is developed and offered to students participating in the Brother2Brother/SAAB and Sister2Sister/SAAS programs. The office takes a holistic student development approach to working with these students and provides services such as individual planning and accountability sessions, group personal development opportunities, proactive academic interventions, intrusive advising, mentoring, and referrals to various campus and community resources. The office is located in the Multicultural Success Center on the first floor of Taylor Hall. For more information, please call 317-278-6856.

Scholar Support Programs

Nina Scholars

The IUPUI Nina Scholars Program provides a unique opportunity for students from underserved backgrounds to obtain the resources and support needed to successfully complete their college education. This program serves students who meet one of the following criteria: a returning student who is 25 years of age or older with dependents in the family unit, a college-age youth or adult with physical disabilities, or an incoming freshman between the ages of 18 and 25 who has been raised in the child welfare system and has no form of financial support. Scholarship recipients receive financial support toward the cost of attendance for up to six years at IUPUI and a laptop computer. Program participation includes cohort-based course work; academic-focused mentoring; meetings and workshops focused on academic success, career development, and personal growth; community service; and engagement in the university through the Nina Scholars community. A cohort of eight scholarship recipients are selected each year. For more information, please visit the Nina Mason Pulliam Legacy Scholars Program website or contact program staff at nina@iupui.edu.

Twenty-first Century Scholars Success Program

The Twenty-first Century Scholars Success Program is available to all Twenty-first Century Scholars attending IUPUI. The program is one of many university support sites around the state for students who have successfully completed high school and affirmed their Twenty-first Century Scholars Pledge. The Twenty-first Century scholarship award covers tuition and regularly assessed fees, such as technology fees, student activity fees, and health services at any participating Indiana college or university. The mission of the Twenty-first Century Scholars Success Program is to provide support services and systematic programs that will assist students in developing strategies for academic and personal success through academic support, peer mentoring, individual coaching, referrals, campuswide initiatives, and networking opportunities. The program focuses on developing key skills in an environment of caring, support, and encouragement that increases student confidence, contributing to the students' success. For more information, please visit the Twenty-first Century Scholars Success Program website or contact the program coordinator at (317) 274-5973 or phwashin@iupui.edu.

Student Employment

The mission of the Office of Student Employment is to provide resources and to empower students to find meaningful, academically relevant part-time work experiences that enhance both academic and personal success. The office is a valuable resource for students seeking part-time employment on or near campus while enrolled at IUPUI. The staff works directly with campus departments and off-campus employers to promote various employment opportunities to IUPUI students through annual job fairs and JagJobs, the student job search website.

Services

The Office of Student Employment provides the following services to IUPUI students:

- Part-time job search strategies
- Resume basics
- Cover letter development
- Networking
- Work-study position questions
- Employee support issues
- Workshops and special events

The office is located in the Business Building (BS 2010). For more information, please visit the Office of Student Employment website or contact the main desk at future@iupui.edu or (317) 274-0857.

Student Support Services

Student Support Services (SSS) provides support and guidance for selected first-generation and low-income students while they obtain their undergraduate degrees. The program fosters a nurturing environment that offers counseling, tutoring, mentoring, and cultural enrichment activities. Financial assistance and scholarships are available to SSS students. This award-winning program is one of the most successful in the nation. Students participating in the program have high persistence and graduation rates. While in the program, students become a part of the SSS family and can receive free tutoring and help with financial aid. SSS is a home base on campus where students have mentors, develop friendships, and participate in social events.

Academic Programs

University College, often in collaboration with other schools and units, offers many academic programs and student support services. The mission of University College is to provide students with holistic support and an engaging first-year experience to ensure that all entering students make a smooth transition to IUPUI, are academically successful, and are certified to the academic schools of their choice as quickly as possible.

Early College Entrance Programs

Special Programs for Academic Nurturing (SPAN)

Early College Entrance Programs offer innovative educational choices that respond to the unique interests and talents of high-ability secondary students, celebrate cultural and ethnic diversity, and foster student

achievement. Since 1984, our Early College Entrance Programs have been effective in helping students customize their educational programs and experience academic success while earning dual credit (both high school and college credit simultaneously).

The IUPUI SPAN Division follows the immersion model in which eligible high school students enroll in regular IUPUI courses taught by full-time faculty alongside regular IUPUI full-time students for full college credit. Through this model, we are developing a collaborative initiative that makes a difference by impacting the student academic success rate in subsequent college courses and will facilitate the increase in the number of students from less-represented populations who enroll in and successfully complete courses in the STEM areas.

In addition, the faculties of our area high school partners and IUPUI have become partners in inquiry by impacting teaching and learning, and offering experiences, internships, and mentoring for students. This collaboration has created a solid pathway for students to matriculate to IUPUI and for parent support through information about college and college readiness.

First-Year Seminars

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

The first-year seminar facilitates student transition to college by introducing key information and skills needed to succeed and by offering opportunities to connect with faculty, staff, and other students. The small classroom environment provides opportunities for open inquiry and individual advising, motivates students to actively participate in learning through critical inquiry and contributing to classroom discussion, and identifies key campus resources to enhance academic success.

The courses are taught by an instructional team, including a faculty member who sets academic goals and is the team leader, a student mentor who serves as a role model and a peer guide to the college experience, a librarian who introduces library resources and literacy information, and an academic advisor who provides information on academic policies and procedures and works with students to begin academic planning as well as major and career decision making. First-year seminars are often linked with other entry-level courses to form learning communities where faculty may collaborate in creating class assignments.

First-year seminars are offered by University College and all undergraduate schools. IUPUI academic advisors assist beginning students in selecting the first-year seminar that best suits their needs.

Please visit http://uc.iupui.edu/Academics/Courses.aspx for more information.

Gateway to Graduation Program

Gateway courses are those courses that enroll the highest numbers of first-time, full-time freshmen at IUPUI. Most gateway courses help satisfy the general education requirements of undergraduate degrees. Since fall 2007, 59 gateway courses have been identified as having the highest enrolling classes. The Gateway to Graduation Program is housed in University College, but faculty representatives across disciplines and schools work together in a joint effort to improve DFW rates and to improve retention at the first-year level.

Led by the dean of University College, a director, and gateway coordinators, the program includes faculty professional development offerings, a series of professional development seminars, Gateway Communities of Practice, an interdisciplinary assignment/project grant, and a retention research project that has identified at-risk students within two weeks and offered intervention recommendations. In addition, the monthly gateway coordinator meetings have become a central driving force of the program. These meetings have highlighted best practices for gateway courses that have led to program recommendations for enhancing and revising gateway courses and policies.

100-Level Courses

First-Year Seminars (FYS-U 110)

Students who complete a University College First-Year Seminar should:

1. Attain beginning levels of competency in all Principles of Undergraduate Learning (PULs) areas: Core Communication; Critical Thinking; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture, and Values and Ethics:
    1. Demonstrate effective writing and speaking (Core Communication).
    2. Make effective use of information resources and technology (Core Communication).
    3. Create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions (Critical Thinking).
    4. Be critical thinkers who demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems (Critical Thinking).
    5. Evaluate the quality of information (Critical Thinking).
    6. Apply their skills learned in first-year seminars (e.g., career exploration, time management, evaluation of information) to other areas or problems (Integration and Application of Knowledge).
    7. Compare and contrast approaches to knowledge in different disciplines and fields of study (Intellectual Depth, Breadth, and Adaptiveness).
    8. Describe cultural traditions, appreciate the diversity of the human experience, and make sound decisions with respect to individual conduct and citizenship (Understanding Society and Culture).
    9. Define and develop an appreciation of social and cultural diversity (Understanding Society and Culture).

10. Describe ethical principles within diverse cultural, social, environmental, and personal settings (Values and Ethics).
11. Describe University rules regarding academic honesty (Values and Ethics).
12. Describe University rules regarding plagiarism (Values and Ethics).

2. Complete a Personal Development Plan (PDP).
    1. Self Assessment: Students will identify success-related competencies that are natural strengths as well as other skills that they need to build.
    2. Exploration: Students will research and develop a realistic, informed, and detailed vision of related academic and career goals. Students will describe academic majors and career options.
    3. Evaluation: Students will analyze their academic progress over the semester in terms of academic and career success strategies.
    4. Goal Setting: Students will connect a larger sense of personal values and life purpose to the motivation and inspiration behind their academic and career goals.
    5. Planning: Students will locate programs, information, people, and opportunities to support and reality test their goals. They identify specific short term steps to reach their long term goals.

Critical Inquiry (U112)

Students who complete a University College Critical Inquiry course should:

1. Confront challenging problems arising from text and relevant issues they have a stake in solving.
2. Synthesize multiple viewpoints to arrive at reasoned conclusions about challenging texts and issues.
3. Analyze, reflect, and develop questions about challenging texts, relevant problems, and issues.
4. Collaborate with other students for multiple viewpoints and different approaches to challenging texts and issues.
5. Analyze challenging texts, pertinent problems, and issues to make sense of those texts' and issues' complexity.
6. Apply new knowledge to situations and problems posed within challenging texts and issues.

200-Level Courses

Career Connections (U210)

Students who complete a University College Career Connections Course should:

1. Identify their career-related interests, personality preferences, values, and skills based on self-assessment exercises.
2. Identify several academic and career options that are compatible with their self assessment information.
3. Locate and utilize information resources and people to research and explore academic majors and career paths.
4. Evaluate the suitability of several major and career options based on an integration of self-assessment and researched major/career information.
5. Develop and implement a specific plan of action for subsequent semesters to assist them in confirming their tentative choice(s) of majors/careers.

Mentor Development Courses

Outdoor Leadership Experience (U200)

Students who complete a University College Outdoor Leadership course should:

1. Describe their leadership development process and goals for the future.
2. Apply relational leadership skills in leadership experiences.
3. Identify factors and behaviors that influence group development.
4. Demonstrate effective communication skills for working in group.
5. Analyze through writing self reflections your strengths and limitations of group role.
6. Apply experiential learning skills to practical and everyday references.

Introduction to Mentoring Techniques (U201)

Students who complete a University College Introduction to Mentoring Techniques course should:

1. Explain your role, responsibility, and contribution to the campus community.
2. Explain understand traits, functions, and activities associated with mentoring.
3. Demonstrate how to access campus resources to support student success at IUPUI.
4. Apply active listening skills and communication principles when working with students in their mentoring program.
5. Identify characteristics of diversity within the semester about our student community to promote an inclusive learning experience.
6. Recognize two positive tactics to maintain life balance in order to stay motivated for yourself and your students.

Active and Collaborative Learning in Groups (U202)

Students who complete a University College Active and Collaborative Learning in Groups course should:

1. Summarize the collaborative learning process and its role in the mentoring experience.
2. Implement developmental and holistic approaches for student learning and academic success.
3. Apply positive relationship and communication skills to individual and group mentoring experiences.
4. Differentiate the stages of group and individual mentoring techniques and strategies.
5. Implement collaborative and assessment guided approaches to mentoring activities.

Leadership and Transition (U203)

Students who complete a University College Leadership and Transition course should:

1. Identify relational leadership principles through readings, class discussions, and self reflection.
2. Describe the role of relational leadership.

3. Compare and contrast relational leadership with other leadership theories.
4. Apply relational leadership principles by characterizing the unique traits of themselves and their group members.
5. Summarize the values, qualities, and skills necessary to being a relational leader through small group discussions.
6. Analysis through writing your self-awareness of your mentoring skills, competencies, and leadership philosophy.
7. Construct a leadership action plan by synthesizing the information gained from class readings and inventories completed.

Independent Study (U204)
Students who complete a University College Independent Study course should:

1. Generate a researchable question to address a mentoring issue.
2. Conduct a competent literature search for empirically based articles.
3. Apply quantitative and/or qualitative research methods to a question or problem.
4. Interpret results of data collected.
5. Synthesize the data and implications of your results as it applies to your question/problem.
6. Demonstrate the ability to clearly communicate and illustrate, both orally and in writing, the findings of original research on mentoring.
7. Summarize your individual mentoring experience within the larger mentoring context.

Student Learning Outcomes

One Hundred Level

- First-Year Seminars (FYS-U110)
- Critical Inquiry (U112)

Two Hundred Level

- Career Connections (U210)
- Mentor Development Courses
  - Outdoor Leadership Experience (U200)
  - Introduction to Mentoring Techniques (U201)
  - Active and Collaborative Learning in Groups (U202)
  - Leadership and Transition (U203)
  - Independent Study (U204)

Summer Bridge Program

The IUPUI Summer Bridge Program is a two-week program for incoming first-year students held in August before fall classes begin. Students are divided into groups of 25 based on their interest in pursuing a particular major or in exploring various major options. Summer Bridge participants establish networks for success with faculty, advisors, student mentors, and librarians; make friends with other students; learn about college-level expectations for reading and writing; receive individualized support for math; begin connecting with a school and major; become acquainted with the campus; and gain experience in using instructional technology.

For more information, please visit https://bridge.uc.iupui.edu or e-mail ucbridge@iupui.edu.

Summer Success Academy

The Summer Success Academy provides students with instruction in writing and math before the fall semester begins. The program offers students an opportunity to participate in community-building activities, explore the IUPUI campus, and prepare for the transition to college.

Themed Learning Communities

Themed learning communities (TLCs) are a group of three to five classes connected by a theme in which 25 entering students enroll. Each TLC includes a first-year seminar course taught by an instructional team consisting of faculty, a librarian, an academic advisor, and a student mentor. TLC faculty work together to coordinate their classes through active and collaborative learning, co-curricular activities, service learning, and reflective assignments.

TLCs provide students with an opportunity to become part of a group of students with similar academic interests, thereby fostering the development of a support network of friends and study partners to share experiences with. Students who have participated in TLCs tend to have higher grade point averages and more interaction with students and faculty than students who do not participate in the program. IUPUI offers a variety of TLCs tailored toward an assortment of majors and interests. Academic advisors assist students in finding a TLC that matches their interests and intended majors.

Please visit the TLC website for more information.

Student Organizations

University College Student Council

The University College Student Council (UCSC) is a student group made up of students from University College. The UCSC represents University College students in the Undergraduate Student Government on various issues. UCSC also plans entertaining and educational events throughout the year to help students meet new people and to have fun. UCSC also provides funding for organizations that want to create programs, events, or initiatives that support University College students and their interests.

Academic Policies and Procedures

University College has academic policies and procedures in place to help students persist and succeed in their studies. These policies apply to students who are enrolled in University College. Please see the University College website for the most current information.

56 Credit Hour Policy

Each semester a number of University College students have met or exceeded 56 IU GPA credit hours (including transfer credit hours, if any) and 1) have not completed all requirements or 2) will not meet certain GPA standards to matriculate to their degree school. Students not making

satisfactory academic progress in their major will be strongly advised to pursue another major. Students with established majors must take only courses related to their major that are required for admittance into their degree school.

In an effort to provide more direction and better academic advising assistance to ensure that students have a realistic and attainable plan in place, the following grade point guidelines have been established for continuing in University College with 56 credits or more:

1. **Continuing Students**—defined as students who have been enrolled at IUPUI the previous semester
   Returning Students—defined as returning students with an IU cumulative GPA after an absence of one or more semesters and not previously dismissed from an IU campus
   - IU cumulative GPA 2.0 or above: Students may remain in University College if they are making progress toward certification or application requirements into their degree school.
   - IU cumulative GPA below 2.0: If students earned a semester GPA of 2.0 or above for the previous semester in which they attended but have a cumulative GPA below 2.0, students may continue as long as they are making satisfactory academic progress toward acceptance into their degree school.
   - IU semester GPA below 2.0 with cumulative GPA below 2.0: Students will be dismissed from the university.

2. **Transfer Students**–defined as students from another institution admitted to University College with 56 credits or more
   Intercampus Transfer Students—defined as students transferring from another IU campus and admitted to University College with 56 credits or more
   - IU cumulative GPA 2.0 or above: Students may remain in University College if they are making progress toward certification or application into their degree school.
   - IU semester GPA below 2.0: Students who have attempted a minimum of 12 IUPUI credits (including Ws) will have one more semester in which to achieve a semester GPA of 2.0 or above. Two consecutive semesters below a 2.0 with a cumulative GPA below 2.0 will result in academic dismissal from the university.

3. **Previously Dismissed Students**—defined as students reinstated from a previous dismissal from IUPUI University College or an IU campus.
   - IU cumulative GPA below 2.0: Applying for reinstatement does not guarantee that the student will be reinstated to University College. If students have met one of the conditions below, they may apply for reinstatement to University College. Students must successfully complete all requirements during the reinstatement process with their advisor.
     - Student has attended another institution since being dismissed from IUPUI and completed a minimum of 6 credit hours of transferable course work with a 2.0 GPA or above.
     - Student has been out of school for more than five years since leaving the IU system, including IUPUI.
   - IU semester GPA of 2.3 or above: Students may remain in University College as long as they achieve a first semester GPA of 2.3 or achieve a cumulative GPA of 2.0 or above and are making satisfactory progress toward completion of certification or application to their degree school.
   - IU semester GPA below 2.0 with cumulative GPA below 2.0: Students will be dismissed from the university.

Adopted: 1998 (with move from Office of Admissions to newly formed University College)
Revised: 4/05; 5/08; 9/11
Current Policy Approved by University College Faculty 9/16/11

Academic Appeals Process

When a student wishes to appeal a decision made by University College faculty, administrators, or staff regarding academic misconduct, requirements, or policies, the student should first attempt to resolve the issue by discussing his or her concerns with the member of the university involved in the dispute. If the matter is not resolved to the complainant's satisfaction by contacting the person(s) involved, the University College formal appeals process should be invoked.

This appeals process does not generally apply in cases of grade change appeals based on quality of work for which the final decision rests with the faculty member and/or course coordinator. It can only be used for grade appeals when there is a procedural or policy issue involved.

All appeals are subject to relevant campus policies and procedures as well as the University College appeals process outlined below. Thus, the appeals process for academic misconduct outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed in all University College academic appeals. The items below clarify implementation of the stated university process within University College.

1. The student meets with the assistant dean/executive director of Academic and Career Development of University College to discuss options for resolution of the problem.
2. If the problem is not resolved in the meeting with the assistant dean/executive director of Academic and Career Development of University College, the student may submit a letter to the associate dean of Academic Affairs within seven calendar days of the meeting with the assistant dean/executive director of Academic and Career Development (excluding university recognized holidays and breaks) requesting that the matter be handled by the University College Appeals Board.

3. The appeal is considered by the University College Appeals Board formed by the associate dean of Academic Affairs. This committee is comprised of three members of the University College Curriculum Committee, associate dean for Academic Affairs, and two student representatives from the University College Student Council. The associate dean for Academic Affairs will appoint a faculty member to serve as the presiding officer and to convene the appeals board. Procedures for convening and holding the appeals board hearing will follow the process for academic misconduct as stated in the *Code of Student Rights, Responsibilities, and Conduct*.
4. The University College Appeals Board is the final decision-making body for all University College academic appeals unless a documentable procedural error occurred during the appeals board process in which case a final appeal may be made to the executive vice chancellor. In such a case, the procedures outlined in the *Code of Student Rights, Responsibilities, and Conduct* will be followed.

Academic Dismissal

First-Year Undergraduate Students*

Beginning students who *attempted* 12 or more credit hours (including Ws) must obtain at least a 1.0 GPA at the end of their first semester or they will be dismissed. Students who withdrew from all courses are exempt. Students 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 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 eligible for reinstatement.

***NOTE:** Defined by the IUPUI Admissions Center as high school graduates (or students who have completed the GED or equivalent credential) with less than 12 hours of attempted college credit at the time of enrollment at IUPUI.

Admission of Transient Students Under Dismissal Status

Any student who has been dismissed from University College and has subsequently attended another institution and earned above a 2.0 cumulative GPA for a minimum of 6 credit hours may be admitted as a transient student for summer session(s) only. Students seeking readmission for a regular term or wanting to continue their enrollment after the summer session(s) must complete the regular reinstatement process.

All Other Students

All other students on probation who have completed a minimum of 12 IU 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 IU 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 eligible for reinstatement. Reinstatement is not automatic. 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 eligible for reinstatement.

***Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

Academic Probation

First-Year Undergraduate Students*

Students will be placed on academic probation at the end of their first semester of attendance if their IU GPA is between 1.0 and 1.99. Students will be informed of their probationary status by letter. Students on first-time academic probation will be required for the next semester of enrollment to participate in an approved intensive intervention provided by University College.

Students on academic probation must register before the end of the first full week of classes. No full-term courses or first eight-week courses can be added after the first full week of classes. Students may be continued on probation when their next semester GPA is 2.0 or above, but their cumulative IU GPA is between 1.0 and 1.99. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

*Defined by the IUPUI Admissions Center as high school graduates (or students who have completed the GED or equivalent credential) with less than 12 hours of attempted college credit at the time of enrollment at IUPUI.

All Other Students

All other students whose cumulative IU GPA falls below 2.0 will be placed on academic probation. Students will be informed of their probationary status by letter. Students on first-time academic probation will be required for the next semester of enrollment to participate in an approved intensive intervention provided by University College. Students on academic probation must register before the end of the first full week of classes. No full-term courses or first eight-week courses can be added after the first full week of classes. Students may be continued on probation when their semester GPA is 2.0 or above, but their cumulative IU GPA is below 2.0. Students will be removed from probationary status once their cumulative IU GPA is 2.0 or above.

***Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI

schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

Academic Reinstatement

Reinstatement will be the decision of the school to which students are petitioning. 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 complete successful academic work upon their reinstatement to IUPUI. Students who are reinstated will be classified as probationary students until their cumulative IU GPA is 2.0 or above.

During the first regularly enrolled semester on probation, the student must achieve a semester GPA of at least a 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. Students who are reinstated must register before the first day of classes of the term for which they are reinstated. If a student does not register, registration will be blocked on the first day of classes.

In addition, a note will be placed in the student's file indicating that the student failed to meet the registration deadline. 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 complete successful academic work upon their reinstatement to IUPUI.

***Please Note:** The School of Liberal Arts, School of Science, and University College, in agreement with this common policy, will honor academic probation and dismissal status from other units when students have an IU cumulative GPA below 2.0. Students may also be academically dismissed or released from a particular program if they do not make consistent and appropriate academic progress relevant to their fields of study. This is left to the discretion of the appropriate officer in the school. University College policy concerning academic dismissal is that students who are dismissed for the first time from IUPUI, IU-B, PU, IU regional campuses, or other IUPUI schools must sit out for a minimum of one regular (fall or spring) semester and petition by the established deadlines to be eligible for reinstatement.

Certification to a Degree-Granting School

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. Formally declared a major by following the procedures necessary to record the intended major in the university student record system

Upon completion of 56 credit hours, students must be certified to a degree-granting school. Some schools have competitive admissions 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 cannot decide on a major, it is essential that they talk with an academic advisor before reaching the 56 credit hour limit.

Dean's List

University College recognizes exceptional academic performance by students enrolled in six or more credit hours per semester and earn a grade point average (GPA) of 3.0 or higher for the semester. Students with a semester GPA from 3.7 to 4.0 receive Dean's List Highest Honors; those with a GPA from 3.30 to 3.69 receive Dean's List High Honors; and those with a GPA from 3.0 to 3.29 receive Dean's List Honorable Mention.

Enrollment Requirements for Conditionally Admitted Students

Conditionally admitted students are not allowed to enroll in more than 12 credit hours, including a learning community. They must also meet a minimum of two times with their academic advisor, attend classes, and participate in an appropriate academic support program such as structured learning assistance or critical inquiry.

Freshman Drop Policy

University College first-year students (25 credit hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. This policy does not include course adjustments made during the first week of class nor does it apply to classes in which a student has been "administratively withdrawn."

University College Faculty

In support of the University College mission and principles, University College faculty are committed to enhancing and improving undergraduate education for students in all units, to supporting interdisciplinary studies, and to promoting academic and scholarly excellence. Unique to University College is the faculty's focus on creating a community distinguished by multidisciplinary faculty involved with students through effective mentoring, rigorous teaching, and responsible curriculum design. University College faculty play a major role in making decisions that direct University College governance and operations, supporting curriculum development, and serving as ambassadors to the campus and community.

Administration

Administrative Officers

Kathy Johnson, Dean of University College and Associate Vice Chancellor for Undergraduate Education

Sarah Baker, Associate Dean, Faculty and Curricular Affairs

Catherine Buyarski, Executive Assistant Dean for Student Retention and Success

Executive Directors

Harriett Bennett, Executive Director, Administration and Development

Barbara Browning, Executive Director of College Readiness and Director of Student Support Services

Andrea Engler, Executive Director of Transition Services and Mentoring

Michele Hansen, Executive Director of Research, Evaluation, and Planning

Program Directors

Heather Bowman, Director of First-Year Programs

Lauren Chism, Director of Themed Learning Communities

Yvonne Fitzgerald, Director of Academic Advising

Jonika Hudson, Director of Twenty-first Century Scholars

Charlie Johnson, Director of Scholar Support Programs

Janna McDonald, Director of Student Employment

Mark Minglin, Director of Bepko Learning Center

J. R. Russell, Division Director of Early College Entrance Programs and SPAN

Jennifer Schott, Director of Career Planning

Khalilah Shabazz, Director for Student Success

Kathryn Thedwall, Director of Gateway to Graduation

Tamra Wright, Assistant Director of Upward Bound

Administrative Officers Emeriti

Scott E. Evenbeck, Dean Emeritus, University College.

Barbara D. Jackson, Associate Dean Emerita, University College.

Senior Faculty

Enrica Ardemagni, 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.

Simon Atkinson, Professor and Chair of Biology, School of Science; B.Sc., King's College London, 1986; Ph.D., University of Cambridge, 1990.

Rafael Bahamonde, Professor and Chair of Department of Kinesiology, School of Physical Education and Tourism Management; Fellow of the American College of Sport Medicine; Research Associate, National Institute for Fitness and Sport; B.A., DePauw University, 1980; M.S., Indiana State University, 1981; Ph.D., Indiana University, 1994.

Andrew Barth, Professor of Earth Sciences, School of Science; B.S., California State University, Los Angeles, 1981; M.S., 1985; Ph.D., University of Southern California, 1989.

Anne E. Belcher, Associate Professor and Department Chair, Environments for Health, School of Nursing; B.S.N., Indiana University, 1971; M.S.N., 1976; D.N.S., 1998.

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

Donna Boland, Associate Dean for Evaluation and Associate Professor, School of Nursing; B.S., New York State University, 1976; M.S., Russell State College, 1979; Ph.D., University of Utah, 1986.

Benzion Boukai, Professor of Statistics, Department 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.

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

Barbara Christe, Associate Professor of Electrical and Computer Engineering Technology, Program Director, Biomedical Engineering Technology, School of Engineering and Technology; B.S., Marquette University, 1984; M.S., Rensselaer at Hartford, 1986.

Owen Dwyer, Associate Professor of Geography and Adjunct Associate Professor of American Studies, School of Liberal Arts; B.S., Pennsylvania State University, 1992; M.S., 1995; Ph.D., University of Kentucky, 2000.

Mary Fisher, Professor of Nursing Administration, School of Nursing; Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties; B.S.N., Kent State University, 1966; M.S.N., 1980; Ph.D., 1984.

Steve Fox, Associate Professor of English and Director of Writing, School of Liberal Arts; B.A., University of Georgia, 1976; M.A., Duke University, 1977; Ph.D., University of Wisconsin, Madison, 1992.

Crystal Garcia, Associate Professor of Criminal Justice, Law, and Public Safety, School of Public and Environmental Affairs; B.A., San Diego State University, 1990; Ph.D., University of California, Irvine, 1996.

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

Gina Sanchez Gibau, Associate Dean for Student Affairs and Associate Professor of Anthropology, IU School of Liberal Arts; A.B., Rollins College, 1991; M.A., University of California, Los Angeles, 1993; Ph.D., University of Texas, Austin, 1999.

Clifford Goodwin, Associate Professor of Organizational Leadership and Supervision, School of Engineering and Technology; B.S., Purdue University, 1970; M.A., Ball State University, 1979; Ed.D., Indiana University, Bloomington, 1997.

Randall Halverson, Associate Librarian, University Library; B.S., South Dakota State University, 1981; M.Ed., 1990; M.S., 1992; M.L.S., Emporia State University, 1998.

Stephen Hundley, Associate Professor of Organizational Leadership and Supervision, School of Engineering and Technology.

N. Douglas Lees, Professor and Associate Dean for Planning and Finance, School of Science; B.A., Providence College, 1967; Ph.D., Northwestern University, 1973.

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

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David Malik, Chancellor's Professor and Professor of Chemistry, School of Science; Interim Executive Vice Chancellor for Academic Affairs, Indiana University Northwest; University Director, Faculty Colloquium on Excellence in Teaching (FACET), Indiana University; B.S., California State University, 1968; M.S., 1969; Ph.D., University of California, San Diego, 1976.

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Bethany S. Neal-Beliveau, Associate Professor of Psychology; B.S., Purdue University; M.S., University of Minnesota, 1985; Ph.D., 1987.

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John Parrish-Sprowl, 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.

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Pratibha Varma-Nelson, Professor of Chemistry, Department of Chemistry and Chemical Biology, School of Science; Executive Director, Center for Teaching and Learning; B.Sc., University of Pune, India, 1969; M.S. and Ph.D., University of Illinois, Chicago, 1978.

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Jeffrey X. Watt, Associate Dean for Student Affairs and Outreach, Associate Chair of Mathematical Sciences, 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.

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Adjunct Faculty

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Robert Beck, Senior Lecturer, Department of Geography, School of Liberal Arts; B.A., Hastings College, 1973; M.A., Indiana State University, 1976; Ph.D., 1982.

Karen E. Black, Director of Program Review, IUPUI and Associate Faculty, Organizational Leadership and Supervision and Technical Communication, School of Engineering and Technology; B.A., Indiana University, 1982; M.S., 1985.

Lorrie A. Brown, Associate Director for Civic Engagement, Campus and Community Life and the Center for Service and Learning; B.A., Baldwin-Wallace College, 1996; M.A., Bowling Green State University, 1999.

Lauren Chism, Director of Themed Learning Communities, University College; B.A., College of Charleston, 2000; M.S., Indiana University, 2003.

Jerome Clark, Lecturer, Computer and Information Technology, School of Engineering and Technology.

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Deborah DeMeester, Clinical Assistant Professor and Undergraduate Curriculum Coordinator, Department

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Aye-Nu Duerksen, Associate Director of English for Academic Purposes Program and Senior Lecturer, Department of English, School of Liberal Arts; B.A., Rangoon University; M.A., Macquarie University; Ph.D., Ball State University.

Kenneth Durgans, Assistant Chancellor for Diversity, Equity, and Inclusion.

Russell Eberhart, Professor of Electrical and Computer Engineering, Adjunct Professor of Biomedical Engineering, Department of Electrical and Computer Engineering, School of Engineering and Technology; Ph.D., Kansas State University, 1972.

Johnny Flynn, Assistant Professor of Religious Studies and Director of Native American Programs, School of Liberal Arts; B.A., University of California, Santa Barbara, 1984; M.A., 1987; Ph.D., 1991.

Pat Fox, Clinical Assistant Professor of Organizational Leadership and Supervision, School of Engineering and Technology.

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Rhonda Huisman, Assistant Librarian, University Library; B.S., University of South Dakota, 2001; M.A.E., Briar Cliff University, 2005; M.A., University of Missouri, Columbia, 2009.

Amy Jones Richardson, Assistant Director of Recruitment, Retention, and Academic Services, School of Liberal Arts; B.A., Wells College, 1982.

Susan Kahn, Director, Office of Institutional Effectiveness; B.A., Smith College, 1974; M.A., University of Wisconsin, Madison, 1975; Ph.D., 1981.

Pamela King, Director, Adaptive Educational Services; B.S., University of Cincinnati, 1973; M.A., 1974.

Francia Kissel, Senior Lecturer of English and First-Year Experience Coordinator, School of Liberal Arts; B.A., Butler University, 1973; M.A., 2001.

Claudette Lands, Assistant Dean of Student Support and Diversity, School of Education.

Sarah Lang, Clinical Assistant Professor and STEM Education Specialist, School of Science; A.B., Bryn Mawr College, 1995; B.S., University of Texas, Austin, 2000; M.A., 2004; Ph.D., 2008.

Kim Brian Lovejoy, Associate Professor of English, Director of the Graduate Certificate in Teaching Writing, and Editor of the Journal of Teaching Writing, Department of English, School of Liberal Arts; B.A., St. Michael's College, 1974; M.A., Purdue University, 1977; Ph.D., University of Missouri, Columbia, 1987.

Judy McBride, Senior Lecturer, Department of Mathematical Sciences, School of Science; Director of the Developmental Mathematics Program; B.A., Indiana State University, 1975; M.S., 1979.

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Janet Meyer, Advisor and Lecturer, Learning Community Coordinator, School of Engineering and Technology; B.S.Met.E., Purdue University, 1968; M.A., Catholic Seminary, 1974; M.S., Indiana University, 2009.

Mary Beth Myers, Registrar, IUPUI Office of the Registrar.

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

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Ingrid Ritchie, Associate Professor and Director of Academic Affairs, School of Public and Environmental Affairs; B.S., Southwestern State University, 1972; M.S., University of Minnesota, 1973; Ph.D., 1980.

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Sherry Stone, Senior Lecturer in Foundation Studies, Herron School of Art and Design; B.F.A., Indiana University, 1975.

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Mark G. Urtel, Assistant Professor, School of Physical Education and Tourism Management; B.A., Canisius College, 1990; M.S., Ball State University, 1992; Ed.D., Indiana University, 2003.

Marquita Walker, Assistant Professor of Labor Studies, School of Social Work; B.S., Drury University, 1998; M.A., Missouri State University, 2000; M.A., University of Missouri, Columbia, 2005; Ph.D., University of Missouri, Columbia, 2004.

Scott Weeden, Senior Lecturer and W131 Course Coordinator, Department of English, School of Liberal Arts; B.A., SUNY College at Oswego, 1979; M.A., University of Iowa, 1988; Ph.D., Illinois State University, 1998.

Kenneth Wendeln, Clinical Associate Professor of Management, Kelley School of Business; B.S.E.E., University of Notre Dame, 1967; M.B.A., University of Chicago, 1970; M.P.A., Indiana University, 2001.

Dawn Michele Whitehead, Director of Curriculum Internationalization; B.A., Indiana University, 1997; M.S., 2003; Ph.D., 2007.

Gail Williamson, Professor of Dental Diagnostic Sciences, Indiana University School of Dentistry; A.S., Indiana University, 1974; B.S., 1979; M. S., 1982.

Kathryn Wilson, Associate Professor of Biology, School of Science; Assistant Vice Chancellor for Research, IUPUI Office of the Vice Chancellor for Research; Director of the IUPUI Ronald E. McNair Scholars Program; B.A., University of Wisconsin, Madison, 1971; M.S. and Ph.D., Indiana University, 1976.

Robert Wolter, Senior Lecturer in Department of Computer, Information, and Leadership Technology, Organizational Leadership and Supervision Program, School of Engineering and Technology; A.S., Purdue University, 1995; B.S., 1997; M.S., Indiana University, 2002.

Michael Yard, Lecturer, Department of Biology, School of Science; B.S., Purdue University, 1985; M.S. (Neuroscience), Indiana University School of Medicine, 2009.

Robert Yost, Senior Lecturer, Department of Biology, School of Science; B.S., Lebanon Valley College, 1973; Ph.D., University of Pennsylvania, 1984.

Marla H. Zimmerman, Coordinator of Ph.D. Student Services and Adjunct Assistant Professor, School of Nursing; Licensed Clinical Social Worker; Licensed Marriage and Family Therapist; B.A., University of Florida, 1972; M.A., Ball State University, 1974.

Lecturers

Jan DeWester, Senior Lecturer, Department of Communication Studies, School of Liberal Arts; Academic Coordinator for Online Learning Communities and Summer Bridge Program Co-Director, University College; B.A., Purdue University, 1975; M.A., 1979.

Nancy Goldfarb, Visiting Assistant Professor, English and American Studies, School of Liberal Arts; B.A., Brandeis University, 1985; M.A., University of Michigan, 1989; Ph.D., 1994; M.A., IUPUI, 2005.

Sara Harrell, Lecturer, Department of English, School of Liberal Arts.

Deborah Keller, Lecturer, School of Education and University College; B.A., Purdue University, 1992; M.S., 1996; Ph.D., 2004.

Susan Meshulam, Senior Lecturer in Mathematics, School of Science; Math Coordinator for Summer Bridge Program, University College; B.S., IUPUI, 1980; M.S., Indiana University, 1983.

Leslie Miller, Lecturer, Department of English, IU School of Liberal Arts; Adjunct in University College; B.A., Southwest Texas State University, 1977; M.A., IUPUI, 2004.

Joan Pedersen, Lecturer and Career Development Specialist, University College; B.A., Duke University, 1970; M.Ed., University of New Hampshire, 1977; D.A.Ed., George Mason University, 1988.

David J. Sabol, Senior Lecturer, Department of English, School of Liberal Arts; Academic Coordinator for Learning Communities and Summer Bridge Program Co-Director, University College; B.S., Butler University, 1989; M.A., 1994.

Corinne Ulbright, Lecturer in Department of Biology and University College; B.A., Washington University in St. Louis, 1971; M.A., University of Texas, Austin, 1972; Ph.D., Washington University in St. Louis, 1980.

Courses

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 112 Critical Inquiry (1 cr.) This course facilitates the acquisition of collegiate academic skills for first-year students by identifying and applying strategies such as critical thinking, independent learning, reading, writing, and information management in relation to a specific academic discipline. Requirements and formats vary according to the introductory discipline course to which it is linked.

UCOL-U 200 Outdoor Leadership Experience (1 cr.) This course introduces students to the knowledge, attitudes, and inner resources needed to be an effective leader in their lives and in the outdoors. Participants will be involved with activities that require various degrees of teamwork, fun, trust, cooperation, and communication. Goals for each activity will be set by both students and instructors. Also, analogies will be made to real orientation and life situations whenever possible to demonstrate connections between learning and practice. Students will utilize their firsthand experiences to obtain the techniques needed to improve their leadership skills.

UCOL-U 201 Introduction to Mentoring Techniques (1 cr.) P: Must complete the application and selection process; must have acquired a mentoring assignment within an authorized University College program. This is an introductory course for students who will be serving

in their first semester (year) as a student mentor. This course is designed to provide a foundation of mentoring knowledge such as the history of, nature of, and skills associated with mentoring. This will be accomplished through readings, discussions, and activities. Mentors will also be introduced to information about the university structure, active learning exercises to define and develop their own mentoring styles and skills, and the diverse needs of undergraduate students. Attendance, class participation, purposeful integration of information, and self-reflective writings are essential for success in this course.

UCOL-U 202 Mentoring: Active and Collaborative Learning (1 cr.) P: UCOL-U 201; must have acquired a mentoring assignment within an authorized University College program. This course is designed to help mentors learn more about mentoring using a collaborative process that applies to both group and one-on-one mentoring. This course will expand the mentor's knowledge and skills by developing a deeper understanding of how students learn, collaborative learning techniques, and how to utilize collaborative learning to meet learning objectives in mentoring. Readings, discussions, and activities will be assigned in an effort to help mentors become acquainted with learning theory, techniques for engaging mentees in active learning, and refining their mentoring relationships.

UCOL-U 203 Mentoring: Leadership and Transition (1 cr.) P: UCOL-U 201 and UCOL-U 202; must have acquired a mentoring assignment within an authorized University College program. This course is designed to provide seasoned mentors the opportunity to explore and apply leadership theory and principles as they transition from their current mentoring role to the leadership of their individual mentoring program or other leadership opportunities on campus or in the community. Mentors will also be asked to develop plans for how their mentoring experiences can be applied to enrich their academic pursuits and career development.

UCOL-U 204 Mentoring: Independent Study (1 cr.) P: UCOL-U 201, UCOL-U 202, and UCOL-U 203; must have been awarded the University College Leadership Scholarship and acquired a mentoring assignment within an authorized University College mentoring program. This course is intended to provide seasoned mentors the opportunity to apply mentoring theories, knowledge, and experiences toward purposing or completing an independent research study on mentoring. The student mentor, with his or her component director and a faculty member, will develop the inquiry project.

UCOL-U 210 Career Connections (1 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.

NSXP-Y 399 National Student Exchange (1-18 cr.) This course is for students participating in the National Student Exchange program.

IUPUI INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS

IUPUC Campus Bulletin 2012-2014

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.

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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.

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Graduate Programs

Undergraduate Programs

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.

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Graduate Programs

Undergraduate Programs

IUPUC Programs

Graduate 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.

IUPU Columbus IUPUI Indiana University

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Graduate Programs

Undergraduate Programs

Division of Business

Division of Continuing Studies

Division of Education

Division of Mechanical Engineering

Division of Liberal Arts

Division of Nursing

Division of Science

Other Areas of Study at IUPUC

Center for Teaching and Learning

IUPUC Programs

Undergraduate 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

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Graduate Programs

Undergraduate Programs

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

IUPUC Programs

Undergraduate Programs

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.

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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.

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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

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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 pursing 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.

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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 work 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.

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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

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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

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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.

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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.

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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 Degree (Baccalaureate) Programs

The typical undergraduate degree program is either a bachelor of science or a bachelor of arts degree. The degree takes four years for full-time students, and substantially longer for part-time students. IUPUC's bachelor degrees are awarded in the professional divisions and within the arts and sciences.

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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.

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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.

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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—0-level passes, including passes in English and mathematics. GCE (General Certificate of Education) Advanced A-level results may be considered to yield credit for advanced standing where the grade earned is D or higher.

Students with 0-level certificates who do not meet the minimum age requirements are encouraged to continue their studies to earn A-level certificates prior to applying to IUPUC.

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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.
2. If you are attending any other college in the fall, provide a high school transcript and SAT/ACT scores. Beginning in March 2005, students taking the SAT I or the ACT must take the essay component and have all scores reported to IUPUC. You must meet our admission requirements for entering freshman.

To apply under either of these please complete the application through admissions.

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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 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).

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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.)

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When to Apply

You may apply as early as one year in advance of your proposed enrollment.

If you file an application with all required credentials and the application fee by the priority date, you will receive full consideration for the semester requested. If admitted, you will be invited to an early orientation program during which you will register for classes.

Priority date	*Term*
June 1	Fall
November 1	Spring
March 15	Summer I
May 1	Summer II

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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/.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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.

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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

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Eligibility

The federal government determines a students 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.

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Satisfactory Academic Progress

A students 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

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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.

IUPU Columbus IUPUI Indiana University

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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.

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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.

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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

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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.

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For more information regarding External and National Testing, please visit IUPUI's online site.

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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.

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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.

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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.

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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 deferments through the Financial Aid Office. As long as students have anticipated aid listed on their OneStart account, they only need to pay tuition and fees in excess of the amount of anticipated aid listed. If the anticipated aid has not been credited by the second due date of the semester, 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.

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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.

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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.

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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.

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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.

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Bachelor of Science in Anthropology

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

I. **Anthropological Diversity**
   - 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.

II. **Anthropological Research Methods**
   - Students will demonstrate ability to formulate an anthropological research question and design a research proposal using appropriate anthropological research methods.

III. **Engaged Research Skills**
   - 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.

IV. **Communication**
   - Students will demonstrate cross-cultural communication skills.

V. **Anthropological Writing**
   - Students must write a research paper or report that frames a concrete problem in anthropological terms.

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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.

I. **Core Communication and Quantitative Skills (Foundation Skills)**

Upon completion of the program, students are able to:

i. Write, read, speak and listen.

ii. Develop and deliver effective presentations.

iii. Perform quantitative analysis.
iv. Use information resources and technology.

What we will assess in business:

i. Effectiveness of business memos to communicate results of business analyses, strategies and recommendations.
ii. Effectiveness of individual and group presentation skills.
iii. The ability to use quantitative methods to analyze business and economic data

II. **Critical Thinking Skills**

Upon completion of the program, students are able to:

i. Analyze information and ideas carefully and logically from multiple perspectives.

What we will asses in business:

i. The ability to identify problems, develop feasible solutions, and then choose form alternatives.

III. **Integration and Application of Knowledge**

Upon completion of the program, students are able to:

i. Use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

What we will asses in business:

i. The ability to work effectively as a business manager who harnesses skills and knowledge from across the key business disciplines.
ii. Productive participation in a team and meaningful contribution to team goals.

IV. **Intellectual Depth, Breadth, and Adaptiveness**

Upon completion of the program, students are able to:

i. Examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

What we will asses in business:

i. 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.

V. **Understanding Society and Culture**

Upon completion of the program, students are able to:

i. 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.

What we will asses in business:

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

VI. **Values and Ethics**

Upon completion of the program, students are able to:

i. Make judgments with respect to individual conduct, citizenship, and aesthetics.

What we will asses in business:

i. 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.

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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.

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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.

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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 tolls 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.

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

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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.

Criminal Justice 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.

Public Safety Management Major

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.

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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.

Principle 1: Conceptual Understanding of Core Knowledge

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.

Principle 2: Reflective Practice

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.

Principle 3: Teaching for Understanding
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.

Principle 4: Passion for Learning
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.

Principle 5: Understanding School in Context of Society and Culture
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.

Principle 6: Professionalism

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.

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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.

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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.

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Bachelor of Science in Forensic and Investigative Sciences

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

1. **Forensic Science System** - Understand the general overview of the forensic science system.
    - Explain and describe areas in forensic science.
    - Understand the fundamentals of crime laboratory culture and organization.
    - Understand the role of forensic science in crime scene investigation.
    - Explain and be able to classify evidence.
    - Explain and describe quality assurance and control used in forensic science laboratories.
    - Prepare a resume and coverletter for a job in forensic science.
    - Demonstrate proper interviewing skills for a job in forensic science.
2. **Forensic Chemistry** - Understand how chemical and instrumental techniques can be applied to forensic chemical evidence.
    - Describe the possible job functions of a chemist in a forensic science laboratory.
    - Describe how statistical techniques can be used to describe the quality of data, classify samples or determine proper sampling protocol.
    - Explain the chemical principles behind acid-base, liquid-liquid, liquid-solid and solid-vapor extractions.
    - Explain the principles, instrumentation and applications of chromatographic techniques such as TLC, HPLC, and GC.
    - Explain the principles, instrumentation and applications of spectroscopic techniques such as UV/vis/fluorescence, FTIR and Raman.
    - Explain the principles, instrumentation and applications of mass spectrometry using EI and ESI ionization.
    - 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.
    - Explain the principles, instrumentation and applications of microscopic techniques such as light microscopy, polarized light microscopy, hot stage microscopy and microspectrophotometry.
    - Demonstrate the ability to prepare and examine samples using microscopic techniques such as light microscopy, polarized light microscopy, hot stage

microscopy and microspectrophotometry.

- 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.
- Determine the appropriate chemical analytical scheme to be used on physical evidence.
- Successfully apply the chemical and instrumental techniques described above on mock case work.

3. **Pattern Evidence** - Understand pattern evidence in forensic science and the appropriate analytical techniques.
   - Explain, evaluate, and identify characteristics of fingerprints.
   - Understand the application of firearm and toolmark analysis used in forensic science.
   - Describe forensic techniques used on questioned documents.
   - Understand the application of impression evidence such as tiretreads and footwear.
4. **Forensic Biology** - Understand how to identify and analyze forensic biological evidence.
   - Describe the possible job functions of a forensic biologist in a forensic science laboratory.
   - Describe how to recognize, collect and preserve biological evidence.
   - Describe the principles and techniques of blood spatter pattern analysis.
   - Describe the principles and techniques of identification of body fluids.
   - Describe the principles and techniques of identification of the species of biological evidence.
   - Describe the principles and techniques of DNA isolation from various biological evidence.
   - Explain the principles, instrumentation and applications of DNA typing techniques.
   - Describe how statistics and population genetics can be used for data interpretation.
5. **Photography and Imaging** - Explain and implement the basic and advanced principles of photography and imaging in the processing of a crime scene.
   - Describe the basic elements of the theory of photography.
   - Understand and describe the photographic process.
   - Describe and apply the principles of photography to crime scene analysis.
   - Describe how the techniques and methods of processing images are used on photographic evidence obtained at a crime scene.
6. **Ethics** - Understand the importance of ethics in the practice of forensic science.
   - Define ethics.
   - Describe how ethics are applied in the analysis of forensic evidence.
   - Describe how ethics are applied to the presentation of expert testimony in court.
   - Describe the major features of the Code of Ethics of the American Academy of Forensic Sciences and of other major forensic science organizations.
7. **Forensic Science and the Law** - Understand how criminal and civil laws and procedures are applied to Forensic Science.

- Apply the evidentiary rules and law of evidence in the collection of evidence, examination of the evidence, and preparation of scientific reports and testimony.
- Describe the kinds of evidence that require a scientific foundation for its admission.
- Demonstrate the ability to conduct accurate, comprehensive and focused scientific investigations and apply appropriate rules of evidence.
- Interpret and implement standards of forensic practice as established by the rules of evidence.
- Apply knowledge of forensic science to case scenarios.

8. **Research** - Understand how to conduct forensic science research.
   - Conduct a literature search on a forensic scinece research topic.
   - Participate in the design of a research project.
   - Carry out experiments to properly collect data.
   - Ability to document research data.
   - Ability to evaluate and interpret research data.
   - Effectively communicate research results through written, oral and visual presentations.

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Bachelor of Science in General Studies

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

I. **General Studies Core Competencies**
   i. ***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.
   ii. ***Diversity:*** Students appreciate local and global diversity and are respectful and empathetic during personal interactions. Students effectively collaborate and resolve conflicts.
   iii. ***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.
   iv. ***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.

II. **General Studies Degree Requirements**
   i. ***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.
   ii. ***Science and Math:*** Students investigate, evaluate and develop skills to comprehend and apply basic principles of scientific methodology and differentiate among facts and theories.
   iii. ***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.

III. **General Studies Academic and Career Development**
   i. ***Academic Planning:*** Students assess their own knowledge, skills and abilities and develop plans of study for degree completion.
   ii. ***Career Planning:*** Students identify classes, minors and/or certificates that will enable them to achieve career goals upon graduation.
   iii. ***Distance Education:*** Students develop computing and communication

technology skills in the growing open and distance learning environment.

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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.

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Bachelor of Science in Health Information Administration

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

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

II. **Health Statistics, Biomedical Research and Quality Management**
   A. ***Healthcare Statistics and Research***
      i. Manage clinical indices/databases/registries.
      ii. Analyze and present data for quality management, utilization management, risk management, and other related studies.
      iii. Utilize statistical software.
      iv. Ensure adherence to institutional Review Board (IRB) processes and policies.

B. ***Quality Management and Performance Improvement***

i. Organize and coordinate facility-wide quality management and performance improvement programs.

ii. Analyze clinical data to identify trends.

iii. Analyze and present data for healthcare decision-making (such as demonstrating quality, safety, and effectiveness of healthcare).

III. **Health Services Organization and Delivery**

A. ***Healthcare Delivery Systems***

i. Monitor the impact of national health information initiatives on the healthcare delivery system for application to information system policies and procedures.

ii. Interpret, communicate, and apply current laws accreditation, licensure and certification standards related to health information initiatives at the national, state, local, and facility levels.

iii. Analyze and respond to the information needs of internal and external customers throughout the continuum of healthcare services.

iv. Revise policies and procedures to comply with changing health information regulations.

v. Translate and interpret health information for consumers and advocates.

B. ***Healthcare Privacy, Confidentiality, Legal and Ethical Issues***

i. Coordinate the implementation of legal and regulatory requirements related to the health information infrastructure.

ii. Manage access and disclosure of personal health information.

iii. Develop and implement organization-wide confidentiality policies and procedures.

iv. Develop and implement privacy training programs.

v. Resolve privacy issues/problems.

vi. Apply and promote ethical standards of practices.

IV. **Information Technology and Systems**

A. ***Information and Communication Technologies***

i. Implement and manage use of technology, including hardware and software, to ensure data collection, storage, analysis and reporting of information.

ii. 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.

iii. Interpret the derivation and use of standards to achieve interoperability of healthcare information systems.

B. ***Data, Information, and File Structures***

i. Apply knowledge of data base architecture and design (such as data dictionary, data modeling, data warehousing, and so on) to meet organizational needs.

C. ***Data Storage and Retrieval***

i. Apply appropriate electronic or imaging technology for data/record storage.

ii. Apply knowledge of database querying and data mining techniques to facilitate information retrieval.

iii. Implement and manage knowledge-based applications to meet end-user information requirements.

iv. Design and generate administrative reports using appropriate software.

D. ***Data Security***

i. Enforce confidentiality and security measures to protect electronic health information.

ii. Protect data integrity and validity using software or hardware technology.

iii. Implement and monitor department and organizational data and information system security policies.

iv. Recommend elements that must be included in the design of audit trail and data quality monitoring programs.

v. Recommend elements that should be included in the design and implementation of risk assessment, contingency planning, and data recovery procedures.

E. ***Healthcare Information Systems***

i. Compare and contrast the various clinical, administrative, and specialty service applications used in healthcare organizations.

ii. Apply appropriate systems life cycle concepts, including systems analysis, design, implementation, evaluation, and maintenance to the selection of healthcare information systems.

iii. Facilitate project management by integrating work efforts, as well as planning and executing project tasks and activities.

iv. Formulate planning, design, selection, implementation, integration, testing evaluation, and support for organization-wide information systems.

v. Apply ergonomic and human factors in interface design.

V. **Organization and Management**

A. ***Human Resources Management***

i. Manage human resources to facilitate staff recruitment, retention, and supervision.

ii. Ensure compliance with employment laws.

iii. Develop and implement staff orientation and training programs.

iv. Develop and implement continuing education programs.

v. Develop productivity standards for health information functions.

vi. Monitor staffing levels and productivity, and provide feedback to staff regarding performance.

vii. Benchmark staff performance data.

viii. Develop, motivate, and support work teams.

B. ***Financial and Resource Management***

i. Demonstrate knowledge of financial management and accounting principles.

ii. Prepare and monitor budgets and contracts.

iii. Demonstrate and apply knowledge of cost-benefit analysis techniques to justify resource needs.

iv. Manage organization-wide coding and revenue cycle processes.

C. ***Strategic Planning and Organizational Development***

i. Develop strategic and operational plans for facility-wide information systems.

ii. Assess organization-wide information needs.

iii. Facilitate retrieval, interpretation, and presentation of data/information appropriate to user needs.

iv. Demonstrate and apply principles of organization behavior to facilitate team

building, negotiation, and change management.

D. ***Project and Operations Management***

i. Apply general principles of management in the administration of health information services.

ii. Assign projects and tasks to appropriate staff.

iii. Implement process engineering and project management techniques to ensure efficient workflow and appropriate outcomes.

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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).

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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.

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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.

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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).

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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.

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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.

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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.
8. Construct both deductive and inductive arguments.

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Bachelor of Arts in Political Science

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

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

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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).

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Undergraduate Programs

Student Learning Outcomes

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 technology to collect, collate and assess data through statistics and other quantitative tools.
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.

Civic Leadership Major

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.

Management Major

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.

Policy Studies Major

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 in 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.

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Undergraduate Programs

Student Learning Outcomes

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).

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Student Learning Outcomes

Bachelor of Arts in Religious Studies

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

1. Know: the basic worldviews and practices of a variety of religious traditions (e.g., tribal/indigenous traditions, Hinduism, Buddhism, Judaism, Christianity, Islam).
2. Know the concepts and methods of religious studies as a nonsectarian, interdisciplinary way of exploring the amazing diversity of the world's religions.
3. Understand the dimensions of religion (experiential, mythical, doctrinal, ethical, ritual, social) as a tool for analyzing and comparing religious traditions.
4. Understand how religions change over time in response to both internal and external circumstances.
5. Be able to read and analyze religious sources, both textual and non-textual, in social and historical context.
6. Be able to speak and write about competing religious claims in a fair-minded and informed manner
7. 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.

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Bachelor of Arts in Sociology

The Sociology degree program will train and equip graduates to:

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

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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:

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

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IUPUC Campus Bulletin 2012-2014

Master of Business Administration

Master of Mental Health Counseling

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.

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- 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.

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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 consists 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.

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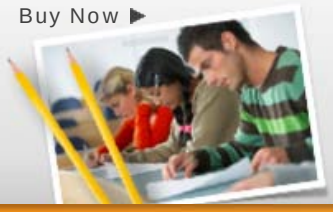

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MBA Program

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Information Session
Modular Curriculum
Professional Development
MBA Boot Camp
Regional Impact
Admission to the Program
Application Instructions
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Why We Like Hybrid
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Overview: Master of Business Administration (MBA) Program

Are you ready for an MBA student experience like no other? Discover a part-time, 24-month graduate program that is custom-designed to meet the high expectations and busy schedules of working professionals like you. Really! Here's why:

- Integrative learning.
  Real business isn't conducted in silos—so you should not have to learn that way. At Indiana University-Purdue University Columbus (IUPUC), every course in our MBA curriculum is integrated with others into thematic modules.
- Learn, apply, repeat.
  This goes way beyond routine research papers or case studies. Our MBA students are engaged with top regional business executives and community leaders, applying skills learned in the classroom before they even touch their diplomas.
- Personal AND professional development.
  With our professional development thread (PDT), we provide a whole-student experience few part-time programs can match. MBA students at IUPUC receive personal mentoring based on Emotional Quotient Inventory (EQi) and Predictive Index (PI) evaluations. We throw in expert evaluation of your resume, individual coaching to refine your presentation skills, and workshops to perfect your business dress and etiquette.
- Small class sizes. Big IU degree.
  Complete your Indiana University MBA degree with a small cohort of 25-30 peers. And unlike entirely online MBA programs, our Division of Business faculty and staff actually interact with you in real-time, face-to-face, high-definition 3D—in and out of the classroom.
- Affordable. Convenient. Close to home.
  Take all of the above, then package it in a convenient, affordable, and respected Indiana University MBA degree program. Study part-time on a Columbus campus that's close to home and work. Finish in 24 months.

Ready to apply for admission? Classes begin for the "Charlie cohort" in August.

- March 1, 2012: International student admission application material was due. Please consider applying for our "Delta cohort," which begins in August of 2013.
- May 1, 2012: All other student admission application material is due.

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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 synthes is in the capstone competitive strategy

game.

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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.

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Master of Business Administration

Master of Mental Health Counseling

MHC Admissions

MHC Contact

Licensure

Graduate / Professional Program Overview

Master of Mental Health Counseling

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.

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Master of Business Administration

Master of Mental Health Counseling

MHC Admissions

MHC Contact

Licensure

Graduate / Professional Program Overview

Master of Mental Health Counseling

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.

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Master of Business Administration

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Graduate / Professional Program Overview

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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

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Master of Business Administration

Master of Mental Health Counseling

MHC Admissions

MHC Contact

Licensure

Graduate / Professional Program Overview

Master of Mental Health Counseling

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.

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IUPUC Policies

Undergraduate Policies & Procedures

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.

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IUPUC Policies

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IUPUC Policies

- Administrative Withdrawal
- Auditing a Course
- Confidentiality and Access to Student Records
- Dropping/Adding Classes
- Email as Official Communication
- Equal Opportunity and Affirmative Action
- Grading System
- Grade Point Average
- Military Withdrawal
- Residency
- Student Responsibilities
- Tobacco Free Policy

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IUPUC Policies

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Administrative Withdrawal

Students who miss more than 50 percent of their class meetings of a given section during the first four weeks of the fall or spring semesters may be administratively withdrawn from that course unless documentation of contact with their course instructor, academic unit, or academic advisor is provided. Undergraduate students may be administratively withdrawn regardless of class level. This administrative policy may be implemented in all undergraduate level courses subject to the following provisions:

- The administrative withdrawal policy must be approved by appropriate faculties in an academic unit for use in all sections of a multi-section course. Administrative withdrawal is not a section-level policy.
- The division head must contact the Office of the Registrar to place courses on the administrative withdrawal official campus list. Courses remain on the list for subsequent semesters unless the division head requests that the courses be removed.
- The administrative withdrawal policy must be included in the course syllabus with specific language as to the policy. Students must be informed that administrative withdrawal may have an impact on their Financial Aid awards and/or student visa status.
- When an administrative withdrawal policy is utilized, the course instructor must take attendance. The course instructor initiates the administrative withdrawal process and has the right to stop the process at any time.
- The administrative withdrawal policy for each division should include a provision of student notification prior to the administrative withdrawal.
- Administrative withdrawal will take place after the fee refund period. Students who are administratively withdrawn from the course will not be eligible for a tuition refund.
- Administrative withdrawals will be managed through policies established by each academic unit in consultation with the Office of the Registrar.
- Academic units may establish an administrative withdrawal policy more restrictive than provisions outlined by this policy.

The Office of the Registrar will report each semester on the number of administrative withdrawals for each course.

An updated list of administrative withdrawal courses is available each semester.

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IUPUC Policies

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Auditing a Course

Courses may be taken on an official audit basis. No credit will be given for the course; the audited course will be indicated on the student's transcript with a grade of NC. The student must discuss course work expectations with the instructor and it is up to the instructor to approve or not approve the student's request.

- Courses taken for audit do not apply toward any academic degree and do not count as part of a student's full-time or part-time course load for purposes of financial aid or for loan deferments.
- The tuition for an audited course is the same as that as for a credit course.
- Students considering this option should discuss it carefully with their academic advisor to see if this is the best choice or if another grading option, such as pass/fail, may be more appropriate.
- Schools in some cases do not allow students to register for a class for credit after taking it on an audit basis. Consult your school recorder with any questions.
- Students must pick up the audit forms from their school or division, secure the appropriate signatures, and turn the form into the Office of the Registrar by the deadline specified in the academic calendar. The Office of the Registrar is located in Room 156.

Once invoked, the student may not later change back to credit status for the course.

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Academic Policies & Procedures

IUPUC Policies

Confidentiality and Access to Student Records

Parental access to student records

Under the Family Educational Rights and Privacy Act, when a student turns 18 years of age or attends a postsecondary institution, the student, and not the parent, may access, seek to amend, and consent to disclosures of his or her education records. Students who wish to authorize access to their confidential student record information may use the Third Party Access feature available in Self Service.

Release information from your student records to a third party

In compliance with the Federal Family Education Rights and Privacy Act of 1974 and the University Policy on Access to and Release of Student Education Records, the University is prohibited from providing certain information from your student records to a third party, such as information on grades, billing, tuition and fees assessments, financial aid (including scholarships, grants, work-study, or loan amounts) and other student record information. This restriction applies, but is not limited to your parents, your spouse, a sponsor, etc.

While University officials are prohibited from releasing your confidential information, you may, at your discretion, grant permission to a third party to portions of your record via Self Service in OneStart.

To pursue granting of Third Party Access:

- You must set up a separate record for each third party to whom you grant access to information from your student records.
- The information you designate will only be made available through the third party Access link in OneStart.

This authorization does not authorize the third party guest to receive information from the University by any other methods, such as phone, email, or in-person visit. University officials continue to be prohibited from discussing your record with third parties.

When you click the "I Accept" button as part of the process, you are indicating that:

- You understand that any and all personally identifiable information is protected under FERPA.
- You further understand that you may waive that protection and give access to your records to individuals of your choice.
- You agree to waive your rights under FERPA and allow the individual(s) you name to

access designated financial and academic records as they are available through the self service Third Party Access application.
- You understand that you are responsible for changing, amending or rescinding this authorization at any time. You understand that this access will be revoked when your access to self service expires.
- You are responsible for making clear to the third parties to whom you grant access that this does not allow for University officials to release any information. This access is strictly limited to the self service application.

Please note that your authorization to release information will expire when your access to self service Self Service expires. At that time your third party guest's access will also expire. However, you may revoke your authorization at any time by removing access permission from a third party guest viewer through OneStart. Access can be revoked by deleting the record to your third party guest.

Availability of Public Information

Certain student information maintained in the Office of the Registrar is considered public. The complete list appears above. The university maintains an on-line address book which allows a user to find a limited set of information for an individual student by searching on a student's name or university network id. The address book displays the student's school, major, class standing, and, if available, the student's e-mail address.

IUPUC uses a course management system m called Oncourse. Through use of Oncourse, all students enrolled in a course section will see the names of their classmates unless a student has filed a restraint of information in the Office of the Registrar (see below). The list of names is only available to the instructor and those enrolled in the specific class and does not provide a students complete course schedule. A student's course enrollment is available only to students enrolled in that course section and not to anyone outside of the university. Only the name will appear unless the individual student releases additional information to fellow classmates through use of the Oncourse Profile system.

Restraint of Release of Student Information

If you do not want all or some of the information released to any person other than IUPUC faculty or staff, complete a Restraint of Release of Student Information Form and return it to the Office of the Registrar. A confidentiality flag will be added to your record by the Office of the Registrar. The restrainer will also block all information from appearing in the on-line address book, to classmates in Oncourse.

To remove the restrainer, complete a Removal of the Restraint of Release of Student Information Form and return it to the Office of the Registrar.

Disclosures

From time-to-time, the university is served with a subpoena for portions of a student's record. In these cases, we will write to the student or the student's attorney (if known) and inform them that unless we receive written notification that the student will attempt to quash the subpoena, we will provide the information requested, even if the student has placed a restriction on his or her record.

A number of IUPUC degree programs prohibit enrollment to anyone listed on the Indiana

Sex Offender Registry. The Office of the Registrar will notify the school dean of any student on the Registry attempting to enroll in such programs.

Records of arrests and/or convictions and traffic accident information are public information and may be released to anyone making inquiry of the University Policy.

For additional questions regarding the policy on the release of student information, contact the Office of the Registrar. For a full copy of the university policy on student records, see Appendix 4 in the Code of Student Rights, Responsibilities, and Conduct.

IUPUC does not provide lists of students or an individual student's address or phone number to outside businesses, agencies, students, or other parties. We will provide phone numbers in emergency situations and only following consultation with university police. However, because IUPUC participates in Federal Programs, we are required by Federal Law to make available to military recruiters the name, address, age, and prior military service status of all students at IUPUC.

The university sponsors a credit card to IU students and alumni. A small portion of each charge is paid to the university while students and alumni have the opportunity to demonstrate their support of the university. A list of students is provided to the vendor each year for purposes of solicitation for this credit card only. Under terms of the contract the vendor may not share the list of students or alumni with other vendors. Students who have filed a restraint of release of information will not appear on this list.

Don't let identity thieves steal your future! - Read more from the United States Department of Education about protecting yourself against identity theft.

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GENERAL

Family Policy Compliance Office (FPCO)

ABOUT THE FAMILY POLICY COMPLIANCE OFFICE

The mission of the Family Policy Compliance Office (FPCO) is to meet the needs of the Department's primary customers--learners of all ages--by effectively implementing two laws that seek to ensure student and parental rights in education: the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA).

Parents and eligible students who need assistance or who wish to file a complaint under FERPA or PPRA should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
Phone: 1-800-USA-LEARN (1-800-872-5327)

FEATURED RESOURCES

Intersection of FERPA and IDEA Confidentiality Provisions Webinar
Transcript PDF (272KB)
Slides PDF (365KB)

FERPA for Colleges and Universities Recording
Transcript PDF (208KB)
Slides PDF (1.63MB)

Data Sharing Under FERPA Recording
Transcript PDF (299KB)
Slides PDF (1.04MB)

FERPA 101 Webinar Recording
Transcript PDF (154KB)
Slides PDF (1.38MB)

The Department of Education has released final regulations amending the Family Educational Rights and Privacy Act (FERPA) regulations. The changes to the FERPA regulations will have the important effect of improving access to data. Improved access to data will facilitate States' ability to evaluate education programs, ensure limited resources are invested effectively, build upon what works and discard what does not, increase accountability and transparency, and contribute to a culture of innovation and continuous improvement in education.

The benefits of using student data, however, must always be balanced with the need to protect student privacy. Parents and students put their trust in the stewards of education data to ensure that students' personal information is used only for legitimate purposes and only when absolutely necessary. The Department values this trust and strives to do all it can to protect the privacy of student information.

FERPA Final Regulations PDF (500KB)

Revised FERPA Regulations: An Overview for SEAs and LEAs PDF (132KB)

Revised FERPA Regulations: An Overview for Parents and Students PDF (137KB)

Guidance for Reasonable Methods and Written Agreements PDF (64KB)

New Model Notification for LEA Officials Word (35KB)

New Model Notification for Postsecondary Officials Word (37KB)

Case Study 1 – High School Feedback Report PDF (107KB)

Case Study 2 – Head Start Program PDF (99KB)

Case Study 3 – Enforcement PDF (127KB)

Case Study 4 – PTAC Technical Assistance PDF (127KB)

FPCO CONTENTS

- Safe Schools & FERPA
- Hot Topics
- Family Educational Rights & Privacy Act (FERPA)
  - Guidance for Parents
  - Guidance for Eligible Students
  - Online Library
  - FERPA Regulations

- FERPA Legislative History
- Model Notification for Postsecondary Officials
- Model Notification for LEA Officials
- Model Notice for Directory Information

- Protection of Pupil Rights Amendment (PPRA)
  - for Parents
  - Model Notiification of Rights Under the PPRA
- Court Cases
- Training Partners
- FAQs
- Helpful Links

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INDIANA UNIVERSITY

Login

ONCOURSE
collaboration & learning

DID YOU KNOW?

IU signed agreements with learning technology providers CourseNetworking and Canvas. The agreements are part of a two year pilot program to assess the technologies that can best support the changing needs of IU's students and faculty.

The pilots will start this fall with a small number of opt-in trials before expanding in spring 2013. Software options will evolve each semester based on in-depth feedback and insights by faculty and students on all IU campuses.

To learn how you can help the university explore next-generation technologies to support teaching and learning, visit next.iu.edu.

More >>

TECH NEWS

- Participate in the learning technologies pilot
- Add CourseNetworking to an Oncourse site
- Aug. 31: CourseNetworking Overview
- Watch feature demos to learn about Oncourse tools
- Oncourse Quick Start for students
- Set your grade scale in Oncourse

RESOURCES SPOTLIGHT

FACET's new Journal of Teaching and Learning with Technology is an international journal dedicated to exploring efforts to enhance student learning in higher education through the use of technology.

More >>

FACULTY SPOTLIGHT

IUK professor Gregory Steel will teach his philosophy of art class this fall in Second Life.

More >>

FEATURE DEMOS

Import grades from a spreadsheet: Download a template, use Excel to enter grades, and upload as a new Gradebook item.

More >>

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Search for Offenders in your area | Register for Email Alerts | Safety Tips | Links | Contact

Offender Search

To begin searching for offenders in the State of Indiana, please select your county from the map below.

Adams County IN Sheriff's Office
Allen County Sheriff's Office
Bartholomew County IN Sheriff's Office
Benton County IN Sheriff's Office
Blackford County Sheriff's Office
Boone County IN Sheriff's Office
Brown County IN Sheriff's Office
Carroll County IN Sheriff's Office
Hendricks County IN Sheriff's Office
Henry County IN Sheriff's Office
Howard County IN Sheriff's Office
Huntington County IN Sheriff's Office
Indiana Department of Correction
Jackson County IN Sheriff's Office
Jasper County IN Sheriff's Office
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Perry County IN Sheriff's Office
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Dropping and Adding Classes

Steps to Add or Drop Courses

These are the steps for adding or dropping classes online, actions limited to certain academic calendar dates. Please read the whole Class Schedule Change Policy before proceeding with these steps. **Adding a Class Before or at the Beginning of the Term**

After initial enrollment, a student may add a class to their schedule online through the 100% refund period. See the Academic Calendar. This process is very similar to the Shopping Cart method. At the Student Self-Service page on OneStart:

- Click on Go to Student Center
- Click on the blue under-lined link Register & Drop/Add
- Select the term
- Ensure you are looking at the Add page; check top line tabs
- Enter desired class number in the blue box
- Click the green enter button
- Continue as the screens direct

Dropping After the First Week Of Classes

Students must use the online method of dropping classes until the end of the "Automatic W" period. See the Academic Calendar. At the Student Self-Service page on OneStart:

- Click on **Late drop/add classes** (after 1st week of classes)
- Near the top of the new page, find and click on the second bullet choice: "**Drop Only–eDrop**"
- Columbus students are eligible to use eDrop. Click the eligibility link near the bottom of page.
- On the next page, select the courses you would like to drop and click "CONTINUE"
- Read the caution statements, click "Accept the Conditions," fill in your reason for dropping, and click "Submit for Approval"

Your eDrop will be appropriately routed for approval, after which it is processed with your submittal date. A message is sent to your university email account confirming the drop. You may also check status on the Student Self-Service page by clicking the **Track My eDocs** link.

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Class Schedule Change Policy

Students who alter their original schedules, whether by personal incentive or by University directive, must do so officially as outlined below. Failure to assume this responsibility may jeopardize a student's academic record by incurring an "F" in a course improperly dropped and/or by not receiving credit for a course improperly added.

Changing Your Mind Before or at the Beginning

Students may make changes to their schedules (drop or add a class) from the time of their initial registration up through the end of the 100% refund period, which is the last day of the first week of the semester. There is no financial penalty for changes during this early period.

Adding After the First Week

At IUPUC, adding a class to your schedule requires the signature of the instructor on our multipart Schedule Adjustment form. The instructor is verifying several things: 1) there is room in the class, 2) you have the pre-requisites, and 3) it is not too late for you to complete missed assignments. A Late Program Change Fee will be charged by the Bursar.

Withdrawing After the First Week

Students must use the online Drop Only–eDrop pages on OneStart to drop classes after the first week of school. This gives the student an automatic “W” grade on transcripts; it does not affect grade point average. This “Automatic W” period ends about half way through the academic term. See the latest Academic Calendar for the exact date. See Steps to Drop Online for instructions. A Late Program Change Fee will be charged by the Bursar.

Withdrawing After Mid Term

Instructor signatures and the signature of your academic advisor are required for withdrawals further into the semester. Use the multipart Schedule Adjustment form available from the Office of the Registrar. The instructor marks the form to assign either a grade of “W” or “F.”

Withdrawing from Non-Standard Length Courses

Instructor signatures will be required beginning the first day of the second half of the course. For example, for a course meeting the second eight weeks of a 16-week term, the instructor's signature will not be required until the first day of the fifth week of the class. Be sure to remind the representative processing the withdrawal in the Office of the Registrar that the course started late.

Consequences of Withdrawing

Students who accumulate an excessive number of “W” grades may be regarded as making unsatisfactory academic progress toward their degree. If such a determination is made, they may be blocked from registering by their division.

If you are receiving financial aid, be sure to consult with the Office of Scholarships and Financial Aid Services prior to your withdrawal to determine if dropping the class will affect your aid. Similarly, if you are required to maintain a certain enrollment level (such as full-time) for being carried on a health insurance policy or to receive VA benefits, find out if a drop will affect your eligibility status.

Tuition Refunds

Tuition is refunded when applicable by the Office of the Bursar on a percentage basis according to the semester refund schedule. Visit the academic calendar for specific semester refund schedules. In extenuating circumstances a student may wish to appeal for a larger refund of fees. Visit the Bursar web pages to learn about filing such an appeal.

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Email as Official Communication

E-mail is considered an appropriate mechanism for official communication by Indiana University with IU students. The University reserves the right to send official communications to students by e-mail with expectation that students will receive e-mail and read these messages in a timely fashion.

Official university e-mail accounts are available for all registered students. The domains for the addresses vary according to campus (e.g., indiana.edu for IU Bloomington, iupui.edu for IUPUI Indianapolis, iun.edu for IU Northwest, iucoa.edu for IUPUC). Official university communication will be sent to students' official university e-mail addresses.

Students are expected to check their IU e-mail frequently and consistently in order to stay current with university-related communications. Students must ensure that there is sufficient space in their accounts to allow for e-mail to be delivered. Students have the responsibility to recognize that certain communications may be time-critical. Students will not be held responsible for an interruption in their ability to access a message if system malfunctions or other system-related problems (e.g. power outages or e-mail system viruses) prevent timely delivery of, or access to, that message.

Students who choose to have their e-mail forwarded to a private (unofficial) e-mail address outside the official university address do so at their own risk. The university is not responsible for any difficulties that may occur in the proper or timely transmission or access of e-mail forwarded to any unofficial e-mail address, and any such problems will not absolve students from responsibility to know and comply with the content of official communications sent to students' official IU e-mail address.

Faculty may assume that a student's official university e-mail account is a valid mechanism for communication with a student, although faculty should exercise caution about including sensitive data, such as grades, in an e-mail. This policy will ensure that all students will be able to comply with course requirements communicated to them by e-mail from their course instructors.

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Equal Opportunity and Affirmative Action

Equal Opportunity / Affirmative Action

Indiana University–Purdue University Columbus pledges to continue its commitment to achieving equal opportunity within the university and throughout American society. Specifically, our policy at IUPUC prohibits discrimination based on arbitrary considerations such as race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status. IUPUC will make every effort to recruit, hire, promote, educate, and provide services to persons based solely on their individual qualifications. Further, we will take affirmative action to overcome the discriminatory effects of traditional practices with regard to people with disabilities, minorities, women, and Vietnam-era veterans.

Our institutional ethic demands that we foster the best possible environment for doing our work as educators, learners, and supporters of the educational process. Therefore, IUPUC does not tolerate discriminatory harassment or intimidation of students, employees, or guests of the university, and responds to complaints of such treatment, providing proper remediation when harassment is determined to have occurred.

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or denied the benefits of university services, programs, or activities. Reasonable accommodations shall be afforded to the known physical or mental limitations of otherwise qualified individuals.

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Grading System

Standard Letter Grading, used in Grade Point Average (GPA) calculation is based on a Grading System used by all IU campuses. Other parts of the grading system table include letter codes not used in GPA calculation to describe situations such as: Passing, Non Standard, and Withdrawal from Course.

Dean's List Criteria

Degree Seeking Undergraduate students in each Division who meet ALL criteria during the Spring or Fall Term will be named to the IUPUC Dean's List. There are four IUPUC Dean's List Criteria:

1. Complete at least 6 graded credit hours during the current term
2. New credit hours plus previously earned credit hours must equal a minimum career total of 12 credit hours college-level work
3. Earn a minimum term Grade Point Average of 3.70.

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Grading System

Standard Letter Grading - used in GPA calculation			
Grade	Points	Grade	Points
A+	4.0 (highest passing grade)	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7 (lowest passing grade)
		F	0.0 (failing grade)

Passing Grades - not used in GPA Calculation	
Grade	Description
P	Pass
S	Satisfactory

Non Standard Grading - not used in GPA Calculation	
I	Incomplete
R	Deferred Grade (For courses which may not be completed in one term)
NC	Course taken on an Audit basis (No Credit)
NR	Grade not yet received in the Office of the Registrar. As late rosters are processed, the true grade will replace the NR.
NY	Signifies enrollment in a special program for which credit earned will be recorded when completed. Typically used for courses taken under Study Abroad program

Withdrew from Course - not used in GPA Calculation	
W	Withdraw after the first week of classes. Grade will appear on transcript
WX	Withdrew through the first week of class. Grade will not appear on transcript
WZ	Changed sections of the same course. Grade will not appear on transcript

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Grade Point Average

Standard Letter Grading - used in GPA calculation

Grade	Points	Grade	Points
A+	4.0 (highest passing grade)	C+	2.3
A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7 (lowest passing grade)
		F	0.0 (failing grade)

Passing Grades - not used in GPA Calculation

Grade	Description
P	Pass
S	Satisfactory

Non Standard Grading - not used in GPA Calculation

I	Incomplete
R	Deferred Grade (For courses which may not be completed in one term)
NC	Course taken on an Audit basis (No Credit)
NR	Grade not yet received in the Office of the Registrar. As late

	rosters are processed, the true grade will replace the NR.
NY	Signifies enrollment in a special program for which credit earned will be recorded when completed. Typically used for courses taken under Study Abroad program

Withdrew from Course - not used in GPA Calculation

W	Withdraw after the first week of classes. Grade **will appear** on transcript
WX	Withdrew through the first week of class. Grade **will not appear** on transcript
WZ	Changed sections of the same course. Grade **will not appear** on transcript

IUPU Columbus IUPUI Indiana University

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Military Withdrawal

Please visit the following website (Office for Veterans & Military Personnel - http://veterans.iupui.edu/resources/withdrawal) for the policy on military withdrawals.

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Military Withdrawal

Indiana University Policy on Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session.

Any student called to active duty, specialized training or as part of disaster relief efforts may withdraw from all courses and receive a 100% refund of tuition and fees. Alternatively, with the permission of the instructor(s), a student may receive an incomplete or a final grade in some or all of the courses taken. Either alternative may occur anytime during the semester through the end of final examinations. If the withdrawal is processed after the first week of classes, the grade of W will be assigned. Students receiving financial aid will be subject to the refund policies as provided for by the agencies sponsoring the aid. The request to withdraw needs to be made within one week of official notification by the military service and may be made by either the student or other responsible party who has the student's military information.

Students who wish to withdraw from courses as a result of being called to active duty, specialized training, or disaster relief efforts must provide a copy of their orders to the campus Veterans support services office (if applicable) or campus Registrar's office along with a signed note asking to be withdrawn. Either office provides a one-point-of-contact process for withdrawals so students won't need to visit various offices. Students or other responsible parties may wish to contact the appropriate campus office first to begin the withdrawal process based on some official military documentation, with the understanding that a copy of the orders would need to be forthcoming.

Students who cannot enroll for a future term or who need to withdraw from a current term due to military commitments can also be placed on a military leave of absence that will extend access to their IU computer and email accounts while they are gone. A copy of orders provided to the campus Veterans support services office (if applicable) or campus Registrar's office will initiate this action.

Approved, Registrar Council, 12/11/2008
Approved, IUB Provost & IUPUI Chancellor, 12/20/2008

In the spirit of this policy, faculty should also make every effort to allow students who are members of the U.S. armed forces to make up exams and exercises that may be missed during the semester if it can be documented that the student was called up for specialized, short-term training.

Contact Information

For any questions about this process or to request withdrawal from classes due to military orders, contact:

IUPUI Office of Veterans & Military Personnel
IUPUI Campus Center - Theater Level (lower level)
420 University Blvd.
Indianapolis, IN 46202
Phone: (317) 278-9163
E-mail: gibenefi@iupui.edu

- **Campus Info**
  - Help Me:
  - 317-274-5555
    420 University Blvd.
    Indianapolis, IN 46202
  - Campus Contacts
  - A–Z Index
  - Indiana University
  - Purdue University
  - Follow us:
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  - WFYI to rebroadcast Policy Choices Gubernatorial Forum
  - IU Police Department - Indianapolis offers traffic safety tips
- **Events Calendar**
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    Fri, Aug 24
  - New Reduced Campus Recreation Student Fee
    Fri, Aug 24
  - 2012 Herron Faculty Biennial
    Fri, Aug 24
  - Amina Khazie M.F.A. Exhibition
    Fri, Aug 24
- **Campus Tools**
  - Oncourse
  - OneStart
  - Imail [learn more]
  - Umail [learn more]
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Residency

Student residency status affects the amount of tuition fees paid. If a student is not considered a resident of Indiana, the fees are higher. There are two helpful documents that explain this topic: the Rules for Determining Residency Status and Residence Classification FAQs.

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Residency

Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes

These Rules establish the policy under which students shall be classified as residents or nonresidents upon all campuses of Indiana University for University fee purposes. Nonresident students shall pay a nonresident fee in addition to fees paid by a resident student.

These Rules shall take effect February 1, 1974; provided, that no person properly classified as a resident student before February 1, 1974, shall be adversely affected by this Rule, if he or she attended the university before that date and while he or she remains continuously enrolled in the university.

1. "Residence" as the term, or any of its variations (e.g., "resided"), as used in the context of these Rules, means the place where an individual has his or her permanent home, at which he or she remains when not called elsewhere for labor, studies, or other special or temporary purposes, and to which he or she returns in seasons of repose. It is the place a person has voluntarily fixed as a permanent habitation for himself or herself with an intent to remain in such place for an indefinite period. A person at any one time has but one residence, and a residence cannot be lost until another is gained.
    1. A person entering the state from another state or country does not at that time acquire residence for the purpose of these Rules, but except as provided in Rule 2(c)1, such person must be a resident for 12 months in order to qualify as a resident student for fee purposes.
    2. Physical presence in Indiana *for the predominant purpose* of attending a college, university, or other institution of higher education, shall not be counted in determining the 12-month period of residence; nor shall absence from Indiana for such purpose deprive a person of resident student status.
2. A person shall be classified as a "resident student" if he or she has continuously resided in Indiana for at least 12 consecutive months immediately preceding the first scheduled day of classes of the semester or other session in which the individual registers in the University, subject to the exception in (c)1 below.
    1. The residence of an unemancipated person under 21 years of age follows that of the parents or of a legal guardian who has actual custody of such person or administers the property of such person. In the case of divorce or separation, if either parent meets the residence requirements, such person will be considered a resident.2
    2. If such person comes from another state or country for the predominant purpose of attending the University, he or she shall not be admitted to resident student status upon the basis of the residence of a guardian in fact, except upon appeal to the Standing Committee on Residence in each case.1
    3. Such person may be classified as a resident student without meeting the 12-month residence requirement within Indiana if his or her presence in Indiana results from the establishment by his or her parents of their residence within the state and if he or she proves that the move was predominantly for reasons other than to enable such person to become entitled to the status of "resident student."1
    4. When it shall appear that the parents of a person properly classified as a "resident student" under subparagraph (c) above have removed their residence from Indiana, such person shall then be reclassified to the status of nonresident; provided, that no such reclassification shall be effective until the beginning of a semester next following such removal.
    5. A person once properly classified as a resident student shall be deemed to remain a resident student so long as remaining continuously enrolled in the university until such person's degree shall have been earned, subject to the provisions of subparagraph (d) above.
3. The foreign citizenship of a person shall not be a factor in determining resident student status if such person has legal capacity to remain permanently in the United States. 3
4. A person classified as a nonresident student may show that he or she is exempt from paying the nonresident fee by clear and convincing evidence that he or she has been a resident (see Rule 1 above) of Indiana for the 12 months prior to the first scheduled day of classes of the semester in which his or her fee status is to be changed. Such a student will be allowed to present his or her evidence only after the expiration of 12 months from the residence qualifying date, i.e., the date upon which the student commenced the 12-month period for residence. The following factors will be considered relevant in evaluating a requested change in a student's nonresident status and in evaluating whether his or her physical presence in Indiana is for the predominant purpose of attending a college, university, or other institution of higher education. The existence of one or more of these factors will not require a finding of

resident student status, nor shall the non-existence of one or more require a finding of nonresident student status. All factors will be considered in combination, and ordinarily resident student status will not result from the doing of acts which are required or routinely done by sojourners in the state or which are merely auxiliary to the fulfillment of educational purposes.

1. The residence of a student's parents or guardians.
2. The situs of the source of the student's income.
3. To whom a student pays his or her taxes, including property taxes.
4. The state in which a student's automobile is registered.
5. The state issuing the student's driver's license.
6. Where the student is registered to vote.
7. The marriage of the student to a resident of Indiana.
8. Ownership of property in Indiana and outside of Indiana.
9. The residence claimed by the student on loan applications, federal income tax returns, and other documents.
10. The place of the student's summer employment, attendance at summer school, or vacation.
11. The student's future plans including committed place of future employment or future studies.
12. Admission to a licensed profession in Indiana.
13. Membership in civic, community, and other organizations in Indiana or elsewhere.
14. All present and intended future connections or contacts outside of Indiana.
15. The facts and documents pertaining to the person's past and existing status as a student.
16. Parents' tax returns and other information, particularly when emancipation is claimed.

5. The fact that a person pays taxes and votes in the state does not in itself establish residence, but will be considered as hereinbefore set forth.
6. The registrar or the person fulfilling those duties on each campus shall classify each student as resident or nonresident and may require proof of all relevant facts. The burden of proof is upon the student making a claim to a resident student status.
7. A Standing Committee on Residence shall be appointed by the president of the university and shall include two students from among such as may be nominated by the student body presidents of one or more of the campuses of the university. If fewer than four are nominated, the president may appoint from among students not nominated.
8. A student who is not satisfied by the determination of the registrar has the right to lodge a written appeal with the Standing Committee on Residence within 30 days of receipt of written notice of the registrar's determination, which committee shall review the appeal in a fair manner and shall afford to the student a personal hearing upon written request. A student may be represented by counsel at such hearing. The committee shall report its determination to the student in writing. If no appeal is taken within the time provided herein, the decision of the registrar shall be final and binding.
9. The Standing Committee on Residence is authorized to classify a student as a resident student, though not meeting the specific requirements herein set forth, if such student's situation presents unusual circumstances and the individual classification is within the general scope of these Rules. The decision of the committee shall be final and shall be deemed equivalent to a decision of the Trustees of Indiana University.
10. A student or prospective student who shall knowingly provide false information or shall refuse to provide or shall conceal information for the purpose of improperly achieving resident student status shall be subject to the full range of penalties, including expulsion, provided for by the university, as well as to such other punishment which may be provided for by law.
11. A student who does not pay additional monies which may be due because of his or her classification as a nonresident student within 30 days after demand, shall thereupon be indefinitely suspended.
12. A student or prospective student who fails to request resident student status within a particular semester or session and to pursue a timely appeal (see rule 8) to the Standing Committee on Residence shall be deemed to have waived any alleged overpayment of fees for that semester or session.
13. If any provision of these rules or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of these rules which can be given effect without the invalid provision or application, and to this end the provisions of these rules are severable.

1 Rules 2(b) and 2(c) apply only to unemancipated persons under 21 years of age.
2 Invocation of the provision in Rule 2(a) that applies to cases of divorce or separation requires appropriate legal documentation.
3 NOTE: Effective Fall 2007, students with immigration statuses which permit the establishment of a domicile in the United States may be eligible to pay resident fees. Current eligible classifications are: A-1, A-2, A-3, E-1, E-2, E-3, G-1, G-2, G-3, G-4, H-1B, H-4, I, L-1, L-2, O-1, O-3, V-1, V-2, and V-3. Contact the registrar's office for more information.

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Frequently Asked Questions Regarding Residence Classification

This document is intended to provide general information concerning residence classification guidelines for fee-paying purposes and will respond directly to questions concerning residence classification frequently asked by students and their families.

A complete listing of the residence classification guidelines, "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes," appears in the University Bulletin and in each edition of the Schedule of Classes and Student Academic Information bulletin.

Students who want to appeal their residence classification should review the complete listing of residence classification guidelines and should complete the Application for Classification as a Resident Student. *This document does not replace or supersede the "Rules Determining Resident and Nonresident Student Status for Indiana University Fee Purposes" which took effect February 1, 1974.*

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1. Who is eligible for resident student status?
2. Are dependent spouses eligible for resident student status without meeting the 12 month physical presence requirement?
3. How can an emancipated student under 21 years of age whose parents live out-of-state establish eligibility for resident student status?
4. If a person enrolls as a nonresident student, will that person always be considered a nonresident student?
5. If I am eligible for a change in residency status after meeting all the requirements, will the change to resident status happen automatically?
6. Will a person who moves to Indiana for reasons other than higher education jeopardize future eligibility for resident student status by enrolling in classes during the initial 12 month period of residence?
7. My company transferred me to Indiana. Do I still have to wait the 12 months to become a resident?
8. Does a nonresident student become automatically eligible for resident student status by marrying an Indiana resident?
9. Does the payment of income or property taxes to the state of Indiana affect a nonresident student's eligibility for resident student status?
10. Is it possible to be a legal resident of the state of Indiana and still be a nonresident student at Indiana University?
11. If the parents of a resident student move to another state, will that student be reclassified to nonresident status?
12. I lived in Indiana for years but left the state to take a job elsewhere. Am I still a resident?
13. What if I am an Indiana resident who went out-of-state for school?
14. Are the children of Indiana University alumni automatically eligible for classification as resident students?
15. What about military families?
16. Who determines residence classification?
17. How do students appeal a decision of nonresident student status?
18. Is there an "effective date" that applies to a person's eligibility for resident student status?
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Who is eligible for resident student status?

US citizens or permanent residents who are 21 years of age or emancipated are eligible for resident student status after they have been physically present in Indiana for twelve consecutive months (prior to the first day of classes) without the predominant purpose of education.

Students who are under 21 years of age and unemancipated are eligible for resident student status if their parents or legal guardians reside in Indiana. Unemancipated students under 21 years of age whose parents or legal guardians move to Indiana can be classified as resident students without first living in the state for 12 months.

However, in cases of legal guardianship agreements, it must be shown that the guardianship agreement was sought for reasons other than to enable the student to become eligible for resident student status or for the purpose of attending an Indiana high school. An official copy of the court documents that outline the guardianship agreement must be provided to the University.

Are dependent spouses eligible for resident student status without meeting the 12 month physical presence requirement?

No. The exception (noted above) to the 12 month physical presence requirement applies only to unemancipated persons under 21 years of age whose parents or legal guardians move to or reside in Indiana. All other persons must meet the 12 month physical presence requirement.

How can an emancipated student under 21 years of age whose parents live out-of-state establish eligibility for resident student status?

This student would need to provide a notarized statement from the parents indicating the level of financial support provided to the student and the date when the parents last claimed the student as a dependent on their federal income tax returns.

In addition, this student would need to provide a financial statement indicating all sources and amounts of income sufficient for self support.

This student would then have to be physically present in Indiana for twelve consecutive months without the predominant purpose of education in order to become eligible for resident student status.

If a person enrolls as a nonresident student, will that person always be considered a nonresident student?

No. Any person who meets the residence guidelines is eligible for resident student status without regard to previous enrollment as a nonresident student.

If I am eligible for a change in residency status after meeting all the requirements, will the change to resident status happen automatically?

No. It is necessary to file an "Application for Classification as a Resident Student at Indiana University for Fee Paying Purposes" (Residency Application) with the Office of the Registrar.

Will a person who moves to Indiana for reasons other than higher education jeopardize future eligibility for resident student status by enrolling in classes during the initial 12 month period of residence?

No. If a person can provide convincing evidence that the move to Indiana was without the predominant purpose of attending an institution of higher education, future resident student classification should not be affected by University enrollment during the 12 month residence period even if such enrollment is on a full-time basis.

My company transferred me to Indiana. Do I still have to wait the 12 months to become a resident?

Yes. At this time there is no special consideration given to persons who are transferred by their employers to Indiana. You are still required to meet the necessary qualifying period for a change to resident student status provided your reason for coming to Indiana was for employment reasons (a job transfer or a new job) and not for educational purposes.

Does a nonresident student become automatically eligible for resident student status by marrying an Indiana resident?

No. Although marriage to a resident of Indiana is one of the factors considered in the determination of predominant purpose, the existence of this factor does not require a finding of resident status.

However, after providing convincing evidence that the marriage has changed a student's predominant purpose for being in Indiana, a nonresident student may be eligible for reclassification to resident student status 12 months after the date of marriage.

Does the payment of income or property taxes to the state of Indiana affect a nonresident student's eligibility for resident student status?

No. Persons who are in Indiana for the predominant purpose of education do not become eligible for resident student status on the basis of paying taxes to the state.

Is it possible to be a legal resident of the state of Indiana and still be a nonresident student at Indiana University?

Yes. The state of Indiana determines for specific purposes (driver's licenses, voter registration, etc.) the requirements for becoming a legal resident of the state. However, the state legislature has delegated to Indiana's institutions of higher education the responsibility of determining when a person becomes eligible for resident student status.

Many nonresident students are considered legal residents of the state. These individuals are eligible to carry an Indiana driver's license, to register to vote, and to be called to serve as members of juries. However, persons who reside in Indiana for the predominant purpose of education are considered nonresidents for fee-paying purposes at the University.

If the parents of a resident student move to another state, will that student be reclassified to nonresident status?

No. Once a person has been properly classified as a resident student, that person shall remain a resident student so long as remaining continuously enrolled (each first and second semester) in the University until earning the degree in progress.

I lived in Indiana for years but left the state to take a job elsewhere. Am I still a resident?

It depends. If you returned to the state within one year of the time you left, the university still considers you a resident. If you were gone more than a year, you would be a non-resident.

What if I am an Indiana resident who went out-of-state for school?

We don't consider any time spent out-of-state as a student against you as long as you return to Indiana within one year following your last enrollment or graduation.

Are the children of Indiana University alumni automatically eligible for classification as resident students?

No. Although a nonresident fee remission program was once offered by the IU Foundation (a program which did not change the student's residence classification but rather paid the nonresident portion of the fees), the alumni status of the student's parents is not a factor in determining residence classification.

What about military families?

Military families from Indiana maintain their Indiana resident status as long as they continue to file their personal income tax returns in Indiana. Members of these families must provide copies of their Indiana income tax returns or military documents that indicate the personal income tax withholding state of the military member.

Who determines residence classification?

When students are admitted to the University, the Office of Admissions render the initial residence \classification determination. Decisions made in this office are based on the information provided by students during the admission application process.

How do students appeal a decision of nonresident student status?

Students who want to appeal their nonresident status should contact the Office of the Registrar and should request and complete an "Application for Classification as a Resident Student at Indiana University for Fee-Paying Purposes." After the completed application is evaluated, the student is notified in writing of the decision rendered.

Is there an "effective date" that applies to a person's eligibility for resident student status?

Yes. Circumstances that exist on the first day of classes of each individual semester/session determine a person's

eligibility for resident student status for that semester/session.

What is the deadline for filing an appeal of nonresident student status?

Students have until the last day of the effective semester to deliver their completed application for reclassification to the Office of the Registrar.

I won't meet the residency requirements until the start of the next semester, but registration for that term starts soon. Should I delay registering until my residency is changed?

No. Complete your registration as close to your assigned registration time as possible in order to have the best selection of courses.

I expect to be eligible for resident status with the next term. How early should I file my appeal?

You can submit the Residency Application as early as two months prior to the start of the term. If eligible for that term, we'll make the change in time for any tuition charges you'll receive from the university.

If a nonresident student is reclassified to resident student status, is it possible to get a refund of the nonresident fees paid for that semester/session?

Yes. The nonresident portion of the fees already paid will be refunded if the student applies for resident student status before the deadline and if a resident decision is rendered. Note that the "effective date" for determining the student's eligibility is the first day of classes of the effective semester/session (see above).

Can a nonresident decision from the Office of the Registrar be appealed?

Yes. Decisions from the campus Office of the Registrar can be appealed to the University Standing Committee on Residence. A written request for an appeal should be sent to the Office of the Registrar indicating whether a personal appearance with the committee is desired.

When and where does the University Standing Committee on Residence meet?

The Standing Committee on Residence always meets on the Bloomington campus, generally meeting on the first Thursday of each month.

Are there student members on the Standing Committee on Residence?

Yes. Two student members are appointed to the committee by the President of the University.

Are students who meet with the residence committee able to bring family members to the committee meeting?

Yes. Students may invite family members, friends, or other persons to the committee meeting.

How is the student notified of the residence committee's decision?

The student is notified in writing of the decision of the committee members.

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Academic Policies & Procedures

IUPUC Policies

Student Responsibilities

IU Code of Student Rights, Responsibilities, and Conduct

The faculty and Trustees of Indiana (and Purdue) University vote to confer the degree on students upon successful completion of their course of study. Students are responsible for understanding all requirements and completing them by the time they graduate. Advisors, directors, deans, and faculty gladly help students understand school requirements; however, each student is responsible for fulfilling the requirements. Students may refer to this bulletin, OneStart (onestart.iu.edu), and school advisors and recorders to find out about their personal progress toward a degree.

Similarly, students are responsible for informing IUPUC of any changes in their name, address, phone number, and other relevant data. Students should use OneStart (onestart.iu.edu) to change information online, or provide it directly to the Office of the Registrar. Likewise, students are responsible for initiating and confirming the success of late drops or late adds. Failure to properly drop a course could result in an F in that course and responsibility for tuition and fees. Similarly, all registration or add procedures must be followed, or students risk not receiving credit for a course that was improperly added.

Students should also be familiar with the rules of appropriate academic behavior, which are based on three major premises: (1) The free exchange of ideas is critical to university life, and therefore civility within the academic community must be ensured; (2) ideas are as much property as are houses, cars, CDs, and wallets, and therefore, another person's ideas cannot be used without permission and acknowledgment of the idea's true owner; and finally, (3) knowledge and wisdom are truly the result of contributions of individuals and societies past and present from around the world, and therefore, diversity is seen as a desired, even crucial, component of any intellectual community. These concepts lead to rules and regulations that are found in the Code of Student Rights, Responsibilities, and Conduct. A brief summary of some key elements of the Code appear in a later section of this bulletin. Students are expected to be familiar with the basics of the Code.

Students who register for classes engage in a registration agreement with IUPUC. When students register, the university reserves specific class spaces for those students and commits resources to provide the instruction that has been selected. The students, then, assume the responsibility for paying those course fees or for notifying the university if they decide not to attend. The availability of courses is subject to change. A class may be canceled because of low enrollment or departmental staffing considerations. The department canceling a class will notify registered students and help them make alternate arrangements, if necessary. Registered students also will be notified if the meeting time and/or location of a course has changed since the student registered.

Registration will not automatically be canceled for nonpayment of fees. Students must either pay their fees or drop all of their classes by the end of the first week of classes if they do not intend to return to IUPUC for the semester. Canceling registration by the first week of classes releases class spaces in time to be available to other students. Students who decide to cancel their registration should log on to Onestart (www.onestart.iu.edu) Self Service, click on Drop/Add Classes and proceed to drop all classes.

IUPU Columbus IUPUI Indiana University

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The Code IU

Decoding the Code

You might think this is just more legal mumbo-jumbo designed for parents, but the Code (as we like to call it) is so much more. The Code is Indiana University's way of ensuring that the rights of students—our most important group—are protected and respected.

As an IU student, you are entitled to respect and civility as you study here, but you have an important role to play in this free and open exchange of ideas we call a university. You must be aware of your responsibilities and expectations as a student—and that's where *the Code* comes in. Here, you'll find your rights and expectations clearly spelled out. Read it. Know it. Your time as an IU student will be better for it.

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INDIANA UNIVERSITY

OneStart Home
Public Services
Maps
3rd Party Access

login

OTP Token login
For Faculty/Staff ONLY

Login help

Don't have an account?

QuikPAY

For parents and others who want to view and pay IU bursar bills.

IU students should access QuikPAY by clicking the login button above and going to the Self-Service tab.

Note: QuikPAY may be unavailable during scheduled maintenance Monday mornings 2:00 - 5:00 EST.

- Authorized Payer Access
- View/Pay Bursar Bill
- Learn more about QuikPAY

OneStart is Indiana University's Web-based application portal that provides a common front door to online services at all IU campuses. OneStart offers easier and more direct access to the multitude of services available for students, faculty, and staff. The goal for OneStart is to create a virtual campus community -- a place to study, work, collaborate, and have fun!

Tutorials & Training

View OneStart Tutorial | Download OneStart Training Materials (.PDF file)

IU News: Administrative Offices

IU receives $1 million endowment to fund Osher Reentry Scholarships for adult students The Bernard Osher Foundation has awarded Indiana University Bloomington a $1 million endowment and a $50,000 grant to support the Osher Reentry Scholarship program for adult students who are completing baccalaureate degrees. The endowment provides a more permanent funding source for a program that the Osher Foundation has supported with annual grants since 2009.

IU receives near-record $533 million in external research, related program awards in 2012 Indiana University received $533 million in grants and awards for research and other sponsored programs in fiscal year 2012, university officials have announced. The amount represents the second-highest annual total ever at IU, which passed the half-billion-dollar mark in externally funded research and related program awards in a single year for only the third time in the university's history.

IU Bloomington projects record freshman class Indiana University officials expect a record 7,590 first-year students to enroll for classes this fall at IU Bloomington, breaking the previous mark set in 2008. And while data are still being compiled, it appears the freshman class will be one of the most diverse and talented in campus history.

IU Board of Trustees to meet Aug. 16 and 17 at IUPUI The Indiana University Board of Trustees will meet Thursday and Friday, Aug. 16 to 17, in the Campus Center at Indiana University-Purdue University Indianapolis.

IU launches pilot to explore next-generation learning technologies Indiana University has signed agreements with technology providers CourseNetworking LLC and Instructure Inc. as part of a trial assessment of new technologies to support learning. The university will carry out the pilot trials during a two-year evaluation period to assess the technologies that can best support the changing needs of students and faculty.

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IUPUC Policies

Tobacco Free Policy

Indiana University-Purdue University Columbus (IUPUC) has been a smoke- and tobacco-free campus since 2008. Smoking and tobacco use is prohibited indoors and outdoors on all university and in university vehicles, both on and off campus. The university adopted this policy to promote a healthier and more welcoming environment for employees, students, and guests.

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IUPUC Campus Bulletin 2012-2014

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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.

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Class Standing

Freshman	0 - 25 hours
Sophomore	26 - 55 hours
Junior	56 - 85 hours
Senior	86 hours
Masters	Graduate/Masters
Doctorate	Beyond Graduate Level
Thesis	G900
Special	Undergraduate/Graduate

In some cases, a student's class standing is determined by where the student is in his or her program and not by the simple total of all credit hours. This is especially true if a student has changed majors and moved into a program where a significant number of hours previously taken will not apply toward the new major. While this isn't usually a real issue at the freshman and sophomore levels, it is more likely to occur when a student changes schools while a junior or senior.

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Full-time vs. Part-time

Undergraduate Students in Fall, Spring or Summer Terms	
1-5	credits is considered less than half-time enrollment
6-11	credits is considered half-time enrollment
12	or more credits is considered full-time enrollment

Graduate & Professional Students in Fall, Spring or Summer Terms	
1-3	credits is considered less than half-time enrollment
4-7	credits is considered half-time enrollment
8	or more credits is considered full-time enrollment

* Students receiving veterans' benefits have the additional certification levels of one-quarter time or three-quarter time.

* For certain graduate students, typically doing dissertation work, the number of credits to be considered full-time may be lower.

Some degree programs require more than twelve credits to be considered full time in the program. This is different than the university's definition for financial aid purposes.

IUPUC will consider courses taken through the IU Independent Study Program as part of full or half-time enrollment in one semester only and only for purposes of certification or loan deferment. NOTE: The Office of Financial Aid will not consider enrollment through IU Independent Study towards any financial aid enrollment requirements until after the coursework has been completed.

In such situations, we will match the start of the correspondence enrollment to the appropriate semester (for example, if a student registers for correspondence work in September, we would count it in the Fall; if the student registers for correspondence work in December, we would count it in the Spring).

Please note that it is the student's responsibility to inform the Office of the Registrar that she or he is enrolled in the IU Independent Study Program as it will not automatically appear in our campus-based review.

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Credit Hour Load Limits

Students are allowed to enroll for no more than 18 credits in the Fall or Spring and no more than 7 credits in a single summer session (14 if enrolled for the maximum in both summer sessions). In some cases individual students may be restricted to a lower number of credits. Students who wish to enroll in a higher number of credits need to obtain written permission from their school which specifies the adjusted maximum. It is the student's responsibility to provide this written permission to the Office of the Registrar.

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Academic Policies & Procedures

Undergraduate Policies & Procedures

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

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Academic Policies & Procedures

Undergraduate Policies & Procedures

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.

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IUPUC Change of Grade Petition

In order to petition for a change in a grade received at IUPUC, you must complete this form. We ask that you type your information on the form and then print it. Grade change requests are subject to restrictions established by the faculty.

1. Name

2. Student ID Number

3. Name (if different while at IUPUC)

4. Date

5. Current Address Street

City State Indiana Zip

6. Daytime Phone - - Evening Phone - -

7. E-mail

8. List the courses in which you are petitioning for a grade change

Subject-Ltr Course No. (e.g. Eng-W131)	Full Course Title	Semester/Year Taken

9. Are you presently enrolled at an Indiana University Campus?

If yes,which campus? Indianapolis What is your major?

If no, skip to item 12.

10. If you are presently an IU Student, have you already used the grade replacement (FX) option?

○ Yes ○ No

☐ Check here if your school does not honor FXs

☐ Check here if you have changed your major, don't need these courses, or would rather not retake them

11. Is this your first semester back after a break of one or more semesters?

○ Yes ○ No

Many schools at IUPUC will not take action on a request to change grades until you have established a track record of progress (12 to 20 credits of a C or better). Skip to Item 15.

12. Are you currently enrolled in a college or university other than in the IU system?

○ Yes ○ No

If yes, please name the college you are attending:

What degree are you working on at this college?

What is your major?

Please attach a current transcript if you are enrolled at a non-IU school. If you are trying to be admitted to a college or university and are not admissible because of your prior record, please include a letter from the college regarding this matter.

Please answer the following items.

13. If you are not presently attending a college, what are your future educational plans?

Reset

14. If you are not planning to return to college, but your grades are affecting other aspects of your life, please explain in detail.

Reset

15. (A) Please explain why you received the grades you wish changed. Be sure to indicate whether you completed all of the course requirements including the final examination. The documentation is critical.

Reset

15. (B) Indicate whether you want the grade of F or D changed to a W (withdrawal) or if you want a grade changed to a specific letter grade (such as A, B, C, or D). If you want a grade changed to a specific letter grade, you must provide an explanation for the change and include a syllabus, classwork and test results. If the instructor is still at IUPUC, you should discuss the matter with the instructor prior to filing this petition. If you are concerned about privacy regarding the causes of poor grades, be assured that the university regards this petition as confidential. Only persons with a need to know will see any confidential materials, such as medical records, which you may submit. If you are still concerned, you may indicate a phone number and a time at which you may be reached to discuss this issue. If you don't recall the name of your instructor, you may call the school or division by which the course was offered.

Reset

16. If you have transferred to another institution, please explain why the change of grade is critical. Since most schools don't count grades from other colleges in your grade point average, and don't transfer in courses with grades of D or F, be sure to explain the specific impact on your academic future of the grades that you wish changed.

Reset

If you wish to add additional information, it must be in typed format and attached to this document.

_____

Student Signature

Please return the completed form to:
Office of the Registrar
4601 Central Ave., RM 156
Columbus, IN 47203

Fax: (812) 348-7257
Phone: (812) 348-7287

The Office of the Registrar will forward your petition to the IUPUC school or divisions which taught the courses specified. Please allow at least four weeks for the review process. During the summer and during semester breaks, the processing time could take longer than four weeks. You will be notified in writing with the decision.

Academic Policies & Procedures

Undergraduate Policies & Procedures

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.

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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.

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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.

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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.

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2012 IUPUC Graduation Ceremony

The Indiana University-Purdue University Columbus (IUPUC) graduation ceremony will be May 12, 2012 at Columbus North High School. The high school is located at 1400 25th Street, Columbus, IN 47201-4385.

The ceremony will begin promptly at 5 p.m. Graduates should plan to arrive at Columbus North High School by 4 p.m.

Additional information

- All students participating in the IUPUC graduation ceremony must order a cap and gown through Herff-Jones.
- To place your order, go to www.herffjones.com/iu.
- Select IUPUC and complete the steps.
- The deadline to order your cap and gown is April 6, 2012.

Commencement headquarters

Questions about the 2012 IUPUC graduation ceremony? Contact Brandy Taulbee at:

Office of Development and External Affairs
Indiana University-Purdue University Columbus (IUPUC)
4555 Central Avenue, LC 2107
Columbus, IN 47203-1769
Phone: 812.314.8632
E-mail: bjtaulbe@iupuc.edu

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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

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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.

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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.

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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.

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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.

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Academic Resource Center (ARC)

Location
LC 1616

Hours
The Academic Resource Center (ARC) is open Mondays-Thursdays from 9 a.m. to 6 p.m. and Fridays from 9 a.m. to 5 p.m.

Contact information
812.314.8757

Please visit or call the ARC for a current schedule or to book an appointment.

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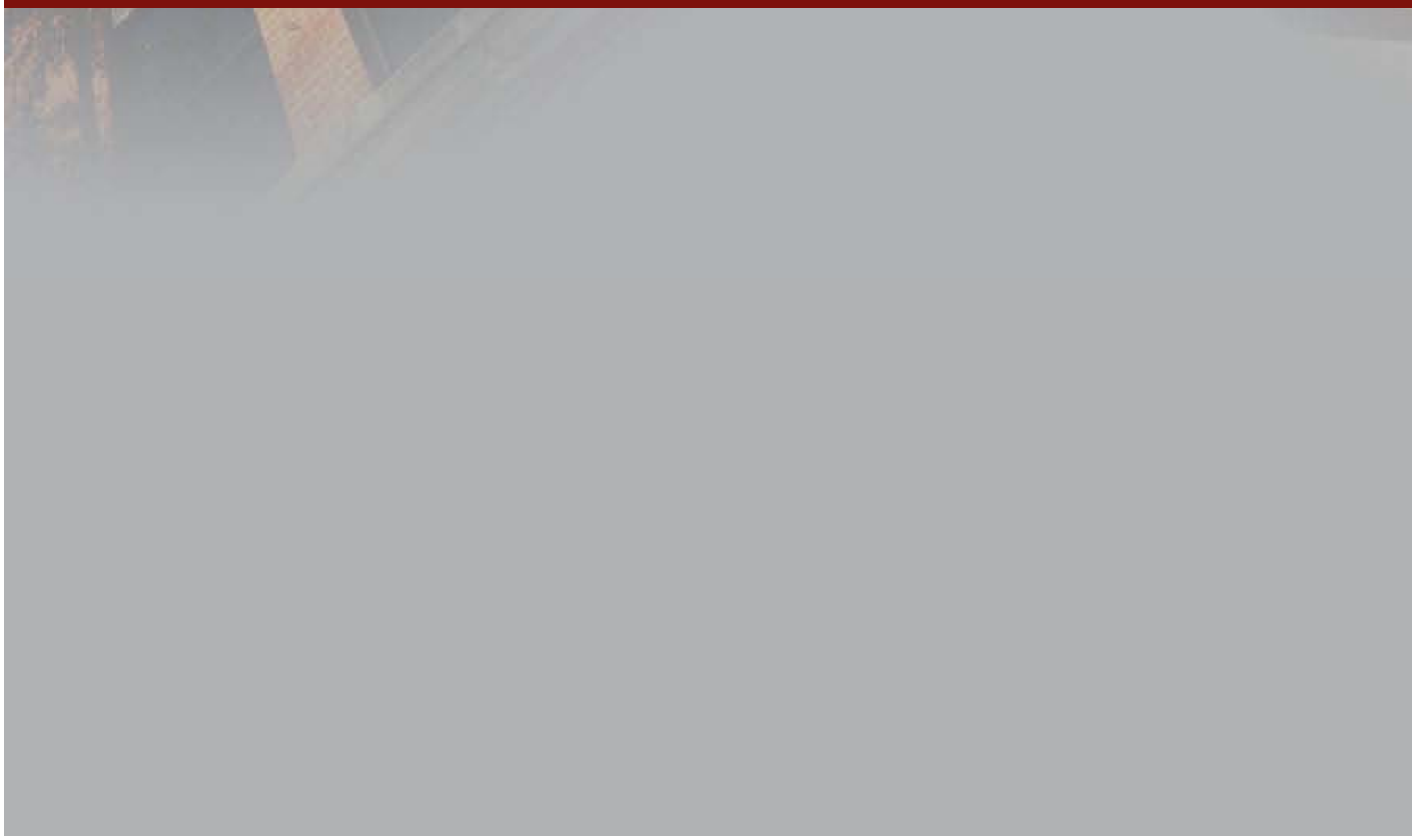

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Adaptive Educational Services (AES)

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.

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Adaptive Educational Services (AES)

Students at Indiana University-Purdue University Columbus who have documented short-term or long-term physical challenges that could impact their ability to have successful education experience are encouraged to contact Adaptive Educational Services or AES.

AES provides a range of services based on the needs of qualified students. AES staff will work with students on an individual basis to help develop accommodations and processes that facilitate student success and ensure timely progress toward earning a degree.

These services may include, but are not limited to, assistance such as:

- Working with instructors to create accessible learning environments
- Note-taking services
- Classroom and testing modifications
- Parking
- Adaptive equipment and technology
- American Sign Language (ASL) interpretation

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.

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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.

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IUPUC Alumni Relations

Welcome to the IUPUC Alumni Association web page. We are glad you stopped by. This page offers insights into what it means to be a part of the IUPUC family. We hope you will take time to explore this page and the opportunities that await you.

As an alum of IUPUC, you are entitled to a host of benefits and opportunities. The IUPUC Alumni Association is your gateway to building relationships with IUPUC and other alumni. We are dedicated to providing you with the programs and services you need to stay connected. Throughout the year, we host numerous Alumni Association events. We encourage you to become involved. With your help, IUPUC's list of accomplishments and reputation will continue to grow.

Connecting with fellow alumni is one of the greatest benefits of joining the Alumni Association. There are more than 4,000 IUPUC alumni representing countless career paths including teaching, nursing, and accounting.

We would love to hear from you! Where are you now? What dreams have you accomplished? Please e-mail us and fill us in on your life after IUPUC.

Remember, no matter where you go, you can stay connected to IUPUC.

Follow us on facebook

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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.

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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/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.

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IUPUC Career Point

IUPUC career point

Welcome to the IUPUC Career Point System! Career Point is an online system for IUPUC students and alumni to use to search for jobs and internships and for employers to list their current job openings and internship opportunities.

Students and alumni can:

- Create a profile
- Upload a resume
- Search for part-time or full-time jobs
- Find internships

Employers can log in to:

- Register
- Post jobs and internships
- Search student resumes

- Employers
  - Instructions for registration
  - Please click here to post or edit a job
- Alumni
  - Please contact Carol Kostrzewsky at (812) 314-8535 or ckostrze@iupuc.edu
- Students
  - Students: LOGIN
  - New Users: if you have NOT registered with this site before, Click here to register

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Career Services

The Office of Career Services at Indiana University-Purdue University Columbus (IUPUC) is located in Room 1200 of the Columbus Learning Center (LC). Please contact us to arrange career counseling and related services.

CareerPoint: Online job and internship listing

CareerPoint is IUPUC's online job and internship posting service for employers, students, and alumni.

- Find a job or internship on CareerPoint
- Employers: Post a job or internship to CareerPoint

Not sure what career path is right for you? Contact the Office of Career Services for more information about completing an employment interest inventory and discover what degree programs and career paths are a good match for you based on your individual interests and personality.

Resources for writing and developing resumes

- Resume writing tips
- 15 Resume blunders
- Writing an objective
- Resume checklist
- Behavioral interviewing strategies guide

Questions? Contact us!

For individual career counseling appointments or additional information, please call 812.314.8535 or e-mail ckostrze@iupuc.edu to schedule an appointment.

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August 27, 2012
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August 28, 2012
IUPUC Dance Marathon Meetings

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Blood Drive

August 30, 2012
Big Red Blowout

September 14, 2012
Volleyball tournament

September 14, 2012
IUPUC Dance Marathon Volleyball Tournament

September 17, 2012
Constitution Day

September 29, 2012
Space day 2012

September 29, 2012
Family Fun Day

October 10, 2012
Career fair

October 22, 2012
Penny Wars Begins

October 25, 2012
Community Ed Fest

October 31, 2012
Fall Festival

November 2, 2012
Trip to the Eiteljorg Museum

November 9, 2012
IUPUC Dance Marathon

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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.

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Student Life

At Indiana University-Purdue University Columbus (IUPUC), we're committed to developing campus programming that will actively engage students. There are many opportunities for involvement—from student leaders to intramurals to student clubs and organizations. We are always exploring new ways to connect with students! Please review these links for more information about student life opportunities at IUPUC.

- Student leadership
- Student Ambassadors
- Student Mentors
- Intramurals
- Student clubs and Organizations
- Student Services
- Career Services

For more information, please contact:

Anna Droste-Glowinski
Student Life Coordinator
E-mail: drostea@iupuc.edu
Phone: 812.314.8526

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812.31.IUPUC
4601 Central Avenue, Columbus, IN 47203

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Student Government Association Home

Student Government Association

The Student Government Association (SGA) is dedicated to enhancing the university experience of each student. Members of the SGA serve as leaders and advocates as well as ensure accountability for all that serves student needs.

Members of the SGA are here to serve you! Students, faculty, or staff who have questions, requests, or suggestions, are encouraged to contact SGA representatives.

2012-13 officers

- President: Ryan Wooley
- Vice-President: Michael Peterson
- Secretary: Davida Harden
- Treasurer: Adrian Harden

More information

For details about the SGA, its mission, meeting dates, and more, please explore the links below.

- Meeting dates
- 2011-12 Student Council members
- Agendas & Minutes
- Constitution

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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.

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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 caps@iupui.edu, or visit the Web site at life.iupui.edu/caps.

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SOLUTIONS EAP
A SERVICE OF CENTERSTONE

LIFEWORKS LOG-IN

Solutions for

Employees

Employers

Providers

Welcome

Whether you're the owner of a business or an individual employee looking for help with a personal problem, Solutions EAP has something for you. In addition to information about our services, you'll also find up-to-date information about today's mental health challenges at work and in your personal life. We believe taking care of your mental health is a sign of strength!

Solutions Digest

Bullying in the Workplace

Nearly half of all American workers (49%) report they have been affected by workplace bullying. In 2010, two U.S. surveys conducted by Zogby International for the Workplace Bullying Institute found that 35% of workers have experienced bullying firsthand with an additional 15% witnessing it.

Learn More

Wellness Tips

Ten Tips for Building a Strong Relationship

When you hear about couples who maintain a strong relationship through all of life's challenges, you may wonder how they do it. Many of these couples have faced the same kinds of difficulties that can lead to break-ups for other …

Learn More

Recent News

Solutions Digest: Dealing with Difficult People

Dealing with difficult people is a balancing act. We all have difficult people in our lives. He or she may be a co-worker who doesn't know when to stop talking and let you do your work or the family member … Continue reading →

Learn More

CENTERSTONE

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Welcome

Centerstone is the nation's largest not-for-profit provider of community-based behavioral healthcare, offering a full range of mental health services, substance abuse treatment and educational services in Indiana and Tennessee. In 2011, we served 74,000 individuals and families. We seek to prevent and cure mental illness and addiction.

Latest News

15 AUG 2012

Centerstone Opens Horizon House in Richmond

New drop-in support center offers resources and consultation services for adults - Read More...

15 AUG 2012

Centerstone Brings Innovative Online Addiction Treatment to Rural Communities

Organization launches new virtual recovery program that offers 24/7 online access to addiction treatment services and resources in five rural southern Indiana counties - Read More...

10 AUG 2012

Centerstone Selected for National Council for Community Behavioral Healthcare's 2012 Same Day Access Initiative

Innovative initiative to enable same-day appointments for public mental health and addictions treatment services - Read More...

Search

GET HELP NOW

If you're in crisis, call us toll-free:

Indiana 800.344.8802
Tennessee 800.681.7444

24 hours a day/7 days a week/365 days a year

Our Organizations

Advantage

CRI CENTERSTONE RESEARCH INSTITUTE

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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.

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IUPUI lecturer to share insights gained on trip to China with students

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IUPUI Office of International Affairs
902 W. New York St., ES 2126
Indianapolis, IN 46202
USA
Phone: (317) 274-7000
Fax: (317) 278-2213
Email: oia@iupui.edu

Front Desk Hours
Monday - Friday,
9:00 a.m. - 5:00 p.m.

David Strong, with colleagues, in China

(July 24) When the subject turned to China and globalization in his introductory sociology classes at Indiana University-Purdue University Indianapolis, David Strong realized two things: His students wanted to learn more about China, and so did he.

When an opportunity to see China first-hand came along, Strong seized it. The sociology lecturer in the IU School of Liberal Arts applied for and was selected, along with other educators from Indiana colleges and universities, to visit China in May 2012. The trip was designed for faculty members who don't specialize in issues surrounding China but want to incorporate material about China into their teaching.

The trip was sponsored and financed by the Indiana Consortium for International Programs, the Confucius Institute and IUPUI's Office of International Affairs.

Full story

Funding renewed for IU-Kenya international research ethics partnership

Eric Meslin, Ph.D.

(June 20) An international bioethics program at Indiana University and Moi University in Kenya has been renewed for five years with a $1.25 million grant from the Fogarty International Center at the National Institutes of Health to the IU Center for Bioethics.

Full story

First Class of Moi University School of Dentistry to Graduate December 2012

Moi University School of Dentistry (MUSOD) was established in 2007 and recruited its pioneer students in January 2008. These students are set to graduate in December 2012.

festival

Full story

International Volunteer Opportunities

Visit our Volunteer Opportunities page for information on the Global Voices Speakers Program and the International Peer Mentoring Program.

Eunice Kamaara of Moi University is IIE Featured Scholar

The Institute of International Education has featured Eunice Kamaara, Professor of Religious Studies at Moi University and International Affiliate Professor at IUPUI, as Spring 2012 Featured Scholar. See the article about Professor Kamaara at http://www.scholarrescuefund.org/pages/about-us/featured-scholar.php.

Dr. Carole Boyce Davies lecture now online

The March 29, 2012 lecture by Dr. Carole Boyce Davies is now available for viewing online. "Caribbean Literature and Culture in the Twenty-First Century: Where Are We Going and Where Have We Been?" Dr. Boyce Davies is a well known scholar of African American & Diaspora literature, and is one of the key scholar in Caribbean Women Writers scholarship. To view the lecture, visit http://www.indiana.edu/~video/stream/launchflash.html?

folder=techserv&filename=Davies_Interview.mp4

Leymah Gbowee's Lecture now online

Leymah Gbowee's lecture on women, peace, and reconciliation in West Africa that took place on February 16 is now archived and available at http://www.indiana.edu/~video/stream/launchflash.html?

folder=vic&filename=gbowee_presentation_20120216.mp4.

Gbowee, founder of the Liberian Mass Action for Peace, along with Liberian President Ellen Johnson-Sirleaf and Yemeni activist Tawakkol Karman, were the joint recipients of the 2011 Nobel Peace Prize.

International Students Share their IUPUI Experience

Record International Student Enrollment at IUPUI

IUPUI has enrolled a record 1,446 international students for Fall 2011, up 6% from Fall 2010, including a 30% increase in new freshman enrollment. For the first time, more than 300 of IUPUI's international students are from a single country — China (319). Other countries with large student populations are India (249) and Saudi Arabia (219), both increases over last year. Full story

Resources

Current Safety Concerns and International Travel

The Office of International Affairs closely monitors information sources for updates on international events that may affect the safety of members of the IUPUI community who are traveling abroad. Read more

---

Travel Resources

International Travel Checklist for faculty and staff.

- IUPUI student's drive takes her to Brickyard as race engineer for Jeff ...
- IUPUI professor receives Association of Midwest Museums Distinguished ...
- Indiana candidates for governor to participate in forum hosted at IUPUI

- **Events Calendar**
  - CompTIA CASP
    Tue, Jul 31
  - InDesign CS5: The Basics
    Tue, Jul 31
  - Center for Teaching and Learning: Common Theme Workshop - July 31st
    Tue, Jul 31
  - SQL: Data Retrieval
    Tue, Jul 31
- **Campus Tools**
  - Oncourse
  - OneStart
  - Imail [learn more]
  - Umail [learn more]
  - Webmail
  - Outlook Web Access
  - IUCAT
  - Public Safety
  - IUPUI Video and Podcasts

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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

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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.

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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.

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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 form 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.

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- 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.

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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.

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

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IUPUI ROTC "First to Lead, Second to None"

Optional Training

One of the optional training events available to Cadets is attending the Army Airborne School. A three week course at Ft. Benning, GA which consists of training for and execution of 5 static line parachute jumps from an aircraft at 1250 ft.

More

Enrollment

Gain admissions to one of the colleges listed below If you are not attending or do not plan to attend one of these colleges then please check with the admissions department of the college of your choice to see if they offer Army ROTC.

More

Curriculum & Training

Every Army ROTC Cadet who enters into the Advanced Course attends the Leader Development and Assessment Course. It's a four-week summer course to evaluate and train all Army ROTC Students. This course normally takes place between your junior and senior years of college, and is conducted at Fort Lewis, Washington.

More

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Department of Military Science
1000 Waterway Blvd.
Indianapolis, IN 46202
Ph: 317-274-2644 | Email: Goarmy@iupui.edu

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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.

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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.

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UNIVERSITY LIBRARY COLUMBUS
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Ask a Librarian

This service is intended primarily for the students, faculty, and staff of Indiana University-Purdue University Columbus and Ivy Tech Community College Columbus; however we will attempt to answer inquiries from non-affiliated users if we are able. In general, reference assistance given via instant messaging and email will be brief.

Email us your question

Visit the information desk (see hours)

Call us 812-314-8703

Use these boxes below to chat with with a librarian during posted hours.

If we are not available, please leave a message with your contact information.

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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.

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VA Education Benefits on the VA Website

Many veteran and current members of the military qualify for federal financial aid from the Department of Veteran Affairs through the Montgomery GI Bill. If you performed military service in the past ten years or are still serving in the military, click here for our local table of information, or visit www.gibill.va.gov to:

- Learn about education entitlements
- Read answers to Frequently Asked Questions
- Apply online for benefits

Apply for Admission to the University

You can apply for admission to IUPUC at the same time you apply for VA benefits. Processing of both applications can take several weeks to complete. The IUPUC Admissions office will need official transcripts from any colleges you attended previously.

Start Your VA File at IUPUC

When you are approved by the VA for educational benefit payments, bring a copy of your Certificate of Eligibility to the IUPUC Registrar's office. We also need a copy of your most recent DD Form 214 or, if you are a member of the National Guard or Reserves, a DD Form 2384 Notice of Basic Eligibility (NOBE).

What IUPUC Does for You

Every university has a VA "Enrollment Certifying Official." (You may also see the title "School Certifying Official.") The ECO reports your enrollment information to the VA by entering credit hours, tuition, and fees data in a web application called VAONCE. This is how the VA knows you are attending school. The VA also needs to know when you withdraw from a class, or add a class. The ECO monitors and reports those changes.

Contacting the Enrollment Certifying Official

If you have comments, additions, or any suggestions to improve this Veterans Web Page contact Cynthia Scott in the Registrar's Office or send an email to cynscott@iupuc.edu

Reporting a Change of Major

If you want to change your academic objective (major) after you have been receiving benefits, the VA requires that you complete their VA Form 22-1995, Request for Change of Program or Place of Training. The form is found on the http://www.va.gov/ website through their VA Forms link. The ECO will remind you of this when either you or your academic advisor submits an IUPUC Academic Objective Update form.

Transferring Here with VA Benefits

If you have been receiving VA Education benefits at another university and are planning to transfer to IUPUC, the Registrar's office does not process your certification until you are admitted to IUPUC. You must first apply for admission to our university. After you have been notified of admission, complete VA Form 22-1995, Request for Change of Program or Place of Training. The form is found on the http://www.va.gov/ website. Look for the VA Forms link. When you have actually enrolled in classes, tell the Enrollment Certifying Official at the Office of the Registrar. We will process your semester enrollment certification.

Military Family Research Institute

Military Family Research Institute is associated with the South Central Military Support Network and Student & Military Veterans Association - resources for student veterans. The link to Military Family Research Institute and the contact mfri@purdue.edu.

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812.31.IUPUC
4601 Central Avenue, Columbus, IN 47203

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.

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Faculty

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Administrative Officers

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- **Gary Felsten,** Interim Associate Dean, Academic Affairs
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- **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

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Current Faculty

Faculty

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 Jyvaskyla, Finland; M.A., English Philology, 1978, University of Jyvaskyla, 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

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Business
Business - Graduate
Education
Engineering and Technology
Liberal Arts
Nursing Courses
Other Courses
Health and Physical Education
Science
Social Work and Labor Studies
SPEA
State Wide Technology
Tourism, Convention, and Event Management
UCOL

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 Introducation 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 and application of analytical tools for marketing and decision making.

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

BUS-P 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 251 251 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 ENGINEERNG 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. Class1, 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 BEHAVR 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 curvefittting, 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 develop-ing 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, resonation, 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 relation-ship; principles and practice of persuasive speaking.

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

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

Economics

ECON-E 201 Introduction to Microeconomics (3 cr.) 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 activiti

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 it's 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.t 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 dimenstions 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 tech-niques. 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 EQUATNS (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 equivalent00. 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 psychopharma-cology, 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 emphases 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 emphases 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 contemp-orary 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 tech-niques. 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 Introducation to Lean Manufacturing (3 cr.) Lean manufacturing is a systematic approachto 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 developunderstanding 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 THINKNG-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 leam 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 tbe context of human resource development projects.

OLS 45600 LEADRSHP 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.

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Business
Business - Graduate
Education
Engineering and Technology
Liberal Arts
Nursing Courses
Other Courses
Health and Physical Education
Science
Social Work and Labor Studies
SPEA
State Wide Technology
Tourism, Convention, and Event Management
UCOL

Courses

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.

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Courses

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 251 251 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)

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Business

Business - Graduate

Education

Engineering and Technology

Liberal Arts

Nursing Courses

Other Courses

Health and Physical Education

Science

Social Work and Labor Studies

SPEA

State Wide Technology

Tourism, Convention, and Event Management

UCOL

Courses

Engineering and Technology

ENGR 19500 FIRST-YEAR ENGINEERNG 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. Class1, 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 BEHAVR 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 curvefittting, functions, conditional statements, loops, and introduction to Matlab toolboxes.

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Courses

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 develop-ing 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, resonation, 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 relation-ship; principles and practice of persuasive speaking.

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

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

Economics

ECON-E 201 Introduction to Microeconomics (3 cr.) 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.

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Courses

Nursing Courses

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 activiti

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.

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Business
Business - Graduate
Education
Engineering and Technology
Liberal Arts
Nursing Courses
Other Courses
Health and Physical Education
Science
Social Work and Labor Studies
SPEA
State Wide Technology
Tourism, Convention, and Event Management
UCOL

Courses

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.

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Courses

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 it's 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.t 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 dimenstions 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.

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Courses

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 tech-niques. 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 EQUATNS (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 equivalent00. 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 psychopharma-cology, 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.

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Business
Business - Graduate
Education
Engineering and Technology
Liberal Arts
Nursing Courses
Other Courses
Health and Physical Education
Science
Social Work and Labor Studies
SPEA
State Wide Technology
Tourism, Convention, and Event Management
UCOL

Courses

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 emphases 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 emphases 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.

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UCOL

Courses

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 contemp-orary 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.

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Courses

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 tech-niques. 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 Introducation to Lean Manufacturing (3 cr.) Lean manufacturing is a systematic approachto 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 developunderstanding 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 THINKNG-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 leam 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 tbe context of human resource development projects.

OLS 45600 LEADRSHP 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.

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Business
Business - Graduate
Education
Engineering and Technology
Liberal Arts
Nursing Courses
Other Courses
Health and Physical Education
Science
Social Work and Labor Studies
SPEA
State Wide Technology
Tourism, Convention, and Event Management
UCOL

Courses

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.

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Business

Business - Graduate

Education

Engineering and Technology

Liberal Arts

Nursing Courses

Other Courses

Health and Physical Education

Science

Social Work and Labor Studies

SPEA

State Wide Technology

Tourism, Convention, and Event Management

UCOL

Courses

UCOL

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.

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